



IMPACT OF SOCIAL MEDIA USE ON ACADEMIC PERFORMANCE AMONG
UNIVERSITY STUDENTS IN MALAYSIA

KAN PURPLE
19AAB06491
LEE TENG XUAN
18AAB03288
ONG JIAN RONG
18AAB03497
TEE SHIN YIE
19AAB06756
YAM KAH YEE
18AAB03627

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT FOR THE AWARD OF
BACHELOR OF COMMUNICATION (HONS) PUBLIC RELATIONS
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

JUNE 2022

ACKNOWLEDGEMENTS

It would be impossible to complete this thesis without the assistance and cooperation of a host of individuals and organization. We were therefore deeply thankful Ms.Liana binti Mat Nayan for her constant support and guidance throughout the whole research. She had given us a lot of helps so that we can develop this research successfully.

We are deeply grateful to our parents for their warm and sweet encouragement as well as their understanding. Besides, we must give special thanks to several friends whose continuous support and wise counsel I value and appreciate immeasurably for their strong moral support.

To every one of you, we thank you. This thesis has been completed by having all of your efforts and contributions.

KAN PURPLE
LEE TENG XUAN
ONG JIAN RONG
TEE SHIN YIE
YAM KAH YEE

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Name: KAN PURPLE
Student ID: 19AAB06491

Signed: *Purple*

Date: 2 September 2022

Name: LEE TENG XUAN
Student ID: 18AAB03288

Signed: *Tengxuan*

Date: 2 September 2022

Name: ONG JIAN RONG
Student ID: 18AAB03497

Signed: *Jianrong*

Date: 2 September 2022

Name: TEE SHIN YIE
Student ID: 19AAB06756

Signed: *Shinyie*

Date: 2 September 2022

Name: YAM KAH YEE
Student ID: 18AAB03627

Signed: *Kahyee*

Date: 2 September 2022

Approval Form

This research paper attached hereto, entitled “Impact of Social Media Use on Academic Performance among University Students in Malaysia” prepared and submitted by **Kan Purple, Lee Teng Xuan, Ong Jian Rong, Tee Shin Yie** and **Yam Kah Yee** in partial fulfillment of the requirements for the Bachelor of Communication (Hons) Public Relations is hereby accepted.

Supervisor

Supervisor's name

Date: _____

TABLE OF CONTENTS

ABSTRACT	1
CHAPTER 1	4
1.1	9
1.2 Problem Statement	6
1.3 Purpose of Study	11
1.4 Research Questions	12
1.5 Research Objectives	12
1.6 Significance of Study	13
1.6.1 Theoretical Significance	13
1.6.2 Practical Significance	14
1.7 Scope of Study	15
1.8 Definition of Terms	16
CHAPTER 2	20
2.1 Introduction	20
2.2 Social Media Usage	20
2.2.1 Facebook.	20
2.2.2 WhatsApp.	21
2.2.3 YouTube.	21
2.3 The Impacts of Social Media Use	21
2.4 Students' Social Media Usage and Academic Performance	25
2.5 Characteristics of Social Media	26
2.5.1 Characteristic of Facebook	26
2.5.2 Characteristics of WhatsApp	27
2.5.3 Characteristics of YouTube	28
2.6 Social Media and Education	29
2.7 Theoretical Framework	32
2.7.1 Social	32
2.7.2 Entertainment	33
2.7.3 Academics	35
CHAPTER 3	38

3.1 Research Design	38
3.2 Sampling Method	41
3.3 Data Collection	42
3.4 Questionnaire	43
The characteristics of social media usages:	45
The students' purposes of using social media:	48
The spending on social media:	49
3.5 Data Analysis	51
3.6 Ethical Considerations	53
3.7 Conclusion	54
CHAPTER 4	55
4.0 Overview	55
4.1 Demographic Profile of Respondents	55
4.2 Characteristics of social media usages	58
4.2.1 Purpose of spending times on social media	69
4.3 Academic performance of Malaysian university's students	70
4.4 Correlation	71
4.4.1 Pearson Correlation Coefficient Analysis	72
CHAPTER 5	75
5.0 Overview	75
5.1 The characteristics of social media usages	75
5.2 The students' purposes on using social media	76
5.3 Impact of time spent on social media on university students' academic performance	77
5.4 Implication of Study	80
5.4.1 Practical Implications	80
5.4.2 Theoretical Implications	81
5.5 Limitations of Study	83
5.6 Recommendations	84
5.7 Conclusion	85
References	87
Appendix	109
Pilot Test	117

STUDENT DECLARATION FORM
Department of Public Relations
Academic Honesty Regarding Final Year Projects

The following are examples of academic dishonesty extracted from “Student Handbook” that are more applicable to final year projects.

- plagiarism, i.e., the failure to properly acknowledge the use of another person’s work;
- submission for assessment of material that is not the student’s own work;
- collusion, i.e., obtaining assistance in doing work which is meant to be solely the student’s own work;
- use of fabricated data claimed to be obtained by experimental work, or data copied or obtained by unfair means;

It is important that the student reads the Student Handbook and understands the seriousness of academic dishonesty. The student should pay particular attention on how to avoid plagiarism.

Student Final Year Project Declaration

I have read the student handbook and I understand the meaning of academic dishonesty, in particular plagiarism and collusion. I declare that the work submitted for the final year project does not involve academic dishonesty. I give permission for my final year project work to be electronically scanned and if found to involve academic dishonesty, I am aware of the consequences as stated in the Student Handbook.

FYP Title:

Impact of Social Media Use on Academic Performance among University Students in Malaysia

Name: KAN PURPLE
Student ID: 19AAB06491
Signed: *Purple*
Date: 2 September 2022

Name: LEE TENG XUAN
Student ID: 18AAB03288
Signed: *Tengxuan*
Date: 2 September 2022

Name: ONG JIAN RONG
Student ID: 18AAB03497
Signed: *Jianrong*
Date: 2 September 2022

Name: TEE SHIN YIE
Student ID: 19AAB06756
Signed: *Shinyie*
Date: 2 September 2022

Name: YAM KAH YEE
Student ID: 18AAB03627
Signed: *Kahyee*

Date: 2 September 2022

ABSTRACT

Social media usage plays an important role in university students' academic performances. Previous researchers commented that the more time students spent on social media, the more addictive they tend to be. Despite social media addiction being the main culprit of students' academic performance, researchers also discovered that social media addiction is capable of the students' mental health and well-being. This research addressed the effect of university students' time spent on social media and their academic performance. To further extend this research, we also looked into correlation between time spent on social media and the students' academic performance to identify the relationship between. This research collected data through surveys and the data collected were analyzed through SPSS for further study. From this, the current study indicated an assumption that there was a significant relationship between time spent on social media and university students' academic performance.

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Social media has a significant impact on the student community in the modern epoch is gradually becoming an everyday necessity of every individual's life in today's world (Abbas, 2019). In the field of information technology, innovations are occurring at a rapid pace and are being promoted on a variety of social media and networking platforms (Appel, 2019). For instance, WhatsApp, Facebook, Youtube etc offer innovative social interaction patterns of communication (Nerur, 2017). Over the last few decades, there has been a growing concern about the impact of social media on university students' lifestyles and education (Larson, 2015). However before social media was normalised, people had to buy newspapers to stay up to date on daily news, but now a click or two is all it takes to read any news source from anywhere in the world, updated to the second (Martin, 2018). Almost all daily activities, such as ordering food, buying groceries, promoting a business, and even finding a partner, can be done through social media (Reinartz, 2019).

Previously, distances once prevented people from openly speaking and sharing their opinions, but thanks to the new globalisation of social media, the interchange of information and knowledge is now possible regardless of nationality or religion. (Umar & Idris, 2018). Individuals of different ages use social media to create, share, exchange, and remark within themselves, using numerous networks available at their fingertips. (Umar & Idris, 2018). And social media has become almost

an essential part of our daily life in today's society, particularly among university students, who are frequent social media users. (Lau, 2017). Multitasking on social networking sites is also becoming more common, students and social media have also a close relationship (Wihbey, 2013). Social media has also clearly impacted all levels of education by providing limitless opportunities for learning (Reinartz, 2019). Students can use mobile gadgets and social media to create, customise, and exchange course content in text, video, or audio formats (Selwyn, 2011). These technology breakthroughs have resulted in the emergence of a new breed of learning cultures, ones based on the concepts of group discovery and engagement (Jamal & Nawab, 2020).

On the one hand, social media provides them with an excellent means of communication and collaboration, but it can be a major distraction and cause serious long-term issues (Sperling, 2021). Those students must strike a balance between their social media usage and their academic performance, as the two appear to become increasingly intertwined as time passes (Kolan & Dzandza, 2018). Academic performance metrics include GPA, rating, and first-year performance in required courses, and they are used to measure and track academic progress and achievement (Kim et al., 2017). These metrics predict overall success in the students' programme of study by determining how well students persist through terms (Kim et al., 2017). Students utilise social media to learn more about their academic studies, while academic institutions employ social media platforms to communicate with their instructors, access course material, personalise it, and develop student communities (Selwyn, 2011). DeBell estimates that 90 percent of school-age pupils now use the internet on a regular basis, with over 75 percent of teenagers using online networking sites for e-learning (DeBell, 2006).

Thus, social media has become a mainstream platform for university students to seek necessary information regarding their course syllabus because students highly depend on social

media as a major platform to interchange information regarding to their course syllabus and participate in virtual group meetings due to the current Covid-19 lockdown restrictions (Talaue et al., 2018). Researchers have discovered that social media platforms like Facebook are utilized by university students to gather relevant information about their studies and act as a supplementary learning material (Moghavvemi et al., 2021). Besides Facebook, YouTube is also utilized by students to gain information for their scholar field such as architecture, medicine, nursing, performing arts and more (Moghavvemi et al., 2021). Besides, social media platforms help to improve students' writing skills (Nilgiri, 2020). This is because writing blog posts or social media content on the social media site can sharpen their writing skills if they write regularly and it will eventually improve their writing skills when it comes to writing their academic papers (Nilgiri, 2020). Besides, social media also encourages online learning to students because with the advancement of social media these days students can easily use it to watch educational videos, read e-books, do their notes online or even learning through virtual video calling (Tula's International School, 2020).

1.2 Problem Statement

University students frequently use social media in their daily life. The research of Ahmad et al. (2018) found that 76.3 percent of 240 university students are using more than three social media accounts for each of them. Based on the study by Siddhartha et al. (2020a), the usage of Facebook reached 69 percent while YouTube and WhatsApp reached 93 percent by university students in Malaysia. The more detailed statistic shows that the 2 of the highest age groups of YouTube users are at 77% of both the 15 years old to 25 years old age group and 26 years olds to 35 years old age group which are the ages between teens and university students (Ceci, 2021). Facebook has approximately 500 million users and is still growing, with around 85 percent of

undergraduate students using it (Schneider, 2010; as cited in Himat & Nazari, 2021), and WhatsApp was one of the most popular social media platforms among university students (Devi & Tevera, 2014; as cited in Al-Mothana, 2017). This result showed the heavy usage of social media among university students.

The university students use social media frequently in daily occurrence to share and explore themselves in self-presentation, maintain relationships with peers, express their emotions or opinions and more (Ahmad et al., 2018). According to Al-Rahmi (2015), students learn how to share, communicate, cooperate, and socialise information and knowledge via the use of social media. In Malaysia, social media has grown in popularity and is now widely utilised among students as a means of communication and group cohesiveness (Othman et al., 2017).

On the other hand, researchers also found that social media diverts student's focus away from academics and gives improper pursuits such as pointless discussion (Lupus and Shankar, 2010, as cited in Iqbal, et al., 2018). Social media networking is all about sharing and developing information, and all of these aspects are extremely useful in higher education. (Sivakumar, 2020). According to Bull et al. (2008, as cited in Iqbal et al., 2018), social media were used to improve academic performance and enhance the interaction between the teacher and students. As a vital communication network, social media plays a critical role in learning contexts (Jamil et al., 2020). It has a significant impact on improving relationships between students, teachers, and even peers. Teachers and students are linked and may utilise these social media platforms to help them work on their education especially when the pandemic hits (Sivakumar, 2020). A lot of study has been done on how students in higher education use social media and mobile devices to connect with their classmates (Ansari & Khan, 2020). Developing collaborative learning abilities is another advantage of using social media in the classroom which may aid students to obtain and share

information from both internal and external sources via social media platforms. (Monika, 2020). To further elaborate, when social media platforms are used in the classroom, students are inspired and encouraged to study. (Ajay, 2021). YouTube instructional videos, easy access to e-books, online notes, and studying via video chats, for example, are all key components of educational advancement (Monika, 2020).

Additionally, students utilise social media for a variety of reasons, including resource sharing and information access. Students feel that using social media will provide them with more knowledge and access to learning resources (Mulla et al., 2020). Through data and information collection, social media helps students improve their academic performance and knowledge (Monika, 2020). With the easy and free access of social media, it is able to motivate students to study on their own. Another key benefit of social media for educational purposes is that it increases student academic performance and understanding by allowing them to gather facts and information (Ajay, 2021).

However, social media indeed caused negative impacts on university students. According to Mohamad et al. (2019), the research found that 71 percent of Universiti Teknologi Malaysia students using the Internet for longer times are expected. According to a study conducted by Ahmad Jahed Mushtaq (2018), university students tend to be affected by social media in various negative aspects. One of the factors that caused poor performances in their academics is due to the usage of social media because they play online games through social media and this has brought distraction to their studies (Mushtaq, 2018). On top of that, Hou et al. (2019, as cited in Ezeonwumelu, 2021) also stated that social media addiction is prevalent among students whereby when students become excessively reliant on social media, they will develop a dependency on online networking sites more. Students who spend more time on social media do worse in school,

according to researchers, since they spend more time interacting with friends on social media rather than learning (Talaue, et al., 2018). Despite social media consisting of a great amount of access to course related information, some students use it for entertainment instead. Study shows that YouTube has a whopping 64.2% of students using it for entertainment and 59.8% to pass time (Gujjarappa, 2019). As for WhatsApp, a total of 73.4% uses WhatsApp to communicate with friends but only 39.6% of them uses it to discuss class-related topics (Gasaymeh, 2017). Besides, a total of 70.1% of students uses Facebook for social purposes but only 49.7% of students use it for educational purposes (Tasir & Al-Dheleai, 2017).

Everything has its pros and cons, there are some negative characteristics of social media and social media usage towards students. Nowadays, students often lose focus when studying and instead prefer to spend their time on social media (Mulla et al., 2020). The major concern of social media platforms is that they are beginning to disrupt and impair the mind's capacity to think effectively (Monika, 2020). However, according to a study conducted by Ahmad Jahed Mushtaq, university students will likely be affected by social media in various negative aspects. It is observed that the mass usage of social media affects university students' academic performance in a negative way (Mushtaq, 2018). One of the factors that caused poor performances in their academics is due to the usage of social media because they play online games through social media and this has brought distraction to their studies (Mushtaq, 2018). Many students have been almost entirely absorbed in social networking, paying less attention to their academic work as a result of gaining significant attention on platforms rather than learning or participating in one-on-one interactions (Umar & Idris, 2018). Addiction and distraction are the top two worries of students when it comes to using social media (Mulla et al., 2020).

In addition, students relying too much on social media is not a good sign. As text messaging and social media tweets have increased, students have become accustomed to not utilising proper spelling and grammar while conversing. It is more challenging for others to understand the full scope of the discourse, especially when interacting with people who did not grow up with technology as their primary form of communication (Bruce, 2020).

Besides, if students did not utilize social media in an appropriate way, it will cause some negative impacts such as Cyberbullying thrives on social media. Since there are so many gadgets with internet access nowadays, internet bullies may easily stay confidential and create many profiles with different identities, enabling them to target numerous social media users simultaneously, often without being discovered (Christine, n.d.).

According to the research of Kolan and Dzandra (2018), it was also discovered that the majority of users primarily used social media for talking and downloading, negatively impacting their academic performance. The widespread use of social platforms such as facebook and YouTube has both positive and negative consequences on university learning and teaching (Moghavvemi et al., 2017). The non-academic Internet use which included social media was adversely connected with classroom performance among university students (Ravizza et al., 2014). The studies of Gafni and Deri reveal that the Internet and modern technology have an idealistic effect on students and also produce negative effects rather than assisting them academically (2012). Students who spent a lot of time on social media showed poorer academic confidence in performing tasks and taking classes, as well as more difficulties influencing their education, such as sleeplessness and drug usage (Carter, 2013). Students' learning skills and research capacities are diminishing in certain cases, as their interaction with these sites causes them to dedicate less time to their studies, resulting in a reduction in academic achievement (Siddhartha et al., 2020).

There is a constant ongoing dispute about how much social media has an influence on university students' academic performance. In one of the studies, researchers discovered that 78% of students admit that excessive use of social media decreases their time for studies which leads to poor results in academics (Jamil et al., 2020). Besides, 89.4% students also agreed that social media is beneficial for their academics as the platform consists of information related to their courses and keeps themselves updated through online learning and practices (Jamil et al., 2020). Moreover, 78.7% of students perceive social media to increase their research frequency and expose them to more new information (Jamil et al., 2020). The researchers who investigate the social media use of adolescents correlates with their academic performance and they found there are various contradicting single research on this topic, making it impossible to adequately appraise all responses accordingly (Science Daily, 2018).

Therefore, this current study interested to investigate whether the amount of time students spent on social media might affect the academic performance of university students.

1.3 Purpose of Study

According to Uma et al. (2021), social media is defined as “websites and applications that enable users to create and share content or to participate in social networking.” Social media includes social networking platforms including Facebook and Twitter and media sharing sites, for example, YouTube and Instagram. In addition, there are other platforms like blog sites and microblogging sites.

The 2019 Digital Malaysia reported that 125 million people in Malaysia are actively using social media, representing 78% of the total population, who spend an average of eight hours per day on the internet and three hours per day on social media. Malaysia is also among the top

developing countries in Southeast Asia and occupies the fourth position globally for countries with high levels of social media users (New Straits Times, 2019). However, the particular interest in this study is social media use among higher education students in Malaysia, which is a developing country where social media use is widespread, though its study in higher education remains in an infancy stage (Moorthy et al., 2019).

Besides, contradicting findings from previous studies also proved that even though social media use is claimed to enhance active learning for students and hence academic performance, empirical evidence is scarce (Alshuaibi, Alshuaibi, Shamsudin, Arshad, 2018). Therefore, this research aimed to find out the impact of time spent on social media towards Malaysian university students' academic performance.

1.4 Research Questions

There are three research questions explored in this current study as stated below:

1. What are the characteristics of social media usages on Malaysian university students' academic performance?
2. What are the students' purposes when using social media?
3. Does time spent by students on social media have an impact on university students' academic performance?

1.5 Research Objectives

There are three research objectives explored in this current study as stated below:

1. To explore the characteristics of social media usage on academic performance of university students in Malaysia.
2. To identify the purposes of using social media by university students.
3. To determine the relationship between time spend by students on social media and academic performance of university students in Malaysia.

1.6 Significance of Study

People are inextricably linked to technology and social media, which includes online purchasing, obtaining information or news, taking online courses, and more. People's behavior is hard to determine based on several surveys or studies, it is an unpredictable action since everyone has a different mindset. People utilize technology and social media to expect a better and a more convenient way to solve problems in their life. The usage of technology and social media is able to facilitate people's daily life. For example, people use social media like Instagram or Facebook to purchase products for their daily supplies like foods or ingredients during the pandemic period to avoid going out. In this way, we can know that different people utilize different social media platforms for different usage based on their preferences, time spent and habits.

1.6.1 Theoretical Significance

The use of social media is pervasive in our daily lives. It has altered how people consume and portray media contents such as ideas, beliefs, and current events. In the last decade, university students have become increasingly reliant on social media for academic purposes. Its influence has grown to the point that students use it regularly, even in academic contexts, as a result of its widespread use (Al-Rahmi et al., 2015). The Uses and Gratification theory investigates how

propaganda works. It addresses how people use media to satisfy their personal needs and how they feel satisfied when those needs are filled (Shraddha, 2018). According to the notion of uses and gratifications, people who pick the media they absorb are motivated to perform. The additional power and choice afforded by new media has opened new opportunities for research into uses and gratifications, and even the discovery of new satisfactions, specifically in the context of social networks (Cynthia, 2019). Users have more control over what they interact with, when they interact with it, and what they interact with, as well as more content options. In this way, it is a freedom for people to choose what they want based on their preferences with the effects of media. This expands the range of gratifications that new media may provide.

As university students represent a substantial section of society and are seen as future leaders, it is critical to examine the effect of social media use on academic achievement. The purpose of usage differs among users depending on their requirements, according to the uses. To put it another way, the hypothesis suggests that viewers gravitate toward certain social media sites to meet various gratifications or wants. It emphasises that the audience is engaged and that media exposures that do not meet the user's demands are not completely accepted (Katz et al., 1973 as cited in Defleur, 2010). This is relevant to the study's objective, which is to investigate how undergraduate people are using social media, why they use it, and what influence it may have on university students' academic performance while using social media for various educational reasons.

1.6.2 Practical Significance

Regardless of the fact that Malaysia university graduates use social media more often, most researchers have not paid much attention to the influences of social media on their academic's

performances. As social media has definitely become a popular and integral part of many students' social lives nowadays, the inquiries into all of its probable implications are not enough. To investigate the characteristic and usage of social media on academics' performances of Malaysia university students, the research is intended that the outcomes of this study will fill in the practical gaps about the impact of social media on students' educational outcomes.

1.7 Scope of Study

Due to the spike in the number of social media users and most of them are university students, social media sites have become the mainstream platform for them to communicate with one another and also access online learning during pandemic lockdown. However, the more they spend their time on browsing through social media, the less time and focus they have for their studies. Besides, information published online can be lack of trustworthy because the sources of these information are potentially ingenuine, therefore sourcing information for their academic papers can be a latent threat as the students might obtain false information. In order to look into this situation, this current study analyzes the role social media plays among university students. The study will also cover how the duration of university students using social media impacts their academic performance. The scope of study is restricted to a few selected social media platforms which are YouTube, Facebook and WhatsApp. This is because according to a study conducted by Hashim et al. (2015) and Mamat et al. (2021), they discovered that YouTube, Facebook and WhatsApp are the most used social media sites among higher education in Malaysia.

This current research will be open for local university students and the data will be collected through the form of webpage survey as the study will be in quantitative method and the received data will be analyzed through descriptive analysis method. In conclusion, the scope of

this study is limited to local university students aged between 18-24, but did not restrict to any certain courses. The reason this age group is specifically chosen is because study discovers that 80.3% of Malaysians that use social media are aged between 13-34 and 34.5% of them are aged within 18-24 (Subramaniam, 2014).

1.8 Definition of Terms

1.8.1 Social Media.

Social media refer to a broad circumstance to describe a wide range of social networking sites or platforms and apps utilised by media devices such as smartphone, computers and other connected devices which enables users to be involved in interactive engagement (Kanwar & Taprial, 2012). It allows the users to carry out web-based activities or perform user-generated content, and it is connected with Web 2.0 which include bloggings, social networking sites, virtual worlds and more (Dewing, 2010). Web 2.0 is a website or platform that allows users to exchange online information to an extensive audience (Thomson, 2008). Beer & Burrows (2007, as cited in Treem, et al., 2016) stated that these technologies imply the existence of a web-based app that allows users to produce or share the content which can be accessed across numerous devices. Beer (2008, as cited in Treem, et al., 2016) declare that there is a relevance difference between sites used for active social networking users and platforms that merely express user's online connections, which fall under the concept of social networking sites. He believes that identifying social media enables comprehensive studies by evaluating corresponding and contrasts between the types of applications and their particular purposes. The convenience of smartphone uses, as well as the development of high-speed mobile networks are fostering a habit of uninhibited uploading of user-generated content (Kusumajati et al., 2020).

Besides, it can be seen that social media has brought impact to the way of communication which is from traditional communication to multidimensional communication and two-way communication (Berthon et al., 2008, as cited in Schivinski & Dabrowski, 2014). For instance, Facebook, Instagram, Twitter and more have become a channel for people to perform online communication whereby the users can deliver messages to a far wider audience and get instant feedback through online without face-to-face communication (Manning, 2014). Not only that, the communication language has dominated by emoji and abbreviation on social media communication to express one's feelings and messages (Arafah & Muhammad, 2019). Arafah & Muhammad (2019) stated that, emoji icons was used to overcome the problem of inability to express the meaning of information in written communication as emoji can provide the reader an indication of what message did the author want to deliver by displaying the facial emotions of emoji. Furthermore, abbreviations were commonly used in social media communication as a new language whereby people can understand the meaning of it immediately (Subramanian, 2017). For example, "TTYL" means talk to you later (Subramanian, 2017).

1.8.2 Social Media Usage

As social media requires low prices and it is accessible to new technology, users have more options for media consumption now (Manning, 2014). For instance, users can look for unlimited information they need from multiple sources and they can discuss the information through the message forums. According to Amedie (2015), it is indisputable that social media took an important role in allowing immeasurable information for everyone to exchange ideas, connect with, and provide assistance. In fact, social media has broken down the communication boundaries and provided decentralized communication channels which allows everyone to voice out their opinion. Manning (2014) also stated that users were restricted to share their thoughts before but

now with social media, users have more opportunity to voice out for themselves and get immediate feedback. Social media has evolved into a useful resource for different groups and individuals in communication, socialization, marketing or education.

Based on Rogers (2019), social media were used for engagement. The majority use social media for social interaction, communication and stay connected with the one who lives far from them. For instance, researchers use social media to attend conferences and moderate discussions with audiences who share common interest in science. Rogers (2019) also mentions that people will look for information and interest through social media as it is an easy method to connect with individuals who share common interests. In terms of business, social media were used as a platform for companies to reach their targeted audience. This platform allows companies to create brand awareness and communicate with their client better whereby they can get real-time feedback (Venkateswaran et al., 2019). Social media also was used for educational purposes whereby students use it as a learning tool to search academic materials and to complete their homework or assignment task (Hamid et al., 2013). Therefore, the usage of social media is diverse from personal to education areas and there is no end in sight to it as the use is continually increasing.

1.8.3 Academic Performance

Narad and Abudullah (2016) define that academic performance is the knowledge acquired and denoted by marks given by educator or result of education in terms of how well a student or instructor has achieved on their educational objectives within a particular time period. Academic performance is also measured using GPA (grade point average) and the number of subjects passed in the first year of university (Lamas, 2014). According to Ali et al. (2009, as cited in Mushtaq & Khan, 2012), student's academic performance took an important role in creating the greatest

graduates who will become outstanding leaders for the future of the country and social progress. Moreover, various factors such as personality, parental background, admission qualification, gender, age, learning environment, educational infrastructure and more are the elements that will affect a student's academic performance (Ali et al., 2013).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study will be focusing on the 3 platforms that are widely used by university students nowadays which are YouTube, Facebook and WhatsApp. It is crucial for researchers to take account of the variables in this research because it can bring out the connection between time duration university students spent on social media and the university students' academic performance (Bhandari, 2021). The variables in this research are students' social media usage and academic performance, characteristics of social media, social media and education and social media impacts on university students' health that affect academic performance.

2.2 Social Media Usage

2.2.1 Facebook.

Based on findings by Brailovskaia et al. (2019), 45.5% of the respondents uses Facebook less than once a day, 25% of the respondents uses Facebook once a day, 16.1% of them uses Facebook 3-5 times a day, 8% of them uses Facebook twice a day and only 5.4% of the respondents uses Facebook 5-8 times per day. As for their duration of using Facebook on a daily basis, 71.4% uses Facebook for less than 5 minutes, 14.3% uses Facebook for 5-15 minutes every day, 8% of the respondents spend 15-30 minutes on Facebook every day and only 6.3% of them uses Facebook for 30-60 minutes (Barilovskaia et al., 2019). A previous study by Jafarkarimi et al. (2016) discussed that with the easy access to social media sites nowadays people can access their social media anytime and anywhere and it can easily cause addiction to social media users. Besides, they

also discovered that excessive use of Facebook had an impact on the users' capability to communicate with other people in real life as well as their capability of finishing their task (Jafarkarimi et al., 2016).

2.2.2 WhatsApp.

According to Faye et al. (2020) research, majority of the respondents at 53% of them uses WhatsApp for 1-2 hours, 18% of them uses WhatsApp for 2-5 hours per day, 28% of them uses WhatsApp for less than an hour and only 1% of the respondents uses WhatsApp for 5-10 hours on a daily basis. Based on Kharya et al. (2019) study, 48.4% of the students overusing WhatsApp can lead to reduction of their study time, 34.3% pointed that their academic results regress due to heavy WhatsApp use and majority of them (53.1%) feel lack of concentration using WhatsApp.

2.2.3 YouTube.

Based on previous research conducted by Klobas et al. (2018), majority of the respondents at 30.2% uses YouTube for 10-30 minutes per day, 22.4% of them uses YouTube roughly an hour a day, 15.4% uses YouTube for less than 10 minutes, 19.2% uses YouTube for about 1-2 hours and only 3.5% of them spent 3 hour and above on watching YouTube.

2.3 The Impacts of Social Media Use

Despite the dispute over social media causing negative impacts towards students, there are still positive impacts from using social media. For instance, Facebook has been proven from an investigation that facebook benefits their studies as they found facebook as an effective learning tool for them to use it for participating in subject discussions, access to lecture notes assessments and even plain interacting with their peers (Tess, 2013). However, excessive use of social media

will still backfire and cause negative effects. One of the flip sides of social media is the addiction issue.

According to a study conducted by Moghavvemi et al. (2021) they discovered that 18% of the students are addicted to Facebook and 20% of the students are addicted to YouTube because they usually will spend more than 2 hours daily browsing through these 2 platforms for other purposes. With the rapid growth of social media sites and excessive usage of social media has caused the younger generation to feel more alone and it will lead them into doing dangerous practices and eventually will lead to poor connection between family and their companion (Moghavvemi et al., 2021). Besides, the higher usage of social media the higher it will affect on their academic performance as well as their relationship with their family members (Moghavvemi et al., 2021).

Furthermore, excessive use of social media will also cause negative impacts towards university students on a psychological level. According to a previous study by Valkenburg, Peter and Schouten (2006) as cited in Armstrong and Hudson (2020), they discovered that social media sites cause an impact on one's self esteem. However, they argue that the duration of them using social media is not the cause of their low self esteem but instead it's their way of spending their time on social media.

Researchers claim that if the individual's usage of social media reaches an addictive stage then it will start to lead a negative impact towards the users' self-esteem (Amdreassen et al., 2016 as cited in Armstrong and Hudson, 2020). Besides, researchers also claim that social media are most likely to cause low self esteem because people like to compare their imperfection with other people they saw online that suits which will later on leads to further inadequacy (Vogel et al., 2014 as cited in Armstrong and Hudson, 2020). The feeling of inadequacy they feel from seeing their

peers online with better lives will increase their low self-esteem. Leary (2004) as cited in Armstrong and Hudson (2020) claims that constantly feeling low self-esteem will cause other related psychological problems such as social anxiety and even depression.

Study shows that lower self-esteem leads to higher levels of loneliness. Loneliness can even soon evolve into worse psychological effects such as depression, alcoholism and even increased suicidal thoughts (Armstrong and Hudson, 2020). Self-esteem has a strong influence towards an individuals' loneliness because usually people with lower self-esteem tend to presume themselves as a social failure with having bare minimum social contact with others (Armstrong and Hudson, 2020).

The effect of social media on academic performance has also been linked to health issues have been well researched. According to the research of Deepa and Priya (2020), they aimed to discover the effects of social media on student concerns on their mental health. Based on their findings, they used a quantitative method to test the relationships between mental health issues and depression plus anxiety. According to the results of the survey, the majority of respondents use a variety of social media platforms and spend more than four hours each day on it. It was observed that there was a correlation between the number of social networking sites used and depressive symptoms in the research. Furthermore, the research discovered a strong correlation between anxiety and depressive symptoms. It was also proven that there was a correlation between panicking and being more serious on social media platforms than in real life. In a nutshell, the increased use of social media, the quantity of social networking sites available, and excessive time spent on social networking sites are having an influence on students' mental health, particularly depression and anxiety, suffers as a result of this.

Mathewson (2020) has proven much information about the title issue. The study was made to determine the association between the use of social media and college students' mental health at a doctorate school in the United States' mid-western area. The results of the research proved that there is a non-significant positive correlation between the use of social media and suicidal behavior, plus a slight positive correlation between depression and anxiety in undergraduate students. Participants claimed that their use of social media impacted their mental health in both good and bad ways since they utilized it to keep in touch with relatives and peers while also comparing themselves to others.

Next, based on the study review of Medrut (2021), the study review investigated the social media's effect on teenage mental health. It concluded that it is undeniable that excessive usage of social media causes more harm than good among teenagers. Teenagers are influenced by influencers who publish edited selfies or photographs of their own affluent lives, and when this does not occur, their self-esteem and confidence are severely harmed. These can only lead to sadness and anxiety symptoms in the future. According to research by Kumar et al., (2018), the research has shown the result of the addiction to the Internet has a negative impact on mental health and academic performance. Internet addiction was found to be strongly correlated to depression and academic performance.

Hence, the studies most proved that social media brought mixed impacts on students' academic performance.

2.4 Students' Social Media Usage and Academic Performance

According to a survey questionnaire conducted by Toker and Baturay (2019), it is shown that the university students are willing to engage themselves in social media for educational purposes as there are 77% of them voted for using Facebook as communication tool, 80% for collaboration and 72% for sharing academic materials and resources with their cohorts. The study also shows that students who use Facebook for study purposes will tend to have higher GPA because these students who prefer to use Facebook for academic purposes will then only use it solely for their academics (Toker and Baturay, 2019).

Research by Gasaymeh (2017) shows that there is a low rate of university students using WhatsApp for their academics. This research shows that most of the students use WhatsApp to communicate with coursemates about matters related to their courses at only 39.6% on a daily basis and only 10.4% of students uses WhatsApp to interact with their lecturers and tutors about their academics on a daily basis (Gasaymeh, 2017).

Gujjarappa et al. (2019) discovered that 80.40% of students share videos on YouTube that are related to their studies. However, Moghavvemi et al. (2017) argues that YouTube does bring negative effects onto university students such as addiction as 20% of the students are addicted to YouTube. The study shows that they mostly use it for entertainment, information and product inquiry then academic learning (Moghavvemi, 2017).

2.5 Characteristics of Social Media

2.5.1 Characteristic of Facebook

Based on the research by Thao (2017), which studied the uses of Facebook as an education learning tool among the university students, claims that Facebook was used as a channel for university students to participate in group collaboration. The data shows that Facebook was often used by students to perform online group working and communicate with groupmates to accomplish academic tasks. This is because the convenient and user-friendly Facebook enables students to form groups for interacting and working on academic purposes. Moreover, the study by Thao (2017) also stated that the Facebook channel plays a role in knowledge exchange whereby students use it to access and exchange academic materials or sources such as course syllabus, reference material, class notes and more. This study clarified that the roles of Facebook allow students in ease of obtaining multimedia materials which enhance their educational experiences.

In addition, based on the study by Al-dheleai & Tasir (2017), Facebook allows online interaction among students with peers for academic purposes. Students can access Facebook anytime to ask questions regarding any academic content whereby discussion was carried out and help them better understand their course content which results in better academic performance. Hence, the hypothesis of this study is valid because there's significant relationship between Facebook interaction among students and their academic performance. Besides, based on the research of Ríos and Espinoza (2015), Facebook is also used as a language learning platform among university students. The results of the study shows that 94.28% of the students agreed Facebook helps to enhance their language knowledge. According to the responses, it stated that additional knowledge is beneficial for them. Studying with Facebook allows them to learn more

things from others and it was a great method for them to access various additional materials on what they had learned in class. All in all, Facebook enhances student's learning process whereby this platform has evolved from a networking for entertainment to a channel for learning purposes.

2.5.2 Characteristics of WhatsApp

WhatsApp was frequently used in education due to it being cost free, no limit on sending the messages, allowing to have numerous discussions with multiple persons simultaneously and the privateness of the applications (Church & de Oliveira, 2013, as cited in Ibrahim et al., 2015). According to Mtega (2021), WhatsApp took a role in academic contents whereby students can exchange educational materials such as study notes, educational files, audio and videos through this application with their groupmates or lectures. As such, students have more choices to access academic content which enhance the learning performance (Wema, 2018, as cited in Mtega, 2021).

Besides, WhatsApp also improves in language learning skills. Based on the research by Wijaya (2018), 50.9% of the students declare that WhatsApp has improved their reading skills, writing skills (27.27%), listening skills (12.72%), and speaking skills (9%). This shows that other than exchange of messages, WhatsApp also results in strengthening student's communication skills. Furthermore, WhatsApp instant messaging helps to promote social interaction and information exchange (Barhoumi, 2015). It allows students to send and receive messages instantly which accelerate the exchange of information without long waiting time. This somehow motivates students to participate in discussion and interaction with others through WhatsApp. In short, these

roles of WhatsApp may increase the academic performance of students whereby it facilitates academic communication and learning enhancement of students.

2.5.3 Characteristics of YouTube

Besides the research of Klobas et al. (2018), they explored the YouTube compulsive usage among university students with multiple motivating impacts compared with those of personality, comparing motivation to use YouTube for information with desire to use the platform for enjoyment. They also looked into the impact of excessive YouTube viewing on academic motivation. They concluded that the characteristics of YouTube are as learning tools as the interviewers claimed that they used YouTube to watch educational videos sometimes for academic purposes. The most interviewed also answered that they used YouTube most for the entertainment and enjoyment when watching YouTube videos.

Based on the study of Lim et al. (2009), they claimed that YouTube roles as the repository site. They stated the differences of people with higher and low education which high education people are reported watching internet videos for a variety of reasons, including knowledge exchange and personal research, whereas those with lower education reported watching videos for relaxation and entertainment. According to Kohler and Dietrich (2021), YouTube has turned into a role of complementary learning platform that promotes on-demand learning through educational videos and although YouTube has evolved into a learning platform, it is most known for being a place for pleasure and entertainment. They stated that the popularity of non-institutional YouTube channels and videos demonstrates the importance of additional learning platforms. For instances, "simpleclub" is one of the most famous education YouTube channels in Germany, with over 350 million views (TheSimpleClub, 2019 as cited in Kohler & Dietrich, 2021).

Next, based on the research by Pratama et al. (2018), YouTube usually applied as a teaching material or supplement on academic performance as from a technological standpoint, and in terms of teaching content and usefulness, along with pushing students to study more, YouTube video has a significant impact on student learning performance. The majority of the hypotheses resulted in this study were found to be valid, revealing that YouTube plays a vital role in student achievement learning performance in YouTube's music production, primarily audio mastering. Based on the research of Lestari et al., (2019), YouTube also a effectiveness of developing self-confidence for students' role-playing as it showed the result of research that the rise in all aspects of self-confidence, including self-love (up to 94%), self-understanding (up to 95%), a clear intention in life (up to 83%), positive thoughts (up to 84%), interaction (up to 85%), grooming (up to 86%), and feelings controls (up to 92%), resulting in an average of student self-confidence of 87.5 percent. In a nutshell, YouTube has helped the academic performance among students.

Those researchers have found the useful characteristics of these three social media platforms on academic performances among university students.

2.6 Social Media and Education

Social media platforms are fast altering the communications scene, and their introduction has had a profound impact on how students learn and instructors teach (Devi et al, 2019). Tutors, students, and others engage in knowledge production activities in today's higher education environments (Devi et al, 2019). Both social networking sites and social media provide a platform for students to communicate, connect, and share social skills while also looking for others who have diverse perspectives (Gikas, 2013).

With the growth of information technology, the virtual world has become a source of information. It was observed that 30% of students utilised social media to engage with their peers, tutors, and friends, and that more than 52% used social media for video sharing, talking, and other activities during class time (Ansari, 2020). Social media usage provides both benefits and challenges, with the majority of the benefits seen in accessing and utilizing course content, video clips, transferring educational notes, and etc (Ansari, 2020). Generally speaking, students believe that social media are the most cost-effective and convenient ways to obtain necessary information (Ansari, 2020).

Students today prefer to use advanced technologies and it has been discovered that when students use advanced tools, technology, and methods, their learning and interactivity improves (Raja, 2018). Students also find it much more interactive and fuller of interesting aspects when aided by technology (Ganimian, 2021). The exchange of technology becomes very simple, convenient, and effective (Raja, 2018). This demonstrates that, when helped by modern technology, our minds now tend to operate faster in any facet of life, for instance education (Raja, 2018). Even in the educational sphere, relying on and relying on such an innovation that simply makes life easier is unavoidable these days (Centre for Educational Research and Innovation, 2016).

First and foremost, students use Facebook as a venue to start answering questions. (Swan, 2017). When students begin working on their coursework, they can ask this question to the groups and have it answered by a member of the group (Swan, 2017). It is also perfect to be used by tutors in teaching methods. Students can access shared photos, documents, and other resources in the group before class or even while working on their projects (Devi et al., 2019).

Next, WhatsApp encourages group efforts and allows tutors and students to exchange content. Sharing audio or sending learning materials or documents such as Word file, where video content can also be distributed (Errico, 2020). Furthermore, it can also be used to notify the community of any announcements such as extra classes or updates (Errico, 2020).

Aside from that, YouTube, which is similar to Facebook, is a terrific option for teaching methods because students can view lectures and resources prior to beginning the class (Devi et al., 2019). Students will be more inclined to offer their best while creating a video because the material will be seen by a larger audience, and they will enjoy being able to express their creativity as they become more familiar with the course topic (Devi et al., 2019).

The use of YouTube channels and Facebook has risen too in terms of capabilities, understanding, and outcomes (Adzovie, 2017). It was shown that 90 percent of academic staff employed social media sites in their teaching, with Facebook being the most popular (Benson, 2014). Students are expected to read and see content put on social media, such as videos, according to 40% of academic staff, and social networking sites are a key source of collaborative learning (Benson, 2014).

In fact, students' use of social media is a reflection of their physical and psychological commitment in school, as well as time spent communicating with classmates and teachers for collaborative learning (Kuh, 2007). When students talked with classmates and the tutor was striving to point them in the same direction, and they were exchanging ideas, their engagement rose (Gray, 2016). Engagement is a state of being involved that is affected by communication or lack of either (Reavley, 2011).

2.7 Theoretical Framework

Students utilise social media for three major reasons, as discussed in the previous studies which are, social, entertaining, and academic (Al-Rahmi & Othman, 2016; as cited in Sutherland et al., 2018).

2.7.1 Social

The uses and gratification concept emphasises mostly on the public's individual liberty and is predictive since media may be used in a number of ways and for a broad variety of applications (Shraddha, 2018). According to Alomari (2019), this theory is a well-established theory that has been used in the research field of communication and mass communication studies. Gratification and Uses theory is all about using media to meet the demands of the audience and how they utilize mass media platforms in their daily lives. Traditional outlets such as television, radio, newspapers, and magazines are examples of these platforms. With the advent of computer-mediated communication, the importance of uses and gratifications has increased (Alomari, 2019). The development of advanced technology brings out other platforms like Facebook, Youtube and Whatsapp as examples, which is the focus of the research. The primary demands are "information, interaction, relaxation, awareness, escape, and amusement," which are met by media that they utilise for daily communication and interpersonal relationships. Taking a user-centered perspective, this is about the audience's part rather than the media's influence on the public (Iftikhar et al., 2019).

According to several studies, users use social media for a variety of social purposes, including interacting with friends and family, forming new friendships, and starting dialogues about certain topics. People consume media for a variety of reasons, according to study with the applications of uses and gratifications theory. Companionship, relaxation, passing the time, escape, and information are some of them as a part of the theory. Furthermore, a growing corpus of study examines how people utilise media to satisfy higher-order demands such as discovering meaning and weighing values (Cynthia, 2019). There are five key assumptions in the uses and satisfaction hypothesis (Alomari, 2019) that individuals use media to meet their needs, such as social and esteem needs, cognitive requirements, individual integrative needs, emotional needs, and stress-free needs (Salihu et al., 2016).

First of all, the audience participates in the mass communication process, which means that people use social media platforms to fulfill their demands. It is a kind of need for social integration for people to fulfill their desire to socialise with others (Shraddha, 2018). In other words, audience activity may influence social media content because people use media to meet certain wants and achieve specific goals. People also use media to strengthen their social interactions by giving topics for discussion with their near and dear ones. For example, people utilize social media like Facebook and Whatsapp to keep the connection with their friends and family during the pandemic period when people are not allowed to meet physically. People might gain from the internet as well since it offers them topics of interest to talk with their family members and friends, therefore increasing their socializing skills (Cynthia, 2019). To further elaborate, YouTube is used by audiences to meet a variety of needs, including learning new things (cognitive) among others. Watching YouTube lessons, which aid in the learning of certain abilities, had an influence on them, prompting the researcher to conduct the study (Iftikhar et al., 2019).

2.7.2 Entertainment

Besides, the research showed that personal variations between individuals affect the need to meet certain demands and select various media outlets (Alomari, 2019). The uses and satisfaction approach is an audience-centered approach; the theory connects to the issue in such a way that audiences use YouTube to satiate their needs, such as the emotive, social integrative, and other needs listed above (Iftikhar et al., 2019). An individual's choice of media platform is selective and heavily influenced by their motives and demands. Furthermore, their usage of media may reflect their current viewpoints and ambitions. To illustrate, people look to the media for information and to satisfy their mental and intellectual needs. The majority of people watch news to satisfy this want with their cognitive needs (Shraddha, 2018).

Moreover, the following assumption of the theory is the needs of affective and the needs of tension-free. Emotional and affective requirements mean to the emotional fulfilment and pleasure that individuals get from watching soap operas, movies, and TV shows (Cynthia, 2019). Individuals choose and utilise media platforms; audiences are not chosen by media platforms, according to Alomari (2019). People relate with the individuals and sympathize with their feelings. Whenever they cry, the viewer sheds a tear alongside them, and then when they laugh, the viewers laugh alongside them. This concept defined the link between media impact on the audience and the audience's influence on the media. This means that, in today's technology era, the audience has the ability to block exposure to material that does not align with their preferences (Iftikhar et al., 2019).

While tension-free requirements discuss those who listen to music and watch television when they are stressed to alleviate stress or boredom (Shraddha, 2018). People may experience

several issues in their life that they do not like to confront, so they seek solace in the media. A society's cultural values can be derived from the audience's use of media; nevertheless, they cannot be derived from media messages (Alomari, 2019). In other words, the audience gives a cohesive knowledge of individual distinctions based on their usage of certain media. As a result, users of social media and other computer-mediated interactions differ significantly from traditional media consumers who rely on particular media material. Audiences on social media have the opportunity and flexibility to actively seek out information and a variety of messages that are relevant and beneficial to them (Salihu et al., 2016). Not only have new media technologies changed the way information is acquired and transmitted, but they have also changed the interaction between the media and their viewers.

2.7.3 Academics

Aside from that, self-esteem and tolerance are referred to be personal integrative requirements. Because the public may choose its own requirements and motives, it exposes the material that meets those needs (Alomari, 2019). Clearly, this assumption implies that the audience's current motives are the primary driving force behind their usage of social media, implying that the audience's preference is predetermined. The approach explains why people employ a certain medium and what roles it performs for them (Cynthia, 2019). People seek consolation in order to strengthen their status, reliability, confidence, power, and other characteristics, which is achieved via the use of media. They utilise the media, for example, to watch advertisements and study about recent trends in order to alter their behavior and blend in with others (Shraddha, 2018).

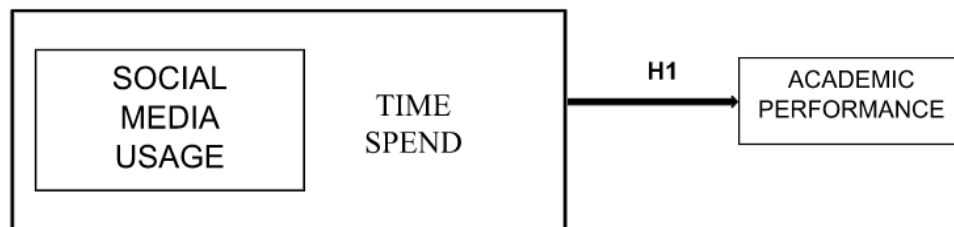
This uses and gratifications theory emphasises the autonomy of the audience in terms of being active and deterministic in their usage of media for various reasons (Iftikhar et al., 2019). From these studies, the majority of people who use the internet for involvement, entertainment, information seeking and sharing, socializing, self-expression, learning, monitoring, and interaction. (Salihu et al., 2016). Individuals' social media activity varies depending on a number of circumstances, as well as the moment of day and the sort of media material they consume (Jamil et al., 2020). Previous research has attempted to describe the demands of the audience in terms of why they utilise social media (Alomari, 2019).

Social media may also be utilised to satisfy educational requirements. This is especially prevalent among university students (Alomari, 2019). These students may utilise social media platforms for a number of purposes, ranging from information gathering to academic advancement. As an example, the audience turns to YouTube to satisfy their need to learn or improve a competence in a certain programme by using YouTube lessons (Iftikhar et al., 2019). In this way, it can show that people are able to utilize social media with their specific needs and wants based on the uses and gratifications theory.

The uses and gratifications description of the necessities includes all of the aforementioned purposes (Alomari, 2019). The uses and satisfaction argument, on the other hand, does not account for the impact of social media usage on the aforementioned student groups. To simplify, the theory claims that students utilise social media to meet certain requirements, but the impact of meeting those needs is not addressed in the assumptions. For instance, the theory is unable to measure the impact of social media when students spend excessively time on the internet, which may cause poor time management resulting in addiction if they spent too much time for entertainment purposes (Salihu et al., 2016).

Although multiple prior studies have focused on various parts of social media attributes, features, type of usage, and possibly achieved gratifications, one important component that they did not mention is the factors that may have a substantial impact on students' academic performance (Alomari, 2019). It did not clearly mention that the time students' spent on social media will affect students' academic performance. These past studies, on the other hand, aided the researcher in determining the study's problem, the questions that should be addressed to measure the study's objectives, and offered a foundation for constructing and developing research questions and hypotheses (Iftikhar et al., 2019). The research highlights an essential point: the total of time spent on social media platforms on a daily basis is a significant independent variable that impacts students and can impair their academic performance (Othman et al., 2017).

Figure 1: Theoretical framework Underpinned by Uses and Gratification Theory



Based on the literature review and theoretical framework, which encompassed what another scientific research had concluded on this subject, the hypothesis was retrieved, determined, and developed. The key objective is to see how the time spent by students in using social media impacts their academic achievement. Hypothesis is defined by (H).

H1: There is a significant correlation between university students' time spent on social media and academic performance.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter will go over the investigation methodology used in the study. The broad strategy or technique that assists in reaching the research's specific aims and objectives is referred to as research methodology. It simply states that the problem under examination has been thoroughly studied and dealt with. The study is more effective and complete as a result of this. The research methodology covers the study design, data collecting, data analysis, and ethical considerations that arise throughout the research process. In addition, the research instrument will be reviewed in depth to offer clarity on how the questionnaire is built using a descriptive survey with closed-ended questions, radio buttons, and a Likert scale. Besides, this chapter will go through the data gathering method in depth, as well as the strategies for analysing the data and the platform utilised to do so. The age range of the respondents for this research will be 18-24 years old University students.

3.1 Research Design

Research design is a method of doing research that is well-organized in order to present a clearer image to the research community and a more comfortable environment for respondents. It may be used to discover more about a topic or to generate fresh research questions. Quantitative research is the process of collecting and evaluating statistical data. It may be used to find patterns and norms, make predictions, assess causal relationships, and generalize results to bigger populations (Pritha, 2020). Quantitative approach is the complete antithesis of qualitative research in that it collects and analyses non-numerical data (e.g., text, video, or audio). The majority of

studies are carried out using a quantitative approach. In scientific investigations, when the majority of the work is based on mathematical calculations and sophisticated statistical algorithms, the quantitative technique is always favored since it produces precise and accurate findings. For illustration, mathematical equations are employed to assess a product's annual sales data derived through quantitative research (Alsaif, 2016).

This research paper attempts to satisfy the study objectives by employing a quantitative approach, since it is critical to choose the research questions. An online questionnaire will be carried out to identify the effect of social network use on student ability among Malaysian university students. The goal of employing a quantitative technique is to complete this study quickly and easily, allowing students to respond to the questionnaire from anywhere and at any time. This is due to the fact that, in contrast to qualitative research, such a method demands the researcher to record the discussion while interpreting the major subject in a short amount of time. As a result, the quantitative technique would be the ideal alternative for efficiently and effectively utilising time. Furthermore, throughout the online survey using Google Form, the researcher does not need to be present at all times.

A descriptive survey design was employed in the study to examine the influence of the independent variables of social media usage and time spent upon that predictor variables of academic accomplishment. Research design refers to the process of investigating the matter with the sole objective of defining the influence or correlation between variables, used in acquiring data to assist the researcher to determine hypotheses or address the research questions, and thus providing a framework for carrying out the research. Descriptive research attempts to characterise a population, situation, or phenomenon in a rigorous and exact manner (Pritha, 2020). In descriptive survey research, surveys are used to gather data on a number of issues. It can address

what, where, when, and how questions, but not why. A descriptive research plan might use a variety of research approaches to investigate one or more elements (Shona, 2019). The goal of this data is to establish the extent to which distinct circumstances may be obtained among these people (Umar & Idris, 2018). This research technique was voted to ensure researchers acquire detailed information on the variables linked to the structure of the phenomena in order to better characterise and appreciate it from the subjects' point of view. This will also make it easier for the researchers to come to useful findings.

In the questionnaire, close-ended questions will be implemented for the study. A closed-ended questionnaire survey is one that provides respondents with a restricted number of alternatives from which to choose (Paul, 2008). It is made up of a question stem and a series of response possibilities (the response alternatives), with the objective of categorising the responses based on specified criteria. Close-ended questions are designed to deliver a precise, easily recognized, and classifiable response. Closed-ended questions, on the other hand, are intended and geared to fit a pattern and framework that the interviewer has established (Fauvelle, 2019). Closed-ended questions give limited information, although they are easy to assess for quantitative data (Dossetto, 2021).

Radio buttons will be executed in the questionnaire for this research. A radio button is a sort of survey answer format that may be found in electronic questionnaires including Web surveys, email surveys, PDA apps, and other electronic documents (Paul, 2008). Respondents utilise a mouse pointer, keyboard key, or touch-screen stylus to pick their preferred response choice. Respondents can only select one answer choice, unlike checkboxes (Alchemer, 2021). These are your standard yes/no, true/false, and either/or response possibilities. As a result, the radio button may be used for single-select questions in which respondents must choose the most

essential aspect. Apart from that, Likert Scale will be implemented in the questionnaire as well. Likert scale questions are closed-ended, single-choice questions (Elliott, 2021). For a Likert scale, the resilience of a viewpoint is linear, i.e., on a scale that ranges from strongly disagree to strongly agree, and that opinions can be quantified (Saul, 2019). The primary advantage of employing a Likert scale over a standard yes/no question type is that it offers more precise information about people's views toward a subject (Elliott, 2021). Researchers can measure varied levels of agreement, significance, quality, and other variables using a Likert scale. Each of the five (or seven) replies, for example, would be given a numerical number that would be used to evaluate the examined attitude.

3.2 Sampling Method

Probability approaches will be applied in this investigation. This survey will employ cluster sampling, which entails researchers dividing a population into smaller groups known as clusters to conduct their research based on their own judgement in order to discover the most relevant or representative answer among the participants. In order for researchers to appropriately choose and reach qualified participants, this sampling technique involves previous awareness of the study's aim. Besides, the total number of respondents as the sampling size required for the study is 300. The proportion of samples chosen was 300, which was in line with Comrey and Lee's (1992) criteria for determining the sample size which is a sample size of "50 is extremely poor; 100 is bad; 200 is fair; 300 is acceptable; 500 is very good; 1000 is superb," (As cited in Adesina et al, 2021).

Probability sampling, often called "random selection," is a sampling approach that guarantees that every item in existence has an equal chance of being included in the sample (Etikan

& Bala, 2017). Probability sampling employs random selection, allowing you to make strong statistical conclusions about the entire group (Shona, 2019). The sample size is the number of persons that will participate in the study. In a raffle draw, for example, individual units will be drawn from the entire group, not deliberately but by a system, and this incidence is merely a blind of chance that will determine if unique things or more items are to be preferred (Etikan & Bala, 2017).

Cluster sampling requires subdividing the sample into subgroups as well, but each cluster should share comparable characteristics with the remainder of the sample (Shona, 2019). When the total study area is too large, the researcher should split it into smaller units of the same or comparable size and then select arbitrarily from the smaller areas (The Investopedia Team, 2021). It is predicted that the overall population will be split into a smaller number of units, still from clusters of smaller units, and that some of these cluster units will be randomly picked for inclusion in the general sampling (Etikan & Bala, 2017). Cluster sampling consists of two steps. To begin, the complete population is chosen and divided into several groups. The subgroups are then divided into random samples. The second phase entails interviewing a random sample of those shops' consumers. When there are distinct subsets within a population, cluster sampling is more suited, but systematic sampling is better suited when the whole list or quantity of a population is known (The Investopedia Team, 2021).

3.3 Data Collection

Data may be collected in a variety of methods and depending on the research's purpose and objectives. The survey research will be conducted from 300 respondents and utilised as the major source of information for this study's analysis, leading this research study to investigate the

influence of social media on students' academic achievement. The data for the study will be acquired and collected through the use of an online survey. Online surveys might save researchers time by allowing them to gather data while working on other projects, and they are less expensive than conventional techniques of data collecting (Llieva et al., 2002). Google survey form will be the platform for conducting the questionnaires to the respondents. As Google form is the familiar platform for most people especially the selected sampling, university students. The 300 respondents between 18 to 24 years old will get the google form link and answer the questionnaires. Data collection included contacting individuals of the sampled group to get the necessary information about the research which met the objectives of the research to test the significant correlations of the hypothesis. Plus, literature review will be the secondary data for researchers' review purpose to compare what the previous studies on the topic discovered thereby comparing and contrasting them with the primary data. These can help the research be conducted smoothly.

3.4 Questionnaire

The questionnaire was replicated from Alomari (2018). In this survey, closed ended questions will be asked to the respondents. Respondents are required to answer the questions in the form of Radio Button (Yes or No, Male or Female etc.) and Likert Scale (Not agree, Agree, Strongly Agree etc.). Questions related to demographic profile of respondents will be asked at first, followed by the 3 research questions: 1. What are the characteristics of social media usages on Malaysian university students' academic performance? 2. What are the student's purposes when using social media? 3. Do duration spent by students on social media have an impact on university students' academic performance?

Respondents' Demographic Profile

1. What is your gender?

- Male
- Female

0. What is your age?

- 18 - 21
- 22 – 24

0. What is your ethnicity?

- Malay
- Chinese
- Indian
- Others. Please indicate it.

0. What is your work status?

- I do not have a job
- I work for part time

- I work for full time

0. What university are you studying?

0. What programmes are you studying?

- Accounting
- Business
- Arts and Social Sciences
- Engineering
- Information and Communication Technology
- Others. Please indicate it.

7. What is your current study year?

The characteristics of social media usages:

1. Do you use social media?

- Yes
- No

2. What social media platform do you use?

- WhatsApp
- Facebook
- YouTube
- Others. Please indicate it.

3. Which characteristics of Facebook help you to improve your study?

- Group collaboration
- Knowledge exchange
- Enhance language learning skills
- Others. Please indicate it.

4. Which characteristics of WhatsApp help you to improve your study?

- Exchange educational material
- Instant messaging
- Enhance language learning skills
- Others. Please indicate it

5. Which characteristics of YouTube help you to improve your study?

- Learning tools
- Repository site
- Complementary learning platform
- Others. Please indicate it

6. What content do you search when using social media?

- Academic content
- Entertainment content
- News
- Others. Please indicate it

7. Does social media play a crucial role during your studies?

- Yes
- No

8. Why does social media play an important role in your studies?

9. What are the advantages of using social media?

- Direct connection with audience
- Primer source for up-to-date information
- Provides learning opportunities
- Building communities around people

10. What are the disadvantages of using social media?

- Time wasting
- Privacy is almost compromised
- Creates addictive habits
- Affect mental health

- Exposed to fraud and the risk of scamming

11. Do you often use social media to publish your study contents?

- Yes
- No
- Rarely
- Often

The students' purposes of using social media:

1. Why do you use social media? (Likert Scale)
2. What is the purpose of you using social media?

Academic:

- i) I use social media to discuss academic topics with my groupmates

ii) I use social media to do academic research

iii) I use social media to do collaborative work

iv) I use social media to post professional information related to my study field

v) I use social media as it enhances my academic performance

Entertainment:

i) I use social media to entertain myself

ii) I use social media to post and share media content

iii) I use social media to watch movies

iv) I use social media to listen to music

v) I use social media because it helps me to get relief from academic stress

Socialization:

i) I use social media to become more sociable

ii) I use social media to interact with my friends online

iii) I use social media as it makes me to be part of other's social life

iv) I use social media as it allows me to express myself

v) I use social media to get latest news regarding current affairs

The spending on social media:

1. Which social media do you use the most?

- WhatsApp
- Facebook
- YouTube

2. How often do you use social media?

- Rarely
- Often
- Not using social media

3. How many hours do you spend in accessing social media per day?

- Less than 1 hours
- 1-2 hours
- 2-4 hours
- 4-6 hours
- 7-10 hours above

4. When do you access your social media account?

- In the morning

- In the afternoon
- At night
- I do not have a social media account

5. What proportions of study contents do you search on social media most?

- Self-study for skill improvement
- Languages and Literature
- Research
- Others. Please indicate it.

6. Do you think social media helps you in your studies?

- Yes
- No

7. Do you think social media affects your academic studies?

- Yes
- No

8. Do you think social media helps you to improve your academic results?

- Yes
- No

9. Do you think social media has dropped your academic performance?

- Yes
- No

10. Are you addicted to social media?

- Yes
- No

11. Do you think you are addicted to social media?

- Yes
- No

3.5 Data Analysis

In this research, SPSS (Statistical package for the social sciences) will be used and SPSS is a type of software programs that work together in a single package to analyse scientific data in the social sciences (Noels, 2018). SPSS is becoming more popular in the field of computing and artificial intelligence for modelling (Tech Media Today, 2021). It is frequently used in social sciences, particularly by market researchers, medical researchers, survey companies, marketing organizations, and educational researchers (Tech Media Today, 2021). SPSS makes data collection and organization easier and it also allows for the determination of whether or not the objectives set have been managed to meet (Arkkelin, 2014). It also gives feedback during decision-making, enabling for the implementation of the most effective plan (Arkkelin, 2014).

In this research, percentage, mean and correlation coefficient will be analyzed. Percentages are an effective way of comparing samples with varying figures of analyses (Marwood, 2014). By

standardising measures on a range of 0 to 100, samples may be compared quickly and readily (Marwood, 2014). Any data graph, however, must include the entire range of 0 to 100 to avoid creating false expectations (Marwood, 2014).

The most often used statistic to locate the centre of a numerical data set is the mean, sometimes known as the average among scholars (Rumsey, 2021). The mean is determined by dividing the total number of values in the data set by the number of values in the data set (Lumen, 2021). However, when the data set is not typical, such as when the data is very little or very huge, the mean may not be an accurate representation of the data because it is easily influenced by outliers (Rumsey, 2021).

Mean of Grouped Data:

$$\bar{x} = \frac{\sum fx}{n}$$



where: \bar{x} = mean
 f = frequency of each class
 x = mid-interval value of each class
 n = total frequency
 $\sum fx$ = sum of the product of mid - interval values and their corresponding frequency

Next, correlation, which does not always imply causation as two variables may be related without being causally related (Madhavan, 2019). Once a correlation is established, we can utilise it to create predictions (Jamie, 2011). When a score on one measure is known, it is possible to

make a more accurate prediction of another measure that is closely linked (Jamie, 2011). The stronger the link between/among variables, the more precise the forecast (Jamie, 2011).

The instrument's reliability refers to the instrument's stability and consistency (Creswell, 2010). Alpha Cronbach's represents the instrument's reliability level (Creswell, 2010). It is stated

Pearson Correlation Coefficient

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$


that an Alpha Cronbach's alpha value greater than 0.6 is regarded as a high reliability and acceptable index (Daud, 2018). A Cronbach's Alpha value of less than 0.6 is considered low (Daud, 2018). Alpha Cronbach's alpha values between 0.60 and 0.80 are considered moderate but acceptable (Daud, 2018). While Alpha Cronbach's alpha values between 0.8 and 1.00 are considered very good (Daud, 2018).

3.6 Ethical Considerations

This study will look at various ethical concerns. First and foremost, this study's participants will be university students between the ages of 18 to 24. In this case, researchers would issue a survey form for respondents on social media and establish a registration form for those interviewees who are interested in participating to fill out their personal information so that they

may be contacted further. The researchers will have to consent before the survey begins, since the researchers will need their permission from individuals who are engaged in the study. Those who consented to be interviewed and completed the registration form will receive a confirmation email from the researchers. If a participant feels uncomfortable, they can exit the survey at any point. Furthermore, the sensitive information of the interviewees will be protected and kept confidential. Their personal information is kept private and will never be sold or used commercially. The study data will be kept strictly confidential and used solely for academic reasons. Finally, researchers will keep track of the finished results, which will not be made public. This study, which will be clinically rational and genuine, will look into the impacts of university students' usage of social media on academic performance. Furthermore, there are genuine potential benefits to participating in this study. From the research period, the respondents will acquire experience and learn more. Respondent engagement would help gather data for this study and complete it faster so that it could be submitted to the academy.

3.7 Conclusion

This study aims to examine the impact of social media use on academic performance among Malaysian university's students. The dependent variable is the results of academic performance among students while the independent variable is the purposes of social media use and duration of time spent on social media by students. Through this research, the readers have a clear understanding on the factors that will affect a student's academic performance when using social media. Besides, based on the past literature and theoretical framework (Uses and Gratification) by previous researchers, the assumption in this study will be that there is a significant relationship between the time spent on social media and academic performance of university students. Moreover, the data from this research will be collected from 300 university students in

Malaysia, from 18 to 24 years old through an online survey which is the Google survey form. Last but not least, SPSS will be used for data analysis in order to determine the validity of the objective.

CHAPTER 4

DATA ANALYSIS

4.0 Overview

The summary of the data analysis will be examined in depth in this chapter to summarize the findings of the research. A significant proportion of 305 questionnaires were gathered from respondents, and the data will be interpreted and analyzed using the Statistical Package for Social Science (SPSS) software, version 28.0, to perform Descriptive Analysis and Pearson Correlation Coefficient Analysis.

4.1 Demographic Profile of Respondents

Table 4.1.1: Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	169	55.4	55.4	55.4
Female	136	44.6	44.6	100
Total	305	100	100	

In this question, the majority of the respondents are male which contributed 55.4%, a total of 169 out of 305 respondents. It is followed by females which occupied 136 out of 305 respondents, contributing a 44.6% to the study.

Table 4.1.2: Age of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
18	18	5.9	5.9	5.9
19	19	6.2	6.2	12.1
20	30	9.8	9.8	21.9
21	43	14.1	14.1	36
22	91	29.8	29.8	65.8
23	57	18.8	18.8	84.6
24	47	15.4	15.4	100
Total	305	100	100	

In this question, most of the respondents aged at 22 as they occupied 29.8% throughout the whole data. Meanwhile, the study indicates the 18-age group has the least respondents as it only has 5.9% out of 100% of the 305 responses.

Table 4.1.3: Ethnicity of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Malay	54	17.7	17.7	17.71

Chinese	206	67.5	67.5	85.2
Indian	37	12.1	12.1	97.3
Others	8	2.7	2.7	100
Total	305	100	100	

This question shows that most of the respondents are Chinese which consists of 67.5%, 17.7% and 12.1% of Malay and Indian respondents. 2.7% are other ethnicities respectively in this research.

Table 4.1.4: Working status of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
I do not have a job	198	64.9	64.9	64.92
I work for part time	64	21.0	21.0	85.9
I work for full time	43	14.1	14.1	100
Total	305	100	100	

In this question, the results indicate that 64.9% of the respondents do not have a job. Followed by 21% of the respondents that work as a part-timer, 14.1% of the respondents who work full time.

Table 4.1.5: Courses of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Arts Stream	129	42.3	42.3	42.3
Business Stream	119	39.0	39.0	81.3
Science Stream	57	18.7	18.7	100
Total	305	100	100	

This question shows that the majority of the respondents are arts stream as they occupied 42.3% out of the 305 responses. Respondents who are in the business stream fall under second place as it takes up to 39% overall. The least courses picked by the respondents are science streams, as it only takes up to 18.7% out of 100%.

4.2 Characteristics of social media usages

Table 4.2.1: Facebook's characteristic

	Frequency	Percent	Valid Percent	Cumulative Percent
Group collaboration	89	29.2	29.2	29.5
Knowledge exchange	160	52.5	52.5	82
Enhance language learning skills	47	15.4	15.4	97.4

Others	9	2.6	2.6	100
Total	305	100.0	100.0	

This question shows the usage of Facebook by respondents is mostly for knowledge exchange as it occupied 52.5% of the respondents. However, only 15.4% of respondents use Facebook to enhance their language learning skills. Although there is a small percentage of respondents, 2.6% of them use other social media platforms such as Twitter, Xiao Hong Shu etc.

Table 4.2.2: WhatsApp’s characteristic

	Frequency	Percent	Valid Percent	Cumulative Percent
Exchange educational material	100	32.8	32.8	32.8
Instant messaging	189	62	62	94.8
Enhance language learning skills	13	4.3	4.3	99.1
Others	3	0.9	0.9	100
Total	305	100.0	100.0	

This question shows that 62% of the respondents use WhatsApp for instant messaging purposes. However, only 4.3% of the respondents use Whatsapp to enhance language learning skills.

Table 4.2.3: YouTube's characteristic

	Frequency	Percent	Valid Percent	Cumulative Percent
Learning tools	121	39.7	39.7	39.7
Repository site	45	14.8	14.8	54.5
Complementary learning platform	136	44.6	44.6	99.1
Others	3	0.9	0.9	100
Total	305	100.0	100.0	

The question discusses the usage of YouTube by the 305 respondents. Majority of them use YouTube as a complementary learning platform at 44.6%. Followed by the respondents using YouTube as learning tools at 39.7%. The least respondents used YouTube as a repository site as they only occupied 14.8% out of 100%. There are also a minority of respondents, 0.9% who use Youtube for other purposes.

Table 4.2.4: Contents of search

	Frequency	Percent	Valid Percent	Cumulative Percent
Academic content	61	20	20	20
Entertainment content	210	68.9	68.9	88.9
News	16	5.2	5.2	94.1
Others	18	5.9	5.9	100
Total	305	100.0	100.0	

This question looks into the content searched by respondents on their social media. Most of the respondents, 68.9% of them searched for entertainment content. Only 16 of the respondents out of 305 respondents stated that they searched for news content on their social media.

Table 4.2.5: Importance of social media

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	256	83.9	83.9	83.9
No	49	16.1	16.1	100
Total	305	100.0	100.0	

Source: Developed from this research

In this question, most of the respondents selected ‘Yes’, which contributed 83.9% in total with 256 respondents. Only 16.1% of respondents selected ‘No’ as they think that social media is not important to them.

Table 4.2.6: Advantages of social media towards respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Direct connection with audience	80	26.2	26.2	26.2
Primer source for up-to-date information	108	35.4	35.4	61.6
Provides learning opportunities	54	17.7	17.7	79.3
Building communities around people	63	20.7	20.7	100
Total	305	100.0	100.0	

Most of the respondents selected ‘Primer source for up-to-date information’, which contributed 35% in total with 108 respondents as the advantage of social media. The least chosen of the advantages of social media is that 17.7% of respondents selected ‘Provides learning opportunities’.

Table 4.2.7: Disadvantages of social media towards respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Time wasting	79	25.9	25.9	25.9
Privacy is almost compromised	64	21.1	21.1	47
Creates addictive habits	104	34.1	34.1	81.1
Affect mental health	25	8.2	8.2	89.3
Exposed to fraud and the risk of scamming	33	10.7	10.7	100
Total	305	100.0	100.0	

The biggest percentage of disadvantage of social media is ‘Primer source for up-to-date information’, which contributed 35% in total with 108 respondents as the advantage of social media. The least chosen of the disadvantages of social media is that 8.2% of respondents selected ‘Affect mental health’.

Table 4.2.8: Post Study Contents on Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Yes	40	13.1	13.1	13.1
No	125	41	41	54.1
Rarely	104	42.3	42.3	96.4
Often	25	3.6	3.6	100
Total	305	100.0	100.0	

Most of the respondents ‘rarely’ post the study contents on social media which consists of 42.3%. Only 3.6% of respondents ‘often’ post the study contents on social media.

Table 4.2.9: Time Spent on WhatsApp

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hours	53	17.4	17.4	17.4
1-2 hours	89	29.2	29.2	46.6
2-4 hours	96	31.5	31.5	78.1
4-6 hours	50	16.4	16.4	94.5
7-10 hours above	17	5.5	5.5	100
Total	305	100.0	100.0	

In this question, 31.5% of the respondents use 2 to 4 hours of WhatsApp per day. Only 5.5% of respondents use WhatsApp 7 to 10 hours per day.

Table 4.2.10: Time Spent on Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hours	71	23.3	23.3	23.3
1-2 hours	98	32.1	32.1	55.4
2-4 hours	98	32.1	32.1	87.5
4-6 hours	36	11.8	11.8	99.3
7-10 hours above	2	0.7	0.7	100
Total	305	100.0	100.0	

In this question, 31.5% of the respondents use 2 to 4 hours of WhatsApp per day. Only 5.5% of respondents use WhatsApp 7 to 10 hours per day.

Table 4.2.11: Time Spent on YouTube

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hours	38	12.5	12.5	12.5
1-2 hours	90	29.5	29.5	42
2-4 hours	106	34.8	34.8	76.8
4-6 hours	52	17	17	93.8
7-10 hours above	19	6.2	6.2	100
Total	305	100.0	100.0	

In this question, 31.5% of the respondents use 2 to 4 hours of WhatsApp per day. Only 5.5% of respondents use WhatsApp 7 to 10 hours per day.

Table 4.2.13: Time Access Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
In the morning	15	4.9	4.9	4.9
In the afternoon	44	14.4	14.4	19.3
At night	76	24.9	24.9	44.2

Whole day	167	54.8	54.8	99
I do not have a social media account	0	0	0	99
Others	3	1	1	100
Total	305	100.0	100.0	

In this question, 167 respondents (54.8%) responded that they use social media the whole day. Other than that, only 15 respondents (4.9%) responded that they only use social media in the morning.

Table 4.2.13: Study contents search on social media

	Frequency	Percent	Valid Percent	Cumulative Percent
Self-study for skill improvement	148	48.5	48.5	48.5
Languages and Literature	68	22.3	22.3	70.8
Research	86	28.2	28.2	99
Others	3	1	1	100

Total	305	100.0	100.0	
-------	-----	-------	-------	--

28.2% of respondents responded that they will utilize social media in self-study for skill improvement. Besides, only 1% of respondents stated that they use social media for other purposes such as searching for celebrities etc.

Table 4.2.14: Efficiency of social media

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	266	87.2	87.2	87.2
No	39	12.8	12.8	100
Total	305	100.0	100.0	

266 respondents (87.2%) responded yes and 39 respondents (12.8%) responded no in this question.

Table 4.2.15: Social media and Improvements of Academic Results

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	220	72.1	72.1	72.1
No	85	27.9	27.9	100

Total	305	100.0	100.0	
-------	-----	-------	-------	--

220 respondents (72.1%) responded yes and stated that social media can improve their academic results. Other than that, 85 respondents (27.9%) responded no by disagreeing with the statement that social media helps to improve academic results.

Table 4.2.16: Academic Results Improvement based on Different Social Media Platform

	Frequency	Percent	Valid Percent	Cumulative Percent
WhatsApp	68	22.3	22.3	22.3
Facebook	50	16.4	16.4	38.7
YouTube	173	56.7	56.7	95.4
Others	14	4.6	4.6	100
Total	305	100.0	100.0	

In this question, 173 students (56.7%) which is the majority of them stated that YouTube affects their academics the most while 14 respondents (4.6%) stated that the other social media such as TikTok, Weibo affects their academic performance the least.

Table 4.2.17: Addiction on social media of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.3	1.3	1.3
Disagree	25	8.2	8.2	9.5
Neutral	64	21	21	30.5
Agree	148	48.5	48.5	79
Strongly Agree	64	21	21	100
Total	305	100.0	100.0	

Table 4.2.18: Negative effect on social media to respondents' academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	183	60	60	72.1
No	122	40	40	100
Total	305	100.0	100.0	

Table 4.2.19 Impact of time spent on social media on students' academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	220	72.1	72.1	72.1
No	85	27.9	27.9	100
Total	305	100.0	100.0	

4.2.1 Purpose of spending times on social media

Table 4.3.1.1: Purpose on social media

		N	Minimum	Maximum	Mean	Std. Deviation
C1	Discuss academic topics	305	1	5	3.78	1.010
C2	Do academic research	305	1	5	3.70	1.076
C3	Do collaborative work	305	1	5	3.85	.892
C4	Post professional information related study field	305	1	5	3.36	1.089
C5	Enhances my academic performance	305	1	5	3.54	1.076
C6	Entertainment	305	1	5	4.12	1.024
C7	Post and share media content	305	1	5	3.79	1.053

C8	Watch movies	305	1	5	3.84	1.092
C9	Listen to music	305	1	5	3.98	1.081
C10	Get relief from academic stress	305	1	5	4.03	1.032
C11	Become more sociable	305	1	5	3.72	1.102
C12	Interact with my friends online	305	1	5	3.96	1.055
C13	Be part of other's social life	305	1	5	3.73	1.067
C14	Express myself	305	1	5	3.71	1.047
C15	Get latest news	305	1	5	3.94	.977
	Valid N (listwise)	305				

In this section, the highest means between these 15 questions is Question 6, average of 4.12 that is the selection of entertainment. The respondents most spend their time on social media to entertain themselves. The least means is Question 4, which is 3.56, the respondents are least to post professional information related study fields. We can observe that most of the university students are spending time on social media for entertainment and only a few of them are spending time posting information that is related with their study field.

4.3 Academic performance of Malaysian university's students

Table 4.3.2.1: Academic results, CGPA of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 2.0	0	0	0	0
2.0 - 2.5	9	3.0	3.0	3.0
2.6 - 3.0	76	24.9	24.9	27.9
3.1 - 3.5	137	44.9	44.9	72.8
3.6 - 4.0	81	26.6	26.6	99.4
Others	2	0.6	0.6	100
Total	305	100	100	

In this question, the majority of the respondents which is 137 have a CGPA of 3.1 - 3.5 while the least is below 2.0 which have 0 respondents. Besides, there are 9 respondents for CGPA of 2.0 - 2.5, 76 respondents for CGPA of 2.6 - 3.0, 81 respondents for 3.6 - 4.0 and 2 respondents for others with a percentage of 0.6%.

4.4 Correlation

The reliability of inferences about a population that are based on data acquired from a sample of the population is assessed using inferential analysis (Calvello, 2020). Results from inferential

analysis will always be subject to some degree of uncertainty because it doesn't sample the entire population (Calvello, 2020). When using inferential analysis, it's crucial to employ unbiased and random sampling techniques (Bhandari, 2020). The sample cannot draw reliable statistical conclusions if it is not representative of the entire study (Bhandari, 2020). In the present study, Pearson Correlation Coefficient Analysis will be utilized.

Table 4.4.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimation
1	.029 ^a	.001	-.002	.815

a. Predictors: (Constants), Time spent on social media

Table 4.3.1 shows the correlation between the independent variable and the dependent variable of this research. Based on the table, the value of R signifies 0.029, which indicates a no correlation between the university students' time spent on social media and academic performance, since the value of R is smaller than 0.7. In addition, the R square value from the model summary is used to estimate how much of the variance in the dependent variable can be accounted for by the combination of the independent variables. From the table, it shows that the value of R square is 0.001, which means that the independent variables will have 0.1% influence on the dependent variable. Therefore, we can determine that independent variables, time spent on social media that were chosen in this study have no significant effects on academic performance.

Table 4.4.1.2: Coefficients^a

Model		Unstandardized		Standardized Coefficient	t	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	3.852	.235		16.397	.000
	Brand Recognition	.002	.004	.029	.502	.616

a. Dependent Variable: Academic performance in university

Based on Table 4.4.1.2, the coefficients between certain independent variables and the academic performance in university are statistically not significant as some of their significant values are shown as higher than 0.05 in the result. Moreover, the significant value of perceived ease of use is also $<.001$, which means this variable can have no significant influence on the academic performance in university.

4.4.1 Pearson Correlation Coefficient Analysis

The test statistic that assesses the statistical association, or relationship, between two continuous variables is called Pearson's correlation coefficient (Statistics Solutions, 2022). Because it is based on the method of covariance, it is regarded as the best method for determining the relationship between variables of interest (Statistics How To, 2022). It provides details on the size of the association or correlation as well as the relationship's direction (Statistics How To, 2022). In fact, correlations below $\pm .30$ are considered "weak," between $\pm .40$ and $\pm .70$ are considered "moderate," between $\pm .70$ and $\pm .90$ are considered "high," and above $\pm .90$ are considered extremely high (Stacks & Hocking, 1999).

The letter r is used to denote the correlation between two continuous variables, and a number between -1 and 1 is used to quantify it. According to Statistics Solutions (2022), there are few properties that Pearson Correlation Coefficient can normally explain:

- **Limit:** Coefficient values can range from -1 to 1. This shows that when $r = 1$, indicates a perfect positive relationship. If $r = -1$, it indicates a perfect negative relationship while when $r = 0$, it indicates no relationship exists.
- **Pure number:** It is not affected by the measuring unit. For instance, Pearson's correlation coefficient value remains constant even if one variable is measured in quintals and the other in inches.
- **Symmetric:** The coefficient of correlation between two variables is symmetric. This implies that the coefficient value of will not change between X and Y or Y and X.

A weak correlation exists between the two variables when the value of r is less than 0.3, and a moderate correlation is shown by a value of r between 0.3 and 0.5 (Nickolas, 2021). Additionally, if the value of r is between 0.5 and 0.7, it denotes a good correlation between the two variables, whereas a value of r larger than 0.7 denotes a strong correlation (Andrews University, 2005). Other than that, the correlation between the variables will be considered significant when the significant value (p-value) is less than 0.05 (McLeod, 2019).

Table 4.4.1: Pearson Correlation Coefficient Analysis

		CGPA	Time Spent
CGPA	Pearson Correlation	1	.029

	Sig (2-tailed)		0.616
	N	305	305
Time Spent	Pearson Correlation	.029	1
	Sig (2-tailed)	.616	
	N	305	305

Based on the Table, it shows that overall, there are weak relationships between the dependent variable and independent variables as the Pearson Correlation value (*r*-value) is 0.029. Firstly, from the table, it indicates that the *r*-value between the academic performances, CGPA and time spent on social media is 0.029, which means the variables are 2.9% and do not correlate with each other.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Overview

Based on the data analyzed in the previous chapter, the summary of the statistical analysis and the important conclusions of the study will be explored further in this chapter. Aside from that, the current study's implications and limits will be examined, and recommendations will be made to help future researchers do comparable investigations.

5.1 The characteristics of social media usages

The 3 main social media platforms that were focused in this research study are Facebook, YouTube and WhatsApp. Based on the findings, each of the targeted social media platforms has different characteristics that are prioritized by the respondents.

Firstly, there are 52.5% out of the total 100% that use Facebook for knowledge exchange. A previous study indicates that 70.1% of university students use social media for social purposes and 70.2% of them uses social media to exchange information (Aldheleai & Tasir, 2017). To be more specific, the study shows that 49.7% of students use Facebook for educational purposes as the students firmly agree that Facebook is capable of facilitating students' discourse and benefit the university lecturers to provide direct instructions (Aldheleai & Tasir, 2017).

Then, 189 out of 305 of the respondents used WhatsApp for instant messaging and 100 of them used WhatsApp to exchange educational material. According to research conducted by Lee Chin Yin, WhatsApp serves as an instant messaging platform, it encourages the students to

exchange knowledge and even helps students to collaborate more with each other while using WhatsApp (Lee, 2016).

Majority of the respondents at 44.6% use YouTube as a complementary learning platform. Students nowadays prefer to browse and stream videos on YouTube for learning purposes and they stated that by watching videos on YouTube to learn helped improve their listening skills (ASU, 2022.).

5.2 The students' purposes on using social media

Based on the findings, students mostly use social media for entertainment purposes as the results indicate that 68.9% of the respondents search for entertainment content on social media. A study discovers that students use social media for entertainment because social media provides students a certain degree of escapism (Dzongbenuku et al., 2022). This is because the content on social media serves as an entertainment to the students by bringing them relief of anxiety and sense of pleasure (Dzongbenuku et al., 2022).

Followed by 20% of the respondents stated that they use social media for learning purposes as they look for academic content on social media. The reason why students use social media to retrieve educational content is because social media is capable of providing the students ability to connect with other learning groups and educational systems that contains useful information for their studies (Talaue et al., 2018).

Only 5.2% of the respondents use social media for news related content. Although it is undeniably easy to access all sorts of news online with the convenience brought by technology, people refused to go online to retrieve news because of the credibility. The reliability of online

news is doubted because the news content might be affected by the bias or the hateful nature of social media (Smith et al., 2020).

5.3 Impact of time spent on social media on university students' academic performance

This study looks into 3 social media platforms which are Facebook, YouTube and WhatsApp. Based on the findings, the majority of the respondents spent 2-4 hours a day accessing WhatsApp. 64.2% of the respondents spent 1-4 hours accessing Facebook. Meanwhile, 34.8% out of total 305 respondents spent 2-4 hours per day browsing YouTube.

According to the data collected, 56.7% of the respondents claimed that YouTube affects their study the most. The issue that hinders the students from studying effectively while using YouTube is because most of the educational videos were not as informative as they expect (Hussain, 2020). Besides, the findings shows that a whopping 48.5% of the respondents admitted that they are addicted to social media and 72.1% of the respondents agree that the duration spent by students on social media will affect their academic performance. According to previous study, the findings suggested that the longer time students spent on social media the higher possibility social media can harm the university students' mental health (Kolhar et al., 2021).

However, this study found that there is no significant relationship between the time spent by students on social media and their academic performance. To ascertain the correlations between these two variables, Pearson correlation analysis were performed, correlations below $\pm .30$ are considered "weak," between $\pm .40$ and $\pm .70$ are considered "moderate," between $\pm .70$ and $\pm .90$ are considered "high," and above $\pm .90$ are considered extremely high (Stacks & Hocking, 1999).

The relationship between time spent by students on social media and academic performance is examined by Pearson Correlation Coefficient Analysis and the results are shown in Table 4.4.1. Based on the results, the r-value between academic performance and the amount of time university students spend on social media is 0.029, proving that there is no link between the variables. H1 was therefore rejected, indicating that students' use of social media did not significantly affect their academic performance.

Social media platforms are a huge industry where barriers to connection are breaking down and access to information has increased dramatically (Hasnain, 2015). Social media can assist youths in learning knowledge that can be utilized to improve their academic performance if it is used in a positive way (Hasnain, 2015). Other than that, according to a study by Zahid (2016), the findings of analyzing the questionnaire responses with descriptive statistics show that social media can have a favorable impact.

Both social media and technology are becoming essential components of our daily life. More than half of all people on Earth have accounts on one or more of the well-known social media platforms, including Facebook, Instagram, WhatsApp, and others (Kemp, 2020). Other than that, a person generally uses social media for 145 minutes every day, or 2 hours and 25 minutes (Dean, 2021).

It is true that students use a variety of online resources to meet their needs, proving that in the present world, social media and education are not mutually exclusive. Students rarely go a day without utilizing or referring to social media because of how many possibilities there seem to be with it (Lenhart, 2015). Social media is going to remain and will continue to have an impact on

our society, whether it is utilized for communicating, learning, or making decisions (Duggal, 2022).

With all the free webinars, online courses, and information that are available today, social media literally has no limit on the ability to learn. However, social networking is actually a fantastic resource for students to locate mentors and training programmes to pick up new skills and get closer to their future professional aspirations (Hashem, 2021). Students can obtain incredible videos to develop their talents for free, for instance, on YouTube, as there are countless chances for online learning in today's society.

The usage of social media platforms has, however, evolved into a crucial component of education and has grown in importance for both the delivery of instruction and course evaluations (Coman, 2020). Social media can be utilized as a tool to aid instructors and students in their educational endeavors (Coman, 2020). In addition, because social media platforms are essential for learning and training, they play a vital part in the notions of open learning across the globe by fostering collaboration, learning, and information sharing among students, teachers, and subject-matter experts (Coman, 2020).

In fact, students' use of social media can improve their academic performance because they can obtain more knowledge through data and information (Singh, 2021). When students are given assignments to complete in class, they use a variety of internet resources to gain information and come up with solutions (Singh, 2021). Additionally, because social media users are so active on these platforms, they frequently establish highly participatory platforms where students may share ideas, create new ones, and discuss material or previously published online content in user-created groups (Coman, 2020).

5.4 Implication of Study

5.4.1 Practical Implications

Social media is very common in this day and age, and it is very normal to have different platforms of social media accounts. Social networks are becoming increasingly popular among university students as a new way to spend free time and as a different route for obtaining important information, both instructive and amusing (Talaue et.al, 2018). Social media is a very popular and trending medium for people to get the latest information, interact and stay connected to society nowadays. Individuals utilize social media to remain in touch with friends, family, and people from various groups. It is normal for everyone to have access to social media and utilize the usage of social media.

Despite the fact that Malaysian university students are increasingly likely to use social media, most academics have paid little attention to the effects of social media on academic achievement. Certainly, technology breakthroughs and innovations have resulted in a new tipping point for education to shift from traditional to online teaching and learning methods. Despite the fact that digital media has definitely become a big and crucial component of many students' social lives in recent years, research on all of its possible ramifications remains scant. By researching the features and usage of social media on the academic performance of Malaysian university students, the research intends to bridge theoretical gaps surrounding the influence of social media on students and academic performance.

However, the results of the current study may not have some implications for students in terms of seeking whether the number of time students spend using social media will directly affect academic performance. Based on the result of research, there's no relationship between time spent

on social media and academic performance among university students. However, there are various factors that might affect students' academic performance.

For instance, several variables impact students' academic achievement, including their learning abilities, communication, proper guidance, family background, peer influence, teacher quality, and learning infrastructure (Mushtaq et.al, 2012). Time spent on social media is not one of the factors that are able to influence academic performance based on the example provided. Major factors that affect academic performance are the student's attitude towards their study and academic achievement, followed by the pressure from peers.

To summarize, it was discovered that the internet has a special position in the lives of student respondents. It is more towards students' self-control on the usage of social media as in affecting their academic performance. The majority of them complete their schoolwork on the internet and surfing social media, yet it does not interfere with their education. There are good and bad sides to everything, it just depends on how the students balance their time spent on social media and studies, how they arrange their schedule, how disciplined they are in self-controlling themselves of the usage of social media, how they interpret and digest the information on their own.

5.4.2 Theoretical Implications

In short, this study has effectively identified the components that impact social media use on academic performance by utilizing the Uses and Gratification Theory which was attributed by Jay G. Blumler and Elihu Katz., as this theory is to describe people utilize media to satisfy various wants and needs (Gordon, 2022). People that chose media for uses and gratifications are engaged

and driven in their choices (Vinney, 2019). The Uses and Gratifications Theory is a Mass Communication theory that focuses on media consumers' requirements, motivations, and gratifications. Unlike many media theories, which consider media users to be passive, uses and gratifications consider media consumers to be active agents with power over their media use (Gordon, 2022). The study specifically highlighted how the users control their media consumption and access based on the implication of the theory.

According to the data from the study, the implication of the theory fulfilled the needs and wants of the users depending on their demands. The characteristics of social media, time spent on social media, and academic performance did not and will not directly have an effect on students. Based on the theory, users have the power and right to choose which platform they want to use. It is able to fulfill the user's needs and wants with this theory based on different purposes such as entertainment, academics, research or access to news, and other purposes.

There is no significant relationship between time spent on social media and academic performance, however, there are various factors that might influence students' attention and focus on the study as mentioned above. Students themselves are the main factor that will affect their academic performance based on their behavior and attitude towards studies. With the uses and gratification theory, people consume what they are interested in and what they want to know online to get themselves updated with the latest information. Self-control and students' own discipline are the major factors that will affect their academic performance as well. Besides, students' intention of using social media in both education and entertainment ways is another major factor as well, depending on their consumption and objective of social media usage.

In this case, it might influence students' academic performance as the outcome of social media usage and time spent on social media. For example, students need to take responsibility for their poor performances when they do not spend time studying. However, there will be positive outcomes as well if they utilize the social media platform for study purposes in the right way. There are few positive manners if students utilize social media platforms for academic purposes like resourceful information for studies, and make use of the provided resources and learning platforms. As a result, it is critical to investigate the impact of social networks on their users, particularly how the usage of social networks impacts students' academic progress.

5.5 Limitations of Study

Apart from the contribution, there are still some limitations that should be taken into consideration in this study. First of all, using online survey techniques for data collection is one of the limitations of this study. According to Wright (2005), the results of online surveys are usually affected by sampling issues. The characteristics of respondents in online communities cannot be clearly identified as the information provided may not be accurate and there may be part of the respondents willing to complete the survey and some do not. Also, there are no accurate ways for the researchers to differentiate the respondents as most of the information provided by them is unidentified too. Although the respondents were acknowledged on the personal data protection notice, there are still some who do not agree with the notice. This also reflects that they might provide incorrect information and answers why completing the survey.

Besides, this study uses cross-sectional study rather than longitudinal study due to the time constraint. Unlike longitudinal study, cross-sectional study only allows the researcher to draw conclusions about the potential relationships or collect preliminary data to support additional study

investigation (Cherry, 2019). This also means the answers from the respondents only show their current behavior and performance on social media usage. As the day passed, the behavior of respondents might change whereby their academic performance might change due to various reasons, not only due to social media usage.

Moreover, the use of radio buttons and likert scale questionnaires also is one of the limitations in this study. By using radio button questions, respondents are allowed to choose only one single answer among the options. Although this allows researchers to identify the best answer from the respondents, it also limits the respondents to express their own idea towards the questions. Hence, it might lead to inaccurate data from the respondents. In this case, researchers might feel regret in not including specific answers or questions in the survey which could have helped them in analyzing the study. Nevertheless, the likert scale questions only allowed the respondents to choose between the values from strongly disagree to strongly agree. In this type of questionnaire, the researchers often provide respondents with the value in terms of extreme and neutral. Although this type of questionnaire enables researchers to conduct in-depth interval-level research, the results might be difficult for them to discern vague responses from respondents. The respondents tend to choose the middle point of likert scale as they could not choose the value among options such as neutral, agree and strongly agree. Also, likert scale also lead to acquiescence bias as respondents tend to choose the same answer as they do not want to think about the question which will lead the researcher to fail in better analyzing the data.

5.6 Recommendations

Due to the limitation, the future researchers are suggested to speak with the respondents face-to-face rather than using an online platform to do the survey. It is simpler to establish a

relationship and win the interviewer over in a face-to-face setting. When we win the trust, the interview session will be smoother and get more information. Since the verbal communication will take place during the physical approach, it is possible to see the respondents' expressions clearly by physically approaching them. This could help to prevent miscommunication to the greatest extent possible. And through this, The interviewer can observe the respondent's nonverbal actions and record down the extra information from their actions. Additionally, a physical method is more effective than an online one because it can guarantee that respondents complete the survey form truthfully and appropriately and allows researchers to immediately address any misunderstandings from participants. Besides, the physical interview session can prevent the possibility that respondents will disregard the online survey they got because researchers can help them perform it there and then. The interview session will be more flexible as the interviewer can ask what he or she has thought at the moment. Thus, it will be better to conduct a physical interview session to make the research more successful.

5.7 Conclusion

In conclusion, all findings in this study were discussed thoroughly and the results indicate both the independent variable (Time spent) and the dependent variable (academic performance) does not correlate to each other. In other words, the amount of time respondents spent on social media does not directly affect their academic performance (CGPA). Thus, hypothesis H1 is not accepted. Meanwhile, the implications and limitations were discussed comprehensively in this study, and a few recommendations were suggested for future researchers to refer to. This research provides an auspicious insight for upcoming researchers regarding the potential factors that have a direct impact and influence on the students' academic CGPA. It is indeed crucial to conduct this study as the usage of social media among university students is rising ever since it became more and

more mainstream to a point where it occupies our daily lives, and it has been a trend that university students nowadays achieved a relatively lower CGPA. Inarguably, the generalization of using social media has brought utmost convenience to every aspect of our daily lives but also dominates the time of university students as they were too caught up in social media causing them to pay less attention to their studies. However, this study shows that the amount of university students spent on social media does not affect their academic CGPA.

References

- Abbas, J. (2019, March). The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. <https://www.mdpi.com/2071-1050/11/6/1683>
- addiction: assessing pattern of Whatsapp usage and its impact on medical student at U.P.U.M.S., Saifai, Etawah, India. *International Journal of Community Medicine and Public Health*, 6(6), 2505–2509. <https://doi.org/10.18203/2394-6040.ijcmph20192312>
- Adesina, E., Omojola, O., Amodu, L., Adeyeye, B., & Yartey, D. (2021). Menace of Waste Dumping Along Median Strips and Drainage in Ogun State: a Development Communication Approach. *17*. 10.37394/232015.2021.17.3
- Adzovie, D. E. (2017, March). Influence of Facebook usage on employee productivity: A case of university of cape coast staff. *11(6)*, 110-116. <https://doi.org/10.5897/AJBM2017.8265>
- Ahmad, R., Hassan, A., Tajuddin, J., & Wimpi, Y. T. (2018). A study on social media usage among private university students in Klang Valley. *The Sulatan Alauddin Sulaiman Shah Journal*, 5(2), 257-268. <http://jsass.kuis.edu.my/index.php/jsass/article/view/65>
- Ajay, S. (2021, February 16). *Positive & Negative Effect Of Social Media On Education*. <https://www.theasianschool.net/blog/positive-negative-effect-of-social-media-on-education/>
- Alchemer. (2021, June 3). *Adding Quantitative Research Questions in Online Surveys*. <https://www.alchemer.com/resources/blog/new-ways-to-ask-quantitative-research-questions-in-online-surveys/>

- Al-dheleai, Y., & Tasir, Z. (2017). Using facebook for the purpose of students' interaction and its correlation with students' academic performance. *The Turkish Online Journal of Educational Technology*, 16(4), 170-177.
https://www.researchgate.net/publication/320551319_Using_facebook_for_the_purpose_of_students'_interaction_and_its_correlation_with_students'_academic_performance
- Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributing to the students' academic performance: A case study of Islamia University sub-campus. *American Journal of Educational Research*, 1(8), 283-289.
<https://doi.org/10.12691/education-1-8-3>
- Al-Mothana M. G., (2017). University students' use of Whatsapp and their perceptions regarding its possible integration into their education. *Global Journal of Computer Science and Technology*. 17(1). 2-10. https://globaljournals.org/GJCST_Volume17/1-University-Students-use-of-Whatsapp.pdf
- Alomari, A. A. (2019, December). The impact of social media use on students' academic performance: A field study at a Mid-South University. *ProQuest Dissertations Publishing*. 89-103.
<https://www.proquest.com/openview/f7d5914785b25fef6039e7702c2df7e0/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Al-Rahmi, W. M., & Othman, M. S. (2013). The Impact of Social Media use on Academic Performance among university students: A Pilot Study. *Journal of Information system research and innovation*. <http://seminar.utmspace.edu.my/jisri/>

Al-rahmi, W. M., Othman, M. S., Yusof, L. M., & Musa, M. A. (2015). Using Social Media as a Tool for Improving Academic Performance through Collaborative Learning in Malaysian Higher Education. 7(3). doi:10.5539/res.v7n3p265

Alsaif, A. (2016,). Investigate the impact of social media on students. *Bachelor of Science (Honours) in Business Information Systems*.

https://repository.cardiffmet.ac.uk/bitstream/handle/10369/8338/10303_Abdulwahaab_Saif_S_Alsaif_Investigate_The_Impact_of_Social_Media_on_Students_108005_1416924025.pdf?sequence=1

Alshuaibi, M. S., Alshuaibi, A. S., Shamsudin, F. M., & Arshad, D. A. (2018). Use of social media, student engagement, and academic performance of business students in Malaysia. *International Journal of Educational Management*, 32(2), 1-12. <https://doi.org/10.1108/ijem-08-2016-0182>

Amedie, J. (2015, March 9). The impact of social media on society. *Pop Culture Intersections*, 2, 3-18. https://scholarcommons.scu.edu/engl_176/2

Andrews University. (2005). *Correlation Coefficients*. Andrews University. Retrieved July 30, 2022, from <https://www.andrews.edu/~calkins/math/edrm611/edrm05.htm>

Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learn. Environ.* 7, 9. <https://doi.org/10.1186/s40561-020-00118-7>

Appel, G. (2019, October 12). The future of social media in marketing. 48, 79–95 <https://doi.org/10.1007/s11747-019-00695-1>

- Arafah, B., & Muhammad, H. (2019). The language of emoji in social media. *KnE Social Sciences*, 494-504. doi:10.18502/kss.v3i19.4880
- Arkkelin, D. (2014). Using SPSS to understand research and data analysis.
https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1000&context=psych_oer
- Armstrong, M., & Hudson, M. (2020). Investigating the relationship between time spent on ASU. (2022). Benefits of Using YouTube For Your Online Education. from
<https://web.asu.edu/newblog/benefits-using-youtube-your-online-education#:~:text=Students%20love%20to%20watch%20videos,explaining%20complex%20concepts%20and%20topics>.
- Barhoumi, C. (2015). The Effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Contemporary Educational Technology*, 6(3), 221-238. doi:10.30935/cedtech/6151
- Baturay, M. H., & Toker, S. (2015). An investigation of the impact of demographics on cyberloafing from an educational setting angle. *Computers in Human Behavior*, 50, 358–366. <https://doi.org/10.1016/j.chb.2015.03.081>
- Benson, V. (2014, January). Social career management: Social media and employability skills gap. *Computers in Human Behavior*, 30, 219-525.
<https://doi.org/10.1016/j.chb.2013.06.015>
- Bernama. (2019, January 31). *Malaysia ranks top 5 globally in mobile social media penetration, highest in region*. New Straits Times. <https://www.nst.com.my/lifestyle/bots/2019/01/456119/malaysia-ranks-top-5-globally-mobile-social-media-penetration-highest>

Bhandari, P. (2020, September 4). *Inferential Statistics | An Easy Introduction & Examples*.

Scribbr. Retrieved July 28, 2022, from <https://www.scribbr.com/statistics/inferential-statistics/>

Bhandari, P. (2021). *An Introduction to Correlational Research*.

Scribbr.<https://www.scribbr.com/methodology/correlational-research/>

Brailovskaia, J., Margraf, J., & Kollner, V. (2019). Addicted to Facebook? Relationship between Facebook Addiction disorder, duration of Facebook use and narcissism in an inpatient sample. *Psychiatry Research*, 273, 52–57.

Bruce, H. (2020, October 27). *Impact of social media on education*. Academic Apps.

<https://www.academiaapps.com/impact-social-media-education/>

Calvello, M. (2020, March 23). *Come to the Right Conclusion with Inferential Analysis*. G2

Learning Hub. Retrieved July 28, 2022, from <https://learn.g2.com/inferential-analysis>

Carter, D.,(2013, April 17). *Research: Social media has negative impact on academic*

performance. ECampus News. <https://www.ecampusnews.com/2013/04/17/research-social-media-has-negative-impact-on-academic-performance/>

Ceci, L., (2021). *Percentage of U.S. internet users who use YouTube as of 3rd quarter 2020, by age group*. Statista.

<https://www.statista.com/statistics/296227/us-youtube-reach-age-gender/>

Centre for Educational Research and Innovation. (2016). Innovating education and educating for innovation. *The Power of Digital Technologies and Skills, Educational Research and*

Innovation, 152. <http://dx.doi.org/10.1787/9789264265097-en>

Cherry, K. (2019, October 10). *What is a cross-sectional study?* Verywell Mind.

<https://www.verywellmind.com/what-is-a-cross-sectional-study-2794978>

Coman, C. (2020, December 11). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective.

Creswell, J. W. (2010). *Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson. <http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf>

Cynthia, V. (2019, April 9). What is uses and gratifications theory? Definition and examples.

ThoughtCo. <https://www.thoughtco.com/uses-and-gratifications-theory-4628333>

Daud, K. A. M. (2018). Validity and reliability of instruments to measure social media skills among small and medium entrepreneurs at Pengkalan Datu River. 7, 1026-1037.

<https://isdsnet.com/ijds-v7n3-15.pdf>

DeBell. (2006, September). *Computer and internet use by students in 2003*. Statistical Analysis

Report. <https://eric.ed.gov/?id=ED493283>

Deepa, M., & Priya, K. V. (2020). Impact of social media on mental health of students.

International Journal of Scientific & Technology Research, 9(3). 3799-3800.

https://www.researchgate.net/publication/340779328_IMPACT_OF_SOCIAL_MEDIA_ON_MENTAL_HEALTH_OF_STUDENTS

depression and anxiety: a review. *Revista de Asistentia Sociala*, 2, 163–172. <https://eds-a->

[ebsohost-com.libezp2.utar.edu.my/eds/pdfviewer/pdfviewer?vid=3&sid=30d367c5-6fba-4cef-b281-12a15162e63c%40sessionmgr4008](https://eds-a-ebsohost-com.libezp2.utar.edu.my/eds/pdfviewer/pdfviewer?vid=3&sid=30d367c5-6fba-4cef-b281-12a15162e63c%40sessionmgr4008)

Devi, S. K., Gouthami, E., & Lakshmi, V. V. (2019). Role of social media in teaching-learning process. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(1), 96-103.

https://www.researchgate.net/publication/330497773_Role_of_Social_Media_in_Teaching-Learning_Process

Dewing, M. (2010). *Social media: An introduction*. Ottawa, Canada: Library of Parliament.

<https://bdp.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/InBriefs/PDF/2010-03-e.pdf>

Dossetto, F. (2021, September 10). Open-ended questions vs. close-ended questions: examples and how to survey users. Hotjar. <https://www.hotjar.com/blog/open-ended-questions/>

Dzogbenuku, R. K., Doe, J. K., & Amoako, G. K. (2022). Social media information and student performance: the mediating role of hedonic value (entertainment). *Journal of Research in Innovative Teaching & Learning*, 15(1), 132–146. <https://doi.org/10.1108/JRIT-12-2020-0095>

Elliott, R. (2021, January 26). Likert scale examples and definition. GeoPoll.

<https://www.geopoll.com/blog/likert-scale-examples-definition/>

Errico, S. M. (2020, January 17). *How to use WhatsApp in an academic field*. Woztell.

<https://woztell.cto-use-whatsapp-in-educatioom/examples-of-how-n/>

Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6). 215-217. <https://doi.org/10.15406/bbij.2017.05.00149>

<https://medcraveonline.com/BBIJ/sampling-and-sampling-methods.html>

Ezeonwumelu, V. U. (2021). Social media addiction and time management skills of university students in Akwa Ibom state. *Global Journal of Social Sciences Studies*, 7(1), 24-34.
https://www.researchgate.net/publication/352682265_Social_media_addiction_and_time_management_skills_of_university_students_in_Akwa_Ibom_state

Fauvelle, L. (2019, April 12). *Open-ended and closed-ended questions*. Into The Minds.
<https://www.intotheminds.com/blog/en/qualitative-research-open-and-closed-ended-questions/>

Faye, A. D., Bhave, S. H., Gawande, S., Tadke, R., Kirpekar, V. C., Pakhare, A., & Singh, D. (2020). WhatsApp use and its impact on relationships among doctors: A cross-sectional pilot study. *Annals of Indian Psychiatry*, 4(1), 48–54.
https://www.anip.co.in/temp/AnnIndianPsychiatry4148-1538599_041625.pdf

Gafni, R. & Deri, M., (2012). Costs and benefits of Facebook for undergraduate students. *Interdisciplinary Journal of Information, Knowledge, and Management*. 7(1). 45-61.
<https://www.ijikm.org/Volume7/IJIKMv7p045-061Gafni609.pdf>

Ganimian, A. J. (2021). *Realizing the promise: How can education technology improve learning for all?* brookings. <https://www.brookings.edu/essay/realizing-the-promise-how-can-education-technology-improve-learning-for-all/>

Gasaymeh, A.-M. M. (2017). University Students' use of Whatsapp and their perceptions regarding its possible integration into their education. *Global Journal of Computer Science and Technology: G Interdisciplinary*, 17(1).

- Gikas, J. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19. 18-26. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- Gordon, J. (2022, April 15). *Uses and Gratification Theory - Explained*. The Business Professor. https://thebusinessprofessor.com/en_US/communications-negotiations/uses-and-gratification-theory-explained
- Gray, J. A. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *NCPEA International Journal of Educational Leadership Preparation*, 11(1). <https://files.eric.ed.gov/fulltext/EJ1103654.pdf>
- Gujjarappa, N. L., Buddayya, R., & Rajendra, B. H., (2019). Benefits of videos in YouTube for the undergraduate students in engineering and technology in India. *Webology*, 16(2), 57-71. <https://www.webology.org/2019/v16n2/a190.pdf>
- Hamid, N. A., Ishak, M. S., Ismail, S. A., & Yazam, S. S. (2013). Social media usage among University students in Malaysia. *Social Media and the New Academic Environment*, 244-255. <https://doi.org/10.4018/978-1-4666-2851-9.ch012>
- Hashim, K. H., Zamani, M. A., Othman, M. F., Othman, Z., & Azhar, A. (2015). Social media adoption in higher education: A case study of Universiti Utara Malaysia. *Jurnal Teknologi*, 77(4), 33–39. <http://repo.uum.edu.my/22165/1/JT%2077%204%20%202015%20%2033%E2%80%9339.pdf>

Hasnain, H. (2015). Impact of Social Media Usage on Academic Performance of University Students. <http://rmc.kuis.edu.my/irmic/wp-content/uploads/2014/12/IMPACT-OF-SOCIAL-MEDIA-USAGE-ON-ACADEMIC-PERFORMANCE-OF-UNIVERSITY-STUDENTS.pdf>

Himat, A. N. & Habib Rahman Nazari, H. R. (2021). Afghan students' purposes of using Facebook at Mirwais Khan Nika Zabul Institute of High Education, Zabul, Afghanistan. *American International Journal of Social Science Research*. 6 (1). 8-15.
<https://doi.org/10.46281/aijssr.v6i1.930>

<https://doi.org/10.1016/j.psychres.2019.01.016>

<https://doi.org/10.5121/ijait.2018.8503>

<https://www.linkedin.com/pulse/6-positive-effects-social-media-students-susheel-kumar-nilgiri/>

Hussain, S. D. (2020). The Effect of YouTube on Students' Academic Achievement. University of Baghdad.
https://www.researchgate.net/publication/349350863_THE_EFFECT_OF_YOUTUBE_ON_STUDENTS'_ACADEMIC_ACHEIVMENT

Ibrahim, A. A., Hafiz, H., & Idris, G. R. (2015). Psychometric properties of WhatsApp use and perceived academic performance: An exploratory factor analysis. *Journal of Creative Writing*, 1(4), 57-64.
<https://journals.discinternational.org/index.php/jocw/article/view/46>.

Iftikhar, M., Riaz, S., & Yousaf, Z. (2019). Impact of YouTube Tutorials in Skill Development among University Students of Lahore. *Pakistan Journal of Distance & Online Learning*, V(II), 125-138.

Iqbal, Z., Zeb, N., & Hussain, A. (2018). The impact of social media usage on academic performance of university students: Moderating role of time of use. *Russian Social Science Review*, 2(1), 234-246.
https://www.researchgate.net/publication/347227146_The_Impact_of_Social_Media_Usage_on_Academic_Performance_of_University_Students_Moderating_Role_of_Time_of_Use

Jafarkarimi, H., Sim, A. T. H., Saadatdoost, R., & Hee, J. M. (2016). Facebook addiction among Malaysian students. *International Journal of Information and Education Technology*, 6 (6), 465-469. <http://dx.doi.org/10.7763/IJiet.2016.V6.733>

Jamal, A. N. A., & Nawab, A. K. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(9).
<https://doi.org/10.1186/s40561-020-00118-7>

Jamie, H. M.S. (2011, July 18). *The Importance of Correlational Studies*. PsychCentral.
<https://psychcentral.com/blog/the-importance-of-correlational-studies#1>

Jamil, M., Ain, Q. u., Batool, S., Saadat, S., Malik, S., Arshad, M., Nagra, R. N., Haider, M., Shameem, R., & Latif, B. (2020). Impact of social media on academic performance. *European Journal of Medical and Health Sciences*, 2(5). 512.
<http://dx.doi.org/10.24018/ejmed.2020.2.5.512>

Kanwar, P., & Taprial, V. (2012). *Understanding social media*. BookBoon.

https://www.akdistancelearning.net/resources_files/understanding-social-media.pdf

Kharya, P., Singh, N., Singh, N. P., Shukla, S., Singh, V., & Singh, D. R. (2019). Whatsapp

Kim, Y. W., Kim, Y., Fong, C. J., Davis, C. W., & Hoang, T. (2017, December). A meta-

analysis on critical thinking and community college student achievement. *Thinking Skills and Creativity*, 26, 71-83. <https://doi.org/10.1016/j.tsc.2017.06.002>

Klobas, J. E., McGill, T. J., Moghavvemi, S., & Paramanathan, T. (2018). Problematic and extensive YouTube use: first hand reports. *Online Information Review*, 87, 7-19.

https://www.researchgate.net/publication/325458685_Compulsive_YouTube_usage_A_comparison_of_use_motivation_and_personality_effects

Kohler, S., & Dietrich, T. C. (2021). Potentials and limitations of educational videos on YouTube for science communication. *Frontiers in Communication*, 6, 81.

<https://doi.org/10.3389/fcomm.2021.581302>

Kolan, B. J. & Dzandza, P. E., (2018). Effect of social media on academic performance of students in Ghanaian Universities: A Case Study of University of Ghana, Legon. *Library Philosophy and Practice*.1637.10-24. <https://digitalcommons.unl.edu/libphilprac/1637>

Kolhar, M., Kazi, R. N. A., & Alameen, A. (2021). Effect of Social Media Use on Learning, Social Interactions, and Sleep Duration Among University Students. *Saudi Journal of Biological Sciences*, 28(4), 2216–2222. <https://doi.org/10.1016/j.sjbs.2021.01.010>

Kuh, G. D. (2007). What student engagement data tell us about college readiness. *Winter 2007 peer Review*. 4-8.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.183.956&rep=rep1&type=pdf>

Kumar, S., Kumar, A., Badiyani, B., Singh, K. S., Gupta, A., & Ismail. M.B. (2018).

Relationship of internet addiction with depression and academic performance in Indian dental students. *Clujul Medical*, 91(3), 300-306.

<https://medpharmareports.com/index.php/mpr/article/view/796>

Kusumajati, D. A., Chairiyani, R. P., & Martoredjo, N. T. (2020). The influence of social media on human behavior in adolescents. *BDET 2020: Proceedings of the 2020 2nd International Conference on Big Data Engineering and Technology*. 102-105.
doi:10.1145/3378904.3378917

Lamas, H. A. (2014). School performance. *Journal of Educational Psychology*, 3(1), 352-385.
<https://files.eric.ed.gov/fulltext/EJ1135350.pdf>

Larson, A. G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 6(6). <https://files.eric.ed.gov/fulltext/EJ1083595.pdf>

Latif, M. Z., Hussain, I., Saeed, R., Qureshi, M. A., & Maqsood, U. (2019). Use of smart phones and social media in medical education: Trends, advantages, challenges and barriers. *Acta Informatica Medica*, 27(2), 133-138. <https://doi.org/10.5455/aim.2019.27.133-138>

Lau, W. W.F. (2017, March). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in Human Behavior*, 68, 286-291. <https://doi.org/10.1016/j.chb.2016.11.043>

Lee, C. Y. (2016). Adoption of WhatsApp Instant Messaging Among Students in Ipoh Higher Education Institutions. Wasasan Open University. http://woulibrary.wou.edu.my/theses-project/MED2016_CYLEE.pdf

Lestari, T., Mulyana. E. H., Gandana, G., & Apriyaningsih, E. (2019). Exploring the integrating potentials of role playing with YouTube in building student's self confidence. *Journal of Physics: Conference Series*, 1318, 1-7. <https://iopscience.iop.org/article/10.1088/1742-6596/1318/1/012014>

Lin, M. F. G., Michko, G., & Bonk, C. (2009). Characteristics of Youtube use and users: implications for education. *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, 2009*, 2855–2862.

<http://www.editlib.org/view/32890/>

Literature review. *Computers in Human Behavior*, 29, 60–68.

<https://doi.org/10.1016/j.chb.2012.12.032>

Llieva, J., Baron, S., & Healey, N. M. (2002). Online surveys in marketing research: Pros and cons. *International Journal of Market Research*, 44 (3), 361–367.

https://www.researchgate.net/publication/292105149_Online_surveys_in_marketing_research_Pros_and_cons

Lumen. (2021). *Calculating the mean of a set of numbers*. Lumen.

<https://courses.lumenlearning.com/prealgebra/chapter/calculating-the-mean-of-a-set-of-numbers/>

- Madhavan, A. (2019, September 20). *Correlation vs causation: Understand the difference for your product*. Amplitude. <https://amplitude.com/blog/causation-correlation>
- Mamat, S., Ladin, C. A., Kamaruddin, A. Y., Omar, I. M., & Ismail, N. A. (2021). Covid-19: The challenges and initiatives in facing the implementation of blended teaching and learning. *Sains Insani*, 6(2), 221-224. <https://doi.org/10.33102/sainsinsani.vol6no2.319>
- Manning, J. (2014). Definition and classes of social media. *Encyclopedia of Social Media and Politics*, 1158-1162.
https://www.researchgate.net/publication/290514612_Definition_and_Classes_of_Social_Media/references
- Martin, N. (2018, November 30). *How social media has changed how we consume news*. Forbes. <https://www.forbes.com/sites/nicolemartin1/2018/11/30/how-social-media-has-changed-how-we-consume-news/?sh=2c24c5813c3c>
- Marwood, J. (2014, July 28). *Why it is important to present percentages properly*. Jack Marwood. <https://icingonthecakeblog.weebly.com/blog/why-it-is-important-to-present-percentages-properly>
- Mathewson, M. (2020). The impacts of social media usage on students' mental health. *Journal of Student Affairs*, XXIX. 160. <https://sahe.colostate.edu/wp-content/uploads/sites/10/2020/08/The-Impacts-of-Social-Media-Usage-on-Students-Mental-Health-Mathewson.pdf>
- McLand, C. (2020, October 27). *The good, bad & evil of social media in education*. Eluceo. <https://www.eluceoeducation.org/job-seeking/the-good-the-bad-and-the-evil-of-social-media-in-education>

McLeod, S. (2019). *P-Value and Statistical Significance*. Simply Psychology. Retrieved July 30, 2022, from <https://www.simplypsychology.org/p-value.html>

Medruț, F.-P. (2021). The impact of social media use on adolescent mental health –

Moghavvemi, S., Sulaiman., Jaafar, N. I. B., & Kasem, N. (2017). Facebook and YouTube addiction: The usage pattern of Malaysian students. *International Conference on Research and Innovation in Information Systems (ICRIIS)*.1-6,

https://www.researchgate.net/publication/319052313_Facebook_and_YouTube_addiction_The_usage_pattern_of_Malaysian_students

Mohamad, M. M., Latif, N. A., Rahman, S. N., Mubarak, M. F., Mahmud, S. H., Misnal, M. F., Kasiren, M. Y., Zulkapli, N. Z., & Salleh, S. Z. (2020). Patterns of internet use among students Universiti Teknologi Malaysia: Kolej Perdana case study. *Proceedings of the International Conference on Student and Disable Student Development 2019 (ICoSD 2019)*, 470, 166-170. <https://doi.org/10.2991/assehr.k.200921.027>

Monika, G. (2020, January 17). *15 Benefits of using social media in education industry*.

Curvearro. <https://www.curvearro.com/blog/15-benefits-of-using-social-media-in-education-industry/>

Moorthy, K., Ting, L. C., Wei, K. M., Zi Mei, P. T., Yee, C. Y., Jia Wern, K. L., & Xin, Y. M. (2019). Is Facebook useful for learning? A study in private universities in Malaysia. *Computers & Education*, 130, 1-19. <https://doi.org/10.1016/j.compedu.2018.12.002>

Mtega, W. P. (2021). Using WhatsApp Messenger for improving learners' engagement teaching and learning: a case of undergraduate students at the Sokoine University of

Agriculture, Tanzania. *Library Philosophy and Practice (e-journal)*, 1-15.

<https://digitalcommons.unl.edu/libphilprac/4809/>

Mulla, M., Adil, A. H., & Sowmya, R. (2020). Usage of social media among undergraduate university students. *European Journal of Molecular & Clinical Medicine*, 7(8).

<https://www.researchgate.net/publication/347399224>

Mushtaq, I., Khan, & S.N. (2012). Factors affecting students' academic performance. *Global journal of management and business research*, 12(9), 17-22.

Narad, A., & Abdullah, B. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(2), 12-19.

<https://doi.org/10.21659/rupkatha.v8n2.02>

Nerur, S. (2017). Advances in social media research: past, present and future. *Information Systems Frontiers*, 20, 531–558. <https://doi.org/10.1007/s10796-017-9810-y>

Nickolas, S. (2021). *Correlation Coefficients: Positive, Negative, & Zero*. Investopedia.

Retrieved July 30, 2022, from <https://www.investopedia.com/ask/answers/032515/what-does-it-mean-if-correlation-coefficient-positive-negative-or-zero.asp>

Nilgiri, S. K. (2020). *6 Positive Effects of Social Media for Students*. LinkedIn.

Noels, J. (2018, September 17). *What Is SPSS and its importance in research & data analysis?*

John Noels. <https://johnnoels.medium.com/what-is-spss-and-its-importance-in-research-data-analysis-5f109ab90da1>

- Othman, W. R. W., Ziti Fariha, M. A., & Haslinda, N. N. (2017, January). Impact of Social Media Usage on Students Academic Performance in Terengganu, Malaysia. *Journal of Applied Environmental and Biological Sciences*, 7(5), 140-144.
[https://www.textroad.com/pdf/JAEBS/J.%20Appl.%20Environ.%20Biol.%20Sci.,%207\(5\)140-144,%202017.pdf](https://www.textroad.com/pdf/JAEBS/J.%20Appl.%20Environ.%20Biol.%20Sci.,%207(5)140-144,%202017.pdf)
- Paul, L. (2008). *Encyclopedia of Survey Research Methods*. Sage.
<https://dx.doi.org/10.4135/9781412963947.n65>
- Pratama, Y., Hartanto, R., & Kusumawardani. S. S. (2018). Validating YouTube factors affecting learning performance. *IOP Conf. Series: Materials Science and Engineering*, 325, 4-6. <https://iopscience.iop.org/article/10.1088/1757-899X/325/1/012003/pdf>
- Pritha, B. (2020, June 12). *An introduction to quantitative research*. Scribbr.
<https://www.scribbr.com/methodology/quantitative-research/>
- Raja, R. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, 3. <https://doi.org/10.21839/jaar.2018.v3iS1.165>
- Ranganathan, S. (2019). *Encyclopedia of Bioinformatics and Computational Biology*. Science Direct. Retrieved July 30, 2022, from
<https://www.sciencedirect.com/referencework/9780128114322/encyclopedia-of-bioinformatics-and-computational-biology>
- Ravizza, S. M., Hambrick, D. Z., & Fenn, K. M. (2014). Non-academic internet use in the classroom is negatively related to classroom learning regardless of intellectual ability.

Computers & Education, 78, 109–114. <https://doi-org.libezp2.utar.edu.my/10.1016/j.compedu.2014.05.007>

Reavley, N. J. (2011). Introduction to guidelines for tertiary education institutions to assist them in supporting students with mental health problems. *Journal of the Australian and New Zealand Student Services Association*, 38(38).23-33.
https://www.researchgate.net/publication/235003484_Introduction_to_guidelines_for_tertiary_education_institutions_to_assist_them_in_supporting_students_with_mental_health_problems#page=67

Reinartz, W. (2019, January 24). The impact of digital transformation on the retailing value chain. *International Journal of Research in Marketing*, 36(3), 350-366.
<https://doi.org/10.1016/j.ijresmar.2018.12.002>

Ríos, J. A., & Espinoza Campos, J. L. (2015). The role of Facebook in foreign language learning. *Revista de Lenguas Modernas*, (23). 253-262. <https://doi.org/10.15517/rlm.v0i23.22349>

Rogers, J. (2019). The use of social media and its impact for research. *BioResources*, 14(3), 5022-5024. <https://bioresources.cnr.ncsu.edu/resources/the-use-of-social-media-and-its-impact-for-res>

Rumsey, D. J. (2021). *Why mean and median are both important in statistical data*. Dummies.
<https://www.dummies.com/education/math/statistics/why-mean-and-median-are-both-important-in-statistical-data/>

Salihu, A. M., Azmi, M. N. L., & Salina Ismail, N. (2016). Exploring the uses and gratifications theory in the use of social media among the students of mass communication in Nigeria.

Malaysian Journal of Distance Education, 17(2), 83-95.

<https://www.researchgate.net/publication/307560253>

Saul, M. (2019). *Likert scale definition, examples and analysis*. Simply Psychology.

<https://www.simplypsychology.org/likert-scale.html>

Schivinski, B., & Dabrowski, D. (2014). The effect of social media communication on consumer perceptions of brands. *Journal of Marketing Communications*, 22(2), 1-26.

doi:10.1080/13527266.2013.871323

Science Daily, (2018). *Is social media to blame for poor grades?*

<https://www.sciencedaily.com/releases/2018/02/180219103217.htm>

Selwyn, N. (2011, June 29). Making sense of young people, education and digital technology: the role of sociological theory. *Digital technologies in the lives of young people*, 38(1),

81-96. <https://doi.org/10.1080/03054985.2011.577949>

Shona, M. (2019, May 15). *Descriptive research*. Scribbr.

<https://www.scribbr.com/methodology/descriptive-research/>

Shona, M. (2019, September 19). *An introduction to sampling methods*. Scribbr.

<https://www.scribbr.com/methodology/sampling-methods/>

Shraddha, B. (2018, January 11). *Uses and gratifications theory*. Mass communication.

<https://www.businesstopia.net/mass-communication/uses-gratifications-theory>

Siddhartha, S., Adil, A. H., Mulla, M. M. M., Sayed, F. R., Singh, K. S., Tripathi, S., Sowmya.,

Zabin, S., & Eusufzai. (2020a). Usage of social media among undergraduate university

students. *European Journal of Molecular & Clinical Medicine*. 7(8).1612-1613.

https://ejmcm.com/pdf_4335_715ec1cf43d58db0b2d879aef88af541.html

Siddhartha, S., Adil, A. H., Mulla, M. M. M., Sayed, F. R., Singh, K. S., Tripathi, S., Sowmya., Zabin, S., & Eusufzai. (2020b). Usage of social media among undergraduate university students. *European Journal of Molecular & Clinical Medicine*. 7(8).1607-1617.

https://ejmcm.com/pdf_4335_715ec1cf43d58db0b2d879aef88af541.html

Singh, A. (2021, February 16). *Positive & Negative Effect Of Social Media On Education*. The Asian School. Retrieved July 31, 2022, from

<https://www.theasianschool.net/blog/positive-negative-effect-of-social-media-on-education/>

Sivakumar, R. (2020). Effects of social media on academic performance of the students. *The Online Journal of Distance Education and e-Learning*, 8(2).

<https://tojdel.net/journals/tojdel/articles/v08i02/v08i02-03.pdf>

Smith, A., Silver, L., Johnson, C., & Jiang, J. J. (2020). Users say they regularly encounter false and misleading content on social media – but also new ideas. Pew Research Center.

<https://www.pewresearch.org/internet/2019/05/13/users-say-they-regularly-encounter-false-and-misleading-content-on-social-media-but-also-new-ideas/>

social media, self-esteem and loneliness in its users. *National College of Ireland*.

Published. <http://norma.ncirl.ie/4834/1/meganarmstrong.pdf>

Sperling, J. (2021, February 9). *The social dilemma: social media and your mental health*.

Harvard Medical School Affiliate. <https://www.mcleanhospital.org/essential/it-or-not-social-medias-affecting-your-mental-health>

Statistics How To. (2022). *Correlation Coefficient: Simple Definition, Formula, Easy Steps*.

Statistics How To. Retrieved July 30, 2022, from

<https://www.statisticshowto.com/probability-and-statistics/correlation-coefficient-formula/>

Statistics Solutions. (2022). *Pearson's Correlation Coefficient*. Statistics Solutions.

<https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/pearsons-correlation-coefficient/>

Subramanian, K. R. (2017). Influence of social media in interpersonal. *International Journal of Science Progress and Research (IJSPR)*, 38(109), 70-75.

[https://www.researchgate.net/profile/Kalpathy-](https://www.researchgate.net/profile/Kalpathy-Subramanian/publication/319422885_Influence_of_Social_Media_in_Interpersonal_Communication/links/59a96d950f7e9b2790120fea/Influence-of-Social-Media-in-Interpersonal-Communication.pdf)

[Subramanian/publication/319422885_Influence_of_Social_Media_in_Interpersonal_Communication/links/59a96d950f7e9b2790120fea/Influence-of-Social-Media-in-Interpersonal-Communication.pdf](https://www.researchgate.net/profile/Kalpathy-Subramanian/publication/319422885_Influence_of_Social_Media_in_Interpersonal_Communication/links/59a96d950f7e9b2790120fea/Influence-of-Social-Media-in-Interpersonal-Communication.pdf)

Sutherland, K., Davis, C., Terton, U., & Visser, I. (2018). University student social media use and its influence on offline engagement in higher educational communities. *Student Success*, 9(2), 13-24. <https://doi.org/10.5204/ssj.v9i2.400>

Swan, J. G. (2017). The challenges of online learning supporting and engaging: the isolated learner. *Journal of Learning Design*, 10(1).

<https://files.eric.ed.gov/fulltext/EJ1127718.pdf>

- Talaue, G. M., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology (IJAIT)*, 8(4/5), 27-35.
- Talaue, G.M, AlSaad, A., AlRushaidan, N., AlHugail, & AlFahhad. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35. <https://doi.org/10.5121/ijait.2018.8503>
- Tasir, Z., & Al-Dhelai, Y. M. (2017). Using Facebook for the purpose of students' interaction and its correlation with students' academic performance. *The Turkish Online Journal of Educational Technology*, 16(4), 170-178. <https://files.eric.ed.gov/fulltext/EJ1160608.pdf>
- Tech Media Today. (2021, January 17). *What is SPSS? Definition, features and advantages*. Tech Media Today. <https://www.techmediatoday.com/what-is-spss-definition-features-and-advantages/>
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual) –
- Thao, N. (2017). Undergraduate students' use of Facebook for educational purposes: Advantages, difficulties, and potential for connected learning. *Master's thesis in Media Education*, 5-57. <https://trepo.tuni.fi/handle/10024/102580>
- The Investopedia Team. (2021, February 1). *Systematic sampling vs. cluster sampling: What's the Difference?* <https://www.investopedia.com/ask/answers/051815/what-difference-between-systematic-sampling-and-cluster-sampling.asp>
- Thomson, H. (2008, May 21). Wikis, blogs & web 2.0 technology. *Melbourne: The University of Melbourne*, 1, 1-5.

https://copyright.unimelb.edu.au/data/assets/pdf_file/0011/1773830/wikisblogsweb2blue.pdf

Treem, J. W., Dailey, S. L., Pierce, C. S., & Biffle, D. (2016). What we are talking about when we talk about social media: A framework for study: Social media. *Sociology Compass*, 10(9), 768-784. <https://doi.org/10.1111/soc4.12404>

Tula's International School. (2020). *Positive And Negative Impact Of Social Media On Education*. Tula's International School. <https://tis.edu.in/blog/positive-and-negative-impact-of-social-media-on-education/>

Uma, E., Nieminen, P., Mani, S. A., John, J., Haapanen, E., Laitala, M., Lappalainen, O., Varghase, E., Arora, A., & Kaur, K. (2021). Social media usage among dental undergraduate students - A comparative study. *Healthcare*, 9(11), 2-16. <https://doi.org/10.3390/healthcare9111408>

Umar, T. I., & Idris, M. (2018). Influence of social media on psychosocial behaviour and academic performance of secondary school students. *Journal of Education & Entrepreneurship*, 5(2), 36-46. <https://doi.org/10.26762/jee.2018.40000013>

Venkateswaran, R., Ugalde, B., & Gutierrez, R. T. (2019). Impact of social media application in business organizations. *International Journal of Computer Applications*, 178(30), 5-10. <https://doi.org/10.5120/ijca2019919126>

Vinney, C. (2019, April 19). *What Is Uses and Gratifications Theory? Definition and Examples*. ThoughtCo. Retrieved August 1, 2022, from <https://www.thoughtco.com/uses-and-gratifications-theory-4628333>

- Wihbey, J. (2013, July 11). *Multitasking, social media and distraction: Research review*. The Journalist Resource. <https://journalistsresource.org/education/multitasking-social-media-distraction-what-does-research-say/>
- Wijaya, A. (2018). Student's responses toward the use of Whatsapp in learning. *Journal of Teaching & Learning English in Multicultural Contexts*, 2(1), 47-54.
<http://jurnal.unsil.ac.id/index.php/tlemc/article/view/489>
- Wright, K. B. (2005). Researching internet-based populations: advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3).
<https://doi.org/10.1111/j.1083-6101.2005.tb00259.x>.
- Zahid, A. (2016). Impact of Social Media of Student's Academic Performance. *International Journal of Business and Management Invention*, 5(4), 22 -29. <http://www.ijbmi.org/>

Appendix

Questionnaires

Section A

1. What is your gender?
 - Male
 - Female

2. Please indicate your age by typing it in the box below.
 - 18
 - 19

- 20
- 21
- 22
- 23
- 24

0. What is your ethnicity?

- Malay
- Chinese
- Indian
- Others. Please indicate it.

0. What is your work status?

- I do not have a job
- I work for part time
- I work for full time

0. What university are you studying?

Please indicate it.

6. Type your course of study in the box below. Example: Bachelor of Arts (Public Relations)

7. Please select your current academic GPA in the box below.

- Below 2.0
- 2.0 - 2.5
- 2.6 - 3.0
- 3.1 - 3.5

- 3.6 - 4.0
- Others. Please indicate it.

Section B

1. What is current social media platform do you use MOST?

(You are able to select more than one)

- WhatsApp
- Facebook
- YouTube
- Others. Please indicate it.

3. Which characteristics of Facebook help you to improve your study? [SB2]

- Group collaboration
- Knowledge exchange
- Enhance language learning skills
- Others. Please indicate it.

4. Which characteristics of WhatsApp help you to improve your study?

- Exchange educational material

- Instant messaging
- Enhance language learning skills
- Others. Please indicate it

5. Which characteristics of YouTube help you to improve your study?

- Learning tools
- Repository site
- Complementary learning platform
- Others. Please indicate it

6. What content do you search when using social media?

- Academic content
- Entertainment content
- News
- Others. Please indicate it

7. Does social media play a crucial role during your studies? [SB6]

- Yes
- No

8. Why does social media play an important role in your studies?

Please indicate it.

9. What are the advantages of using social media?

- Direct connection with audience
- Primer source for up-to-date information
- Provides learning opportunities
- Building communities around people
- Others. Please indicate it.

10. What are the disadvantages of using social media?

- Time wasting
- Privacy is almost compromised
- Creates addictive habits
- Affect mental health
- Exposed to fraud and the risk of scamming
- Others. Please indicate it.

11. Do you often use social media to publish your study contents? [SB10]

- Yes
- No

- Rarely
- Often

Section C

1. Why do you use social media?

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) I use social media to discuss academic topics with my groupmates[SCA] b) I use social media to do academic research [SCB] c) I use social media to do collaborative work [SCC] d) I use social media to post professional information related to my study field [SCD] e) I use social media as it enhances my academic performance [SCE] f) I use social media to entertain myself[SCF] g) I use social media to post and share media content [SCG] h) I use social media to watch movies [SCH]					

<p>i) I use social media to listen to music [SCI]</p> <p>j) I use social media because it helps me to get relief from academic stress [SCJ]</p> <p>k) I use social media to become more sociable [SCK]</p> <p>l) I use social media to interact with my friends online [SCL]</p> <p>m) I use social media as it makes me to be part of other's social life [SCM]</p> <p>n) I use social media as it allows me to express myself [SCN]</p> <p>o) I use social media to get latest news regarding current affairs [SCO]</p>					
---	--	--	--	--	--

Section D

1. How many hours do you use for accessing WhatsApp per day?

- Less than 1 hours
- 1-2 hours
- 2-4 hours
- 4-6 hours

- 7-10 hours above

2. How many hours do you use for accessing Facebook per day?

- Less than 1 hours
- 1-2 hours
- 2-4 hours
- 4-6 hours
- 7-10 hours above

3. How many hours do you use for accessing YouTube per day?

- Less than 1 hours
- 1-2 hours
- 2-4 hours
- 4-6 hours
- 7-10 hours above

4. When do you always access your social media account?

- In the morning
- In the afternoon
- At night
- I do not have a social media account
- Others. Please indicate it.

5. What proportions of study contents do you search on social media most?

- Self-study for skill improvement
- Languages and Literature
- Research
- Others. Please indicate it.

6. Do you think social media helps you in your studies?

- Yes
- No

7. Do you think social media helps you to improve your academic results?

- Yes
- No

8. Which social media affects your academic studies MOST?

- WhatsApp
- Facebook
- YouTube

- Others. Please indicate it.

9. Are you addicted to social media?

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Are you addicted to social media?					

10. Why do you think you are addicted to social media? Indicate it.

11. Do you think social media has negative effect to your academic performance?

- Yes. Please indicate it. [1]
- No. Please indicate it. [2]

12. Do you think that time spent on social media will affect your academic performance?

- Yes. Please indicate it. [1]
- No. Please indicate it. [2]


Pilot test

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics



Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.909	.923	15

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
56.2000	130.622	11.42901	15

Table 4.1.1: Gender of respondents

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	136	44.6	44.6	44.6
	Female	169	55.4	55.4	100.0
	Total	305	100.0	100.0	

		age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	18	5.9	5.9	5.9
	19	19	6.2	6.2	12.1
	20	30	9.8	9.8	22.0
	21	43	14.1	14.1	36.1
	22	91	29.8	29.8	65.9
	23	57	18.7	18.7	84.6
	24	47	15.4	15.4	100.0
	Total	305	100.0	100.0	

Table 4.1.3: Ethnicity of respondents

		ethnicity			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	malay	53	17.4	17.4	17.4
	chinese	207	67.9	67.9	85.2
	indian	37	12.1	12.1	97.4
	others	8	2.6	2.6	100.0
	Total	305	100.0	100.0	

Table 4.1.4: Working status of respondents

		work status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do not have a job	198	64.9	64.9	64.9
	I work for part time	43	14.1	14.1	79.0
	I work for full time	64	21.0	21.0	100.0
	Total	305	100.0	100.0	

Table 4.1.5: Courses of respondents

		Course			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts Stream	129	42.3	42.3	42.3
	Business Stream	119	39.0	39.0	81.3
	Science Stream	57	18.7	18.7	100.0
	Total	305	100.0	100.0	

Table 4.2.1: Facebook's characteristic of respondents

		B2			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Group collaboration	89	29.2	29.2	29.2
	Knowledge exchange	160	52.5	52.5	81.6
	Enhance language learning skills	47	15.4	15.4	97.0
	others	9	3.0	3.0	100.0
	Total	305	100.0	100.0	

Table 4.2.2: WhatsApp's characteristic of respondents

		B3			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Exchange educational material	100	32.8	32.8	32.8
	Instant messaging	189	62.0	62.0	94.8
	Enhance language learning skills	13	4.3	4.3	99.0
	others	3	1.0	1.0	100.0
	Total	305	100.0	100.0	

Table 4.2.3: YouTube's characteristic of respondents

B4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning tools	121	39.7	39.7	39.7
	Repository site	45	14.8	14.8	54.4
	Complementary learning platform	136	44.6	44.6	99.0
	others	3	1.0	1.0	100.0
	Total	305	100.0	100.0	

Table 4.2.4: Contents of respondents search**B5**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic content	61	20.0	20.0	20.0
	Entertainment content	210	68.9	68.9	88.9
	News	16	5.2	5.2	94.1
	others	18	5.9	5.9	100.0
	Total	305	100.0	100.0	

Table 4.2.5: Importances of social media towards respondents**B6**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	256	83.9	83.9	83.9
	no	49	16.1	16.1	100.0
	Total	305	100.0	100.0	

Table 4.2.6: Advantages of social media towards respondents

B8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Direct connection with audience	80	26.2	26.2	26.2
	Primer source for up-to-date information	108	35.4	35.4	61.6
	Provides learning opportunities	54	17.7	17.7	79.3
	Building communities around people	63	20.7	20.7	100.0
	Total	305	100.0	100.0	

Table 4.2.7: Disadvantages of social media towards respondents

B9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Time wasting	79	25.9	25.9	25.9
	Privacy is almost compromised	64	21.0	21.0	46.9
	Creates addictive habits	104	34.1	34.1	81.0
	Affect mental health	25	8.2	8.2	89.2
	Exposed to fraud and the risk of scamming	32	10.5	10.5	99.7
	others	1	.3	.3	100.0
	Total	305	100.0	100.0	

Table 4.2.8: Study Contents Posting Frequency on Social Media

B10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	13.1	13.1	13.1
	No	125	41.0	41.0	54.1
	Rarely	129	42.3	42.3	96.4
	Often	11	3.6	3.6	100.0
	Total	305	100.0	100.0	

Table 4.2.9: Respondents' Time Spent On WhatsApp

D1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hours	53	17.4	17.4	17.4
	1-2 hours	89	29.2	29.2	46.6
	2-4 hours	96	31.5	31.5	78.0
	4-6 hours	50	16.4	16.4	94.4
	7-10 hours above	17	5.6	5.6	100.0
	Total	305	100.0	100.0	

Table 4.2.10: Respondents' Time Spent on Facebook

D2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hours	71	23.3	23.3	23.3
	1-2 hours	98	32.1	32.1	55.4
	2-4 hours	98	32.1	32.1	87.5
	4-6 hours	36	11.8	11.8	99.3
	7-10 hours above	2	.7	.7	100.0
	Total	305	100.0	100.0	

Table 4.2.11: Respondents' Time Spent on YouTube

D3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hours	38	12.5	12.5	12.5
	1-2 hours	90	29.5	29.5	42.0
	2-4 hours	106	34.8	34.8	76.7
	4-6 hours	52	17.0	17.0	93.8
	7-10 hours above	19	6.2	6.2	100.0
	Total	305	100.0	100.0	

Table 4.2.13: Time Respondents Access Their Social Media

D4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In the morning	15	4.9	4.9	4.9
	In the afternoon	44	14.4	14.4	19.3
	At night	76	24.9	24.9	44.3
	Whole day	167	54.8	54.8	99.0
	6	3	1.0	1.0	100.0
	Total	305	100.0	100.0	

Table 4.2.13:Proportions of study contents search on social media of respondents

D5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self-study for skill improvement	148	48.5	48.5	48.5
	Languages and Literature	68	22.3	22.3	70.8
	Research	86	28.2	28.2	99.0
	Other	3	1.0	1.0	100.0
	Total	305	100.0	100.0	

Table 4.2.14: Efficiency of Social Media towards Respondents

D6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	266	87.2	87.2	87.2
	No	39	12.8	12.8	100.0
	Total	305	100.0	100.0	

Table 4.2.15: Visible Improvements of Academic Results of Respondents

D7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	220	72.1	72.1	72.1
	No	85	27.9	27.9	100.0
	Total	305	100.0	100.0	

Table 4.2.16: Academic Results Improvement based on Different Social Media Platform

D8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WhatsApp	68	22.3	22.3	22.3
	Facebook	50	16.4	16.4	38.7
	Youtube	173	56.7	56.7	95.4
	Other	14	4.6	4.6	100.0
	Total	305	100.0	100.0	

Table 4.2.17: Addiction on social media of respondents

D9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.3	1.3	1.3
	Disagree	25	8.2	8.2	9.5
	Neutral	64	21.0	21.0	30.5
	Argee	148	48.5	48.5	79.0
	Strongly Agree	64	21.0	21.0	100.0
	Total	305	100.0	100.0	

Table 4.2.18: Negative effect on social media to respondents' academic performance

D11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	183	60.0	60.0	60.0
	No	122	40.0	40.0	100.0
	Total	305	100.0	100.0	

Table 4.2.19 Impact of time spent on social media on students' academic performance

D12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	220	72.1	72.1	72.1
	No	85	27.9	27.9	100.0
	Total	305	100.0	100.0	

Table 4.3.1.1: Time spent on social media

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
C1	305	1	5	3.78	1.010
C2	305	1	5	3.70	1.076
C3	305	1	5	3.85	.892
C4	305	1	5	3.36	1.089
C5	305	1	5	3.54	1.076
C6	305	1	5	4.12	1.024
C7	305	1	5	3.79	1.053
C8	305	1	5	3.84	1.092
C9	305	1	5	3.98	1.081
C10	305	1	5	4.03	1.032
C11	305	1	5	3.72	1.102
C12	305	1	5	3.96	1.055
C13	305	1	5	3.73	1.067
C14	305	1	5	3.71	1.047
C15	305	1	5	3.94	.977
Valid N (listwise)	305				

C1 to C15

C1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.6	4.6	4.6
	Disagree	21	6.9	6.9	11.5
	Neutral	49	16.1	16.1	27.5
	Argee	155	50.8	50.8	78.4
	Strongly Agree	66	21.6	21.6	100.0
	Total		305	100.0	100.0

C2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.6	4.6	4.6
	Disagree	32	10.5	10.5	15.1
	Neutral	55	18.0	18.0	33.1
	Argee	134	43.9	43.9	77.0
	Strongly Agree	70	23.0	23.0	100.0
	Total	305	100.0	100.0	

C3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.3	2.3	2.3
	Disagree	17	5.6	5.6	7.9
	Neutral	55	18.0	18.0	25.9
	Argee	163	53.4	53.4	79.3
	Strongly Agree	63	20.7	20.7	100.0
	Total	305	100.0	100.0	

C4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	18	5.9	5.9	5.9
	Disagree	51	16.7	16.7	22.6
	Neutral	78	25.6	25.6	48.2
	Argee	118	38.7	38.7	86.9
	Strongly Agree	40	13.1	13.1	100.0
	Total	305	100.0	100.0	

C5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	6.9	6.9	6.9
	Disagree	26	8.5	8.5	15.4
	Neutral	73	23.9	23.9	39.3
	Argee	136	44.6	44.6	83.9
	Strongly Agree	49	16.1	16.1	100.0
	Total	305	100.0	100.0	

C6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	4.3	4.3	4.3
	Disagree	14	4.6	4.6	8.9
	Neutral	23	7.5	7.5	16.4
	Argee	128	42.0	42.0	58.4
	Strongly Agree	127	41.6	41.6	100.0
	Total	305	100.0	100.0	

C7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	4.3	4.3	4.3
	Disagree	28	9.2	9.2	13.4
	Neutral	46	15.1	15.1	28.5
	Argee	142	46.6	46.6	75.1
	Strongly Agree	76	24.9	24.9	100.0
	Total	305	100.0	100.0	

C8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	5.2	5.2	5.2
	Disagree	22	7.2	7.2	12.5
	Neutral	47	15.4	15.4	27.9
	Argee	129	42.3	42.3	70.2
	Strongly Agree	91	29.8	29.8	100.0
	Total	305	100.0	100.0	

C9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.6	4.6	4.6
	Disagree	20	6.6	6.6	11.1
	Neutral	36	11.8	11.8	23.0
	Argee	122	40.0	40.0	63.0
	Strongly Agree	113	37.0	37.0	100.0
	Total	305	100.0	100.0	

C10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.6	4.6	4.6
	Disagree	14	4.6	4.6	9.2
	Neutral	31	10.2	10.2	19.3
	Argee	135	44.3	44.3	63.6
	Strongly Agree	111	36.4	36.4	100.0
	Total	305	100.0	100.0	

C11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	5.6	5.6	5.6
	Disagree	28	9.2	9.2	14.8
	Neutral	52	17.0	17.0	31.8
	Argee	133	43.6	43.6	75.4
	Strongly Agree	75	24.6	24.6	100.0
	Total	305	100.0	100.0	

C12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	5.2	5.2	5.2
	Disagree	17	5.6	5.6	10.8
	Neutral	28	9.2	9.2	20.0
	Argee	145	47.5	47.5	67.5
	Strongly Agree	99	32.5	32.5	100.0
	Total	305	100.0	100.0	

C13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	4.3	4.3	4.3
	Disagree	32	10.5	10.5	14.8
	Neutral	52	17.0	17.0	31.8
	Argee	136	44.6	44.6	76.4
	Strongly Agree	72	23.6	23.6	100.0
	Total	305	100.0	100.0	

C14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	5.6	5.6	5.6
	Disagree	22	7.2	7.2	12.8
	Neutral	56	18.4	18.4	31.1
	Argee	148	48.5	48.5	79.7
	Strongly Agree	62	20.3	20.3	100.0
	Total	305	100.0	100.0	

C15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	3.3	3.3	3.3
	Disagree	17	5.6	5.6	8.9
	Neutral	43	14.1	14.1	23.0
	Argee	145	47.5	47.5	70.5
	Strongly Agree	90	29.5	29.5	100.0
	Total	305	100.0	100.0	

Table 4.3.2.1: Academic results, CGPA of respondents

CGPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.0 - 2.5	9	3.0	3.0	3.0
	2.6 - 3.0	77	25.2	25.2	28.2
	3.1 - 3.5	136	44.6	44.6	72.8
	3.6 - 4.0	81	26.6	26.6	99.3
	others	2	.7	.7	100.0
	Total	305	100.0	100.0	

Table 4.4.1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.029 ^a	.001	-.002	.815

a. Predictors: (Constant), Timespent

Table 4.4.1.2: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.852	.235		16.397	.000
	Timespent	.002	.004	.029	.502	.616

a. Dependent Variable: CGPA

Table 4.4.1: Pearson Correlation Coefficient Analysis

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
CGPA	3.97	.814	305
Timespent	57.0721	11.59492	305

Correlations

		CGPA	Timespent
CGPA	Pearson Correlation	1	.029
	Sig. (2-tailed)		.616
	N	305	305
Timespent	Pearson Correlation	.029	1
	Sig. (2-tailed)	.616	
	N	305	305