THE INFLUENCE OF MOTIVES TO USE SOCIAL MEDIA AND SOCIAL MEDIA

ADDICTION

CHEE WAN YING

LEE WEN KANG

NATALIE BOO QIN-HUI

TAN GEOK LIN

YONG EU YII

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CHEE WAN YING

LEE WEN KANG

NATALIE BOO QIN-HUI

TAN GEOK LIN

YONG EU YII

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: CHEE WAN YING

Student ID: 1803068

Signed: *Ying*

Date: 02 September 2022

Name: YONG EU YII

Student ID: 1806125

Signed: *Euyii*

Date: 02 September 2022

Name: LEE WEN KANG

Student ID: 1804216

Signed:

Date: 02 September 2022

Name: NATALIE BOO QIN-HUI

Student ID: 1800339

Signed:

Date: 02 September 2022

Name: TAN GEOK LIN

Student ID: 1902317

Signed:

Date: 02 September 2022

Approval Form

This research paper attached hereto, entitled "Social Media Addiction: The Impact Of Motives Towards University Students" prepared and submitted by "Chee Wan Ying, Lee Wen Kang, Natalie Boo Qin-Hui, Tan Geok Lin and Yong Eu Yii" in partial fulfillment of the requirements for the Bachelor of Communication (Hons) Public Relations is hereby accepted.

Date: <u>02 September 2022</u>

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Supervisor

Puan Liana Mat Nayan

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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:

The Influence Of Motives To Use Social Media And Social Media Addiction

Student Name: Student ID:

YONG EU YII   **18AAB06125**

Signature   Date:

yong   **31/08/2022**

The Influence Of Motives To Use Social Media And Social Media Addiction

Abstract:

Social media has been immersed into many of our lives, turning into our daily routine. However, behind every action towards why certain actions of addiction had taken place, there are a lot of reasons for it. Social media has caused many individuals to have an addiction towards the new digital media, bringing in positive and negative impacts to many of our lives, especially the students. Therefore, we have decided to conduct research to find out the social media addiction of university and college students in Malaysia and to better understand what the causes towards the social media addiction are. In order to conduct this research, a correlational research design was used to collect the quantitative data. A total sample of 350 respondents (31.1% Male, 68.9% Female) have participated in the research questionnaire through the distribution of Google Form from various social media platforms. The result showed there is a statistical significant correlation found between the ritualistic motives for students to use social media and the amount of time spent on social media as for now. In the future, a study is recommended to investigate the changes of students' time spent on social media to determine if students in university malaysia are addicted to social media when there's no interruption or inevitable in using social media such as online learning.

CHAPTER 1

INTRODUCTION

1.0 Background of Study

According to Carr and Hayes (2015), different definitions had been applied on what social media was about by many researchers, and one of the most commonly regarded definition of social media was the claimed that social media was a channel or a tool that allows people to keep in touched, connected, product and shared information with one another. Social media did not only allowed people to interact used different channels and functions that the people or users of social media would prefer utilizing, but it also allows people to interact -anonymously, allowing social media users to felt the bond through their interactions on social media safe (Kent, 2013)

Researchers had discovered that individuals that were addicted to social media were also seen as internet addiction. Social media addiction automatically creates an uncontrollable urged towards individuals to log onto their social media accounts and spend time surfing on the internet which could contribute to negative emotions symptoms that could been manifested through the individual's mood, cognitive thinking, emotional and physical reactions, interpersonal, as well as psychological problem (Hou et al, 2019). Till this day, channels that offered or were categorized as social media were YouTube, Facebook, Twitter, Instagram, Snapchat, TikTok and many more. Findings had found out that some individuals or students had claimed that utilizing social media had contributed as a source of stressed management for them, therefore, social media users would log onto their preferred social media platforms to relieve themselves from the stressed that they were facing (Sriwilai & Charoensukmongkol, 2015). Besides that, one of the social media addictions that the users of social media were facing was towards the online match-making application and functions.

The advancement in technologies allows social media to also been utilized as a channel or tool for single individuals who were keen into meeting their new life partners, to register into the social media platforms that consists of this online match-making feature. However, as the primary form off engagement with the opposite or same sex partner had changed due to the existence of this feather, such as flirting had then ben transfigured into a digital form of interaction. In addition to that, researchers had also found out that the possibility of couples that was matched through the social media dating features would have a higher rate of getting a divorce (Abbasi, 2019).

According to Fabris et al. (2020), some individuals, which includes students as well, tended to got addicted into social media as the fear of missing out (FoMO), a decrease in their emotional well-being that normally circulates around adolescents had empowered their lived, causing them to develop another sort of stressed that was correlated with the fear and worry of being neglected or been viewed in a negative reaction by the rested of the social media users, as well as social media addiction. In social medias such as Facebook, Twitter, Instagram, and TikTok the functions whereby individuals could been determined their popularity was through the liked, comments, numbers of shares, as well as the number of followers that one had, also was a contribution as to why individuals were so addicted towards social media (Nesi et al. , 2018).

Positively, according to Hawi and Samaha (2016), researchers and findings had found out that individuals that suffer from low-esteem, tended to utilize social media to enhance or increase their self-esteem, as well as self-image. Besides that, researchers had also discovered that individuals that had low self-esteem, low life satisfaction and self-conceit, benefits a lot and tends to had a positive connection with social media platform by used social platforms such as Instagram to upload and post self-portrait of themselves on the social media platform to gained more companion and popularity.

1.1 Problem Statement

Twenty-first century could been known as the information age, the internet and network had penetrated all the areas people lived (Gazi, 2017). Nowadays, most students were used social media to transmit their messages, emotions and thoughts to each other, such as Facebook, WhatsApp, YouTube, Instagram, and etc. Social media had became a part of youth's habits (Edge, 2017). Meanwhile, social media addiction was a phrase sometimes used to referred to someone spending too much time used social media platforms (Grau, Kleiser & Bright, 2017).

Due to the prolonged outbreak of Covid-19 had led to a gradual shift in the daily life of Malaysians. It was predicted that addictive behaviours existed (Polizzi et al. , 2020). Under restrictions on movement that lasted for a long time, all educational institutions were suspended, and ran an online study system. Only some students were allowed to return to campus, and those institutions with students taking international exams were exempted. All social visits and outdoor activities were prohibited. Inter-district and inter-state travel were also prohibited, with certain exceptions (Zainul, 2021). Thereby increased risk of forming addictive habits such as spending excessive time watching television, online gaming or social media, especially in prolonged indoor isolation (Lippi et al. , 2020).

Based on the latest research from YouGov (2019) reveals, Malaysians spend an average of five hours and forty-seven minutes every day on social media sites. Among all Malaysians, 17 percent spend more than nine hours checked their social media accounts every day. Compared to nine hours, only 7 percent of Malaysians spend less than an hour on social media. At the same time, it also reveals that women were more likely than males to spend more time monitoring their social media profiles. 21 percent of women spend more than nine hours each day on social media, but just 11 percent of males did. Despite the fact

that average social media used was high, barely 37 percent of Malaysians believed they spend too much time on social media.

According to Smith (2011), data from 755 of Americans' adults who were above 18 years old. It shows that two-thirds of the interviewees said staying connected with friends and family members were their primary consideration to use social media. While half of those polled believed that reconnecting with old pals they've lost contact with, was a big reasoned they utilise social media. Other causes played a much lesser role, 14 percent of users said connecting around a common activity or interest was the reason they used social media, and 9 percent thought finding new friends was similarly essential. Reading prominent figures' remarks and discovering possible loved partners were listed as key considerations by only 5 percent and 3 percent of social media users, respectively.

As of today, social media addiction was an ever-increasing problem in the 21st century. For this reason, there have been a lot of researchers conducted on this issue. Each study presented a new result, suggested more causes and effects of social media addiction, and found many new solutions (Simsek et al, 2019). According to Clark et al. (2018), concerns that develop as a result of excessive social media use include poor academic achievement and a lasting influence on self-perspective. However, in this era of rapid growth, this problem of social media addiction was getting bigger and more prevalent every day. Malaysia as a developing country, social media aspect widely used by the people. According to kemp (2021), internet penetration in Malaysia stands at 84. 2 percent in January 2021. Therefore, this study may shed light on the social media addiction of Malaysians especially university students during or after Movement Controlled Ordered (MCO) considering that the possible action on the addictive use of social networking sites or social media applications depends largely on the understanding of the severity of the problem. This was needed for the current studies. This study was to analyse and compare the social media

addiction levels of most university students based on their social media usage during or after Movement Controlled Ordered (MCO).

Besides, there was limited research on social media during or after a Movement Controlled Ordered (MCO) in Malaysia. The study was usually about social media addiction before the Movement Controlled Ordered (MCO), which means that that was the older version of information. Based on the current situation where social media was more widely used, the information was bound to not been the same as what was currently being searched for and must had changed slightly. As mentioned earlier, each study presented a new result, suggested more causes and effects of social media addiction, and found many new solutions (Simsek et al, 2019). Therefore, there have been changes in social media addiction under the influence of MCO, and therefore there was a need to study its changes as well as solutions.

1.2 Purpose of Study

In the past few years, information technology has grown rapidly especially with the rapid development of online social media. It could not been denied that the explosion of information technology had brought a great change to our growing lives. Some social media sites were particularly popular among certain groups of people. In general, young people prefer to use social media more than old people (Ortiz-Ospina, 2019). In Malaysia, the use of social media was so widespread that many people subscribed to multiple applications and had multiple accounts. Nowadays, the internet was the most important source of information, and students could not use social media on a growing scale. It was often easier and more convenient to obtain information, provide information and communicate through social media than they did for their studies (Mycumbria, 2021.).

However, there had been a study that stated that students would easily get social media addiction. Students who spend the most time on social media engage in less academic

activities such as homework completion and class attendance, had lowered academic confidence, and were more likely to experience difficulties that impair their academic success (Carter, 2013). Besides that, multiple studied had found youth excessive used of social media could increase the risk of depression, anxiety, loneliness, self-harm, and even suicide (Robinson, 2021). It was proved that social media addiction would contribute to students getting mental health. The design and execution of this study was motivated by social media addiction and its influence on students' academic performance as well as mental health. As a result, it was critical to comprehend the origins, effects, and treatments of social media addiction. The goal of this study was to look at the link between social media addiction and university students' mental health and academic performance.

1.3 Research Objectives

RO1: To investigate the motives of university students to use social media.

RO2: To investigate the relationship between the motives use of social media and the time spend on social media

1.4 Research Questions

RQ1: What are the motives to use social media?

RQ2: Does motives use of social media related to time spent on social media?

1.5 Hypotheses

H1: There is a relationship between the main purpose of students to use social media platforms and the amount of time spent on social media.

H2: There is a relationship between ritualistic motives and instrumental motives to use social media among time spent on social media.

1.6 Significance of Study

In today's society, the internet has taken on a vital role to allow people to communicate with others all over the world. People began to utilize social media to stay connected, share information, entertain leisure, and so on. Besides that, with the world's technical advancements continuing, the preferred modes of engagement had also begun to shift from face-to-face to virtual meetings (Chan,2019).

People nowadays were becoming more reliant on technology, and when they abandon their cell phones, they experience insecurity (Kendra, 2020). Social media platforms were increasingly becoming the most convenient method for university students, and it was not always clear how much time they spent on these platforms. Social media addiction has recently become a topic of interest to scholars. There was much study done on the influences of social media addiction among university students. However, the majority of the study was centered on mental health (Sujarwoto et al. , 2021). Past research had proof that social media addiction could cause mental health problems, such as stress, anxiety, depression and so on. However, there were many people who ignored that social media addiction did not only affect one's mental health but also one's behaviour.

In research from Cherney (2020), persons who were addicted to social media may have lost their capacity to interact with others, had bad grades or work performance, experienced altered sleep habits, and more. Apart from that, people who were full-time students may have found it difficult to stay focused on their studies. According to Dontre (2020), social media was a source of distraction for students during academic studies. By logging in and out and checking social media accounts often to stay up to date on the newest news, the amount of time spent on social media steadily increases.

This study examines why university students used social media and how much time they spend on it. It provides university students a better knowledge of how social media was

penetrating into their everyday lives. Besides that, time management and the purpose of using social media would also be clearly aware to them. Students might have the opportunity to think about the issues they've discovered and worked to resolve them to enhance their academic performance. Aside from that, based on this research, the developers would have a better understanding of the purpose of university students' use of social media. Developers wishing to market to university students may had utilized these statistics as analytics to increase the efficiency and effectiveness of a social media program that met the demands of their target market. Last but not least, the findings of this study could also provide useful information for future research on social media addiction.

1.7 Scope of Study

In 2021, the former prime minister, Muhyiddin Yassin encouraged all citizens to stay at home in order to break the infection chain of Covid-19. This was because it was hard to maintain the social distance when a large group of people was in the closed space and this was also one of the factors that led to the spread of the Covid-19. Hence, the full Movement Controlled Ordered (MCO) was implemented again and all of the educational institutions had been shut down (Zack, 2021).

Although all of the educational institutions were closed during the MCO, it did not mean it stopped operating. Online learning was implemented instead of face-to-face learning. Therefore, the students and educators continued their learning and teaching process remotely (Chin, 2020).

Due to the online learning execution, the number of internet users has increased 1. 3%, from 87.4% (in 2018) to 88. 7% (in 2020). Next, the accommodation area became the place where users mostly accessed the internet. 70.5% of the users connected to the internet from home. Besides that, the percentage of internet users who spend more than 18 hours has

increased, from 8.1% (in 2018) to 11.5% (in 2020). So, the Malaysian daily use of the internet has become longer (Malaysian Communications and Multimedia Commission, 2020).

98. 7% of internet users liked to use smartphones to surf the internet. In 2020, the number of users using smartphones could be said to have reached a stage close to saturation. Laptops and desktops were also alternative devices. The online activity that 93% of internet users liked was to activate social media applications. The three most popular social media applications were Facebook, YouTube and Instagram (Malaysian Communications and Multimedia Commission, 2020).

In 2020, the statistic shows the most active age group of internet users in Malaysia was from 20 years old to 24 years old. It could be up to 34.1% of active internet users (Malaysian Communications and Multimedia Commission, 2020). Bachelor's degree programmes usually took three to five years to complete and the enrolment age was approximately 19 years old or 20 years old (Pragati Infosoft Pvt. Ltd. , 2021).

The above indicates that the Malaysian standard age of entrance and graduation of university and college was consistent with the age of the internet user group provided by the Malaysian Communications and Multimedia Commission. In addition, there were also articles showing that university and college students rely heavily on the internet academically. Students spend a lot of time online, and the online time was longer than they expected (Nik Jaafar et al. , 2021).

For example, students utilize Facebook groups to created discussion forums and received updates from their lectures or tutors on their Facebook feeds, while lectures or tutors used group posts to shared and communicate with their students about course information, midterm tests, assignments, and other announcements (Al-bahrani & Patel, 2015). Furthermore, YouTube was utilized as guidelines in a variety of academic sectors, including

medicine, health education, the performing arts, architecture, nursing, and teaching English as a Foreign Language (EFL) (Moghavvemi et al. , 2017). Moreover, Instagram could improve students' writing and communication skills. Students could express the content of photos by writing a copy. Thus, Instagram was considered an effective social media tool for student communication, especially in activities related to academic tasks (Azlan et al. , 2019).

To emphasize that university and college students could enrol when they were 19 or 20 years old. The bachelor's degree programmes they had to take were a minimum of 3 years and a maximum of 5 years to complete. In this way, the age at which students could enjoy their university and college life was probably between 19 to 25 years old. Plus, MCMC stated that the most active age group of internet users in Malaysia was from 20 years old to 24 years old. Therefore, this research was conducted to investigate Malaysian university and college students who were at age 19 to 25 years old. In order to gain insight into whether social media was used for factors other than academic aspects, thus, indirectly causing students to become addicted to Facebook, YouTube and Instagram.

1.8 Definition of Terms

Social media: The most popular social media platforms now include Instagram, Facebook, Snapchat, Tik Tok, and Twitter. Social media users tended to be younger. Almost 90% of adults ages 18 to 29 used more than one type of social media. Social media might take the form of various technological activities. These activities include photo sharing, blogs, social games, social networks, video sharing, business networks, virtual worlds, comments (Dollarhide, 2021).

Social media addiction: Excessive use of social media could be a serious problem. Social media users might have an uncontrolled need to log in to these sites many times every day. In other situations, people may engage in risky behaviours in order to attract attention on social

media. They may also observe that as time passed, you began to use social media more frequently, developing a tolerance for everyday usage. They might have unpleasant withdrawal symptoms if they discontinue using social media until they could log in again (Webserv, 2021).

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In this chapter we had been looking into the theoretical framework that had been utilized for this research, which was the used and gratification theory, what were the types of social media that was found to have been the most used platform and why were they able to cause or attract students into using them. Besides that, we also discussed the reasons why students used social media, as well as the positive and negative impacts of social media towards Malaysian university and college students.

2.1 Social Media Addiction among Students

The main contributor towards an individual's social media addiction was their lack self-esteem and lack of self-control, it was also perceived as a behavioral addiction, a disorder characterized by behaviour to relieve feelings such as stress, pain and to fulfill a sense of pleasurement from within. Therefore, when an individual fails to have proper control over their usage of social media, it could lead to harmful consequences (Shaffer et al. , 2004). According to a researched investigation done by Emin Aksoy (2018) to investigate on the reasoned of why students fell into the social media addiction, the researcher found out that according to the surveyed done, the main reasoned provided by the students of why they would log onto their social media account on a regular basis was due to the lack of friends and social media were able to fulfill their needs and wants and scrover the internet to fulfill their requirement of friend seeking. Besides that, the researcher also found out that students used social media as a social activity requirement, keeping themselves up to date with the latest events or trends as well as to fulfill their feeling of task that they had to log onto social

media everyday like a daily task. Researched also found out that social media addiction had a beginning and continuity phase, the initial stage of dependency that one had towards social media was the beginning stage that stated since the first six months of social media dosage and social media users would then went through the continuation phase after the first six months of beginning phase.

On the other hand, based on the research done by Fabris et al. (2020), the reasoned towards individuals, students included addiction towards social media was due to the fear of missing out (FoMO), a decrease in emotional well-being in an individual. It was said that the caused of having the fear of missing out (FoMO) was related with the experiences of neglectance and negative reaction that one had by other social media users, as well as social media addiction. Social media addiction could also been grouped into four categories from social support needed, living conditions, sexual adultness and creating of a new character (Young, 1998).

According to Gazi et al. (2017) social support needed was created through various interactive content, from chat groups, social media games, allowing individuals to felt at eased while communicating with the other social media users without having to went through any personal obstacles when it came to expressing opinions, feelings, beliefs and even self-expression. Living conditions were where social media users were still able to socialize and receive social support without having others interfere or enter their actual social interaction environment. Sexual adultness was when social media allows its users to expressed their sexual dictations in sexual channels through many communication channels anonymously. Lastly was the creation of new characters, social media users were able to change their own behavior by portraying a new made up version of themselves, either through their own imagination or in their dreams.

2.1.1 Types of Social Media

- Facebook

A Meta platforms firm that provides an American online social network service. Facebook was started in 2004 by Harvard University students Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes. With approximately three billion users as of 2021, Facebook became the world's largest social network, with around half of that amount used Facebook on a daily basis (Hall, 2021). Menlo Park, California, serves as the company's headquarters.

Facebook was free to use, and the platform's advertisements provided the majority of the company's revenue. New users might establish profiles, post images, join existing groups, and create new ones. And, timeline, a place on each user's profile page where users may publish material and friends could write messages; status, which allows users to notify friends to their current location or situation; and news feed, which alerts users of changes to their friends' profiles and status. Users could communicate and send private messages to one another by using Facebook. The like button, which appeared on many other websites, allows users to indicate their support of material on Facebook (Hall, 2021). Other than that, Instagram, a photo- and video-sharing social network; messenger, an instant-messaging programme; and WhatsApp, a text-messaging and voip service, were all part of Meta platforms.

In October 2021, Facebook announced that the name of its parent business had been changed to meta platforms. The name change indicated a focus on the "metaverse," which would allow users to participate in virtual reality surroundings (Hall, 2021).

- Instagram

Instagram was a free online photo-sharing software and social network platform bought by Facebook in 2012. Kevin Systrom and Mike Krieger started it in San Francisco, who attempted to create a platform similar to foursquare before focusing only on photo sharing. Instagram was a combination of the words "instant camera" and "telegram. "

Instagram was a smartphone app that allows users to edit and publish photographs and short videos. Users might add a caption to each of their posts and utilise hashtags and location-based geotags to index and search these posts within the app. Each post made by a user appears in the Instagram feeds of their followers and may also be viewed by the public when tagged with hashtags or geotags. Users might also make their profile private so that only their followers could see their posts. Instagram users, like other social networking sites, might like, comment on, and bookmark other people's posts, as well as send private messages to their friends using the Instagram direct function. Photos could be shared on one or more additional social networking platforms, such as Twitter, Facebook, and Tumblr.

Instagram was not only useful for individuals, but also for companies (Holak, 2017). The photo-sharing software allows businesses to create a free business account to advertise their brand and products. Businesses with business accounts had free access to engagement and impression analytics. According to Instagram's website, more than 1 million marketers used Instagram to tell their stories and drive business outcomes throughout the world (Holak, 2017).

- Youtube

Youtube was registered on February 14, 2005, by Steve Chen, Chad Hurley, and Jawed Karim, three former employees of the American e-commerce company PayPal. They had the

idea that ordinary people would enjoy sharing their "home videos. " the company was headquartered in San Bruno, California (Hosch, 2021).

YouTube was a free video-sharing website where you could easily watch internet videos. You might also make and share your own films with others. YouTube is currently one of the most popular websites on the internet, with visitors watching around 6 billion hours of video each month (GCFGlobal, 2021).

The top reason why YouTube was so popular was the sheer volume of videos available. Every minute, 100 hours of video were added to YouTube, so there was always something fresh to view (GCFGlobal, 2021). YouTube also had a plethora of videos, including gorgeous pets, eccentric food demonstrations, amusing scientific courses, fast fashion advice, and so on.

2.2 Reasons for university and college students for using social media

As the times changed, the application trends of social media would become different for different market needs. Socialization needed, contacting old friends, education, information seeking, promoting products and services, job seeking, exchanging information and spreading the news on certain occasions, and playing games were all among the key reasons for Malaysian university and college students to use social media (Hamid et al. , 2013).

Next, online communication and socialization were the most preferred activities for university and college students in Malaysia (Yusop & Sumari, 2013). This was because social networking provides a space for people to communicate with friends and peers or shared information, and they allowed users to shared and created communities via online services that incentivize engagement (Badri et al. , 2017).

Furthermore, social media platforms in academic institutions enable students to interact with their tutors, access course materials, customize their profiles, and form student

communities. Social media could also be used to facilitate collaborative learning, as well as to establish and engage students in a variety of co-curricular activities (Ansari & Khan, 2020).

In the market, the more prosperous the economy, the greater the demand for work. The rate of economic development indicates the absolute maximum to which employment and labour productivity growth could arise (International Labour Organization, n. d.). Malaysian inflation, as measured by the Consumer Price Index (CPI), increased 2. 2 percent from the previous in september 2021. The CPI's in the transportation components, food, and non-alcoholic beverages, housing, watered, electricity, gas, and fuels were increased (Salim, 2021). Therefore, social media sites had also become labour agencies to provide job opportunities for students in Malaysian universities and colleges (Soo-Fen et al. , 2017). Lastly, there were researchers who reported that Facebook was a source of entertainment. Many university and college students prefer to spend their time having fun with their friends through Facebook games (Sharifah Sofiah et al. , 2011).

2.3 Positive impacts of social media towards Malaysian university and college student

Harnessing the opportunities provided by the social media platforms effectively could benefit students in a variety of ways and could also be channelled into benefiting others. A student with a high level of creativity on social media was more likely to make a lot of friends online, which could also apply to his or her academic life (Helou & Nor Zairah Ab. Rahim, 2014). Students appeared to consider social media to have been a very beneficial tool in their classes, as they used it to boost their learned processes, such as communicating successfully with one another, receiving university-related matters, and obtaining other vital information (Mushtaq, 2018).

Moreover, due to perceived convenience, customer controlled, appealing marketing, and readiness to utilize technology during Covid-19, the majority of students had a favourable intention to use electronic food ordering services (Ramli et al. , 2021). Researchers indicate that Malaysian university and college students not only used social media to found information about food, but they also bought food through social media (Salleh et al. , 2021).

The above information could show that social media did not only have a negative impact on the students of Malaysian universities and colleges. In fact, social media still had certain benefits and good influences on the academic performance and life of Malaysian university and college students. So, as long as students used social media appropriately, then the influence of social media on them was only beneficial and harmless.

2.4 Negative impacts of social media towards Malaysian university and college students

Social networking was one of the key indicators of the technological age. It was attracting all levels of the virtual world over real life through the social media application especially towards students. In recent years, social media has had a great impact on student performance. These networks had created many threats for students in various fields (Armstrong, 2012).

The positive and negative influences of students on social media were really just a fine line. If students knew how to make good use of social media, they would have been well affected. Conversely, if they used social media astray, students would be adversely affected. For example, now students have begun to rely on social media platforms and information on the internet to get answers. It also caused students to reduce their attention to learning and retaining information (Armstrong, 2012).

Next, the students were attempting to multitask by always checking their social media sites while they were studying. Thus, it would directly reduce the academic performance among the universities and colleges students because of the distractions caused by all these social media sites, their ability to focus on the task at hand was greatly reduced (Armstrong, 2012).

Besides that, the students might have social barrier problems. The reason was they lack real personal contact. The students who regularly used social media were more likely to feel socially isolated than those who did not. Some studies had shown that people who regularly used social media were actually lonelier and socially isolated than those who talk face-to-face and interact more (Paradigm Treatment, 2021).

A new studies found that students who frequently used social media were three times more likely to felt socially isolated than others. The students may saw through the screen that everyone in the real world was participating in different social activities, and they were not part of them. It would directly made the students lonelier than before, resulting in lowered confidence and motivation to participate in social interaction. For instance, the students who were struggling in social interactions and tended to isolate themselves instead of gone to universities and colleges' dance parties. They may also log in to their social media account when their friends did something without them could trigger their feelings of being left out and even more hostile emotions like jealousy (Viewpoint Center, 2021).

Therefore, students needed to control their habits or behaviours well by using social media. In order to go astray and use social media for things that were improper and contrary to ethical values. Furthermore, students must maintain their physical and mental health at all times. Did not overindulge in the virtual world. Outdoor socialization was encouraged for students to do so. Instead of students just making new friends through communication without physical contact.

2.5 Uses and Gratification Theory

According to Vinney (2019), used and gratification theory was defined as a theory that people used to maintain through media to express their needs and wants. Used the used and gratification theory, allows researchers to have a better understanding on why media users consume media and why they chose the few particular media platforms to consume. It was assumed that this theory relies on two main principles about media users, which was on the choice of the media options, why did media users select that media to consume among all the others and people actually were aware of the reasons towards their media options, helping them to met their particular needs and wants through the media that they consume.

As mentioned above, Used and Gratification theory was able to define and found out the reasoned behind each media selections by the media users, therefore, according to Saeed and Ullah (2021), media users were now used the new media, social media to satisfy their sensed of amusement, distraction and destructive impact towards commitments. Students especially, made specific selection towards a particular social media platform towards their liking in order to achieve their cognitive needs, wants and tension-free needs. The free publishing of information that was available on social media or the internet were essential and crucial towards students who have been active in their own public realm. The main sources back in the days were from print media, newspapers to broadcasting media, which was television and the media that played the major source of where people retrieved sources and information now, digital media, such as the internet for instance.

According to Basilisco and Kyung Jin (2015), in their research studies, they had stated that through one of the investigations done by Sheldon (2008), Facebook had been mostly used by students to develop, improve and maintain friendships. The main reasons for why students or users of social media select Facebook as one of their most used social media

platforms was that the platform had a form of connection that allows social media users to "meet friends" and "seek sources" (Roy, 2009).

As media users in general utilises social media as their source of entertainment, a platform where they could achieve and satisfy their cognitive needs and wants, allowing users to upload and share their information, from photos to videos onto their own social media platform account. Instagram, for instance, allows users to upload and share photos and videos as a main feature to other users. Adolescents and young adults felt that through those features, they could receive a positive and negative impact when they used Instagram. Users felt that the positive effects that they were able to retrieve from using Instagram was that the users felt Instagram contains more interesting and interactive ways of communication compared to other social media platforms that they had experienced before. However, the negative effects that Instagram could possibly contribute to the users were mental health issues that could lead to depression and anxiety(Mirza Muhammad, 2018).

According to Alomari (2019), one of the motives that the social media users had towards utilizing social media platforms could be categorized or sorted into two (2) categories. The first category was known as the instrumental motives whereby social media users would utilize social media platforms such as Facebook, Instagram, YouTube or Snapchat and many more to acquire beneficial outcomes from their usage of social media. The second category which consists of motives as well had been known as the ritualized motives, whereby social media users would utilize various social media platforms solely due to the reasoned that they had already been exposed to social media, which could been understood in another form whereby being on social media on a daily basis had became a routine for many social media users.

Figure 1: Theoretical framework Underpinned by Uses and Gratification Theory

MOTIVES TO USE SOCIAL MEDIA	H1	TIME SPEND
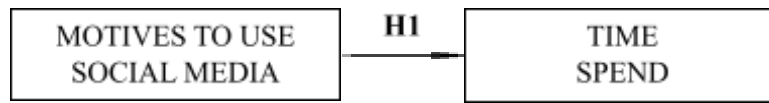
CHAPTER 3

RESEARCH METHODOLOGY

3.0 Research Design

The 2 main types of research methodology that are often used in conducting research are the qualitative research method and the quantitative research method (Mehta,2020). Qualitative research is more adaptable and inductive than quantitative research. It entailed obtaining, evaluating, and interpreting non-numerical data like language, ideas, thoughts, or experiences (Mcleod, 2019). Quantitative research is frequently more prescriptive and deductive. The analysis and measurement of data, as well as the correlation between variables, are critical components of quantitative research methodology. It involves numerical modelling that measures attitudes, actions, and performance in terms of numbers (McCombes, 2021).

As a result, the quantitative research approach was used in this study because the design of the questionnaire involved the analysis of numerical data in order to evaluate the amount of time spent on social media and the presence of social media addiction. Besides that, survey questionnaires were chosen as our technique to collect data from targeted students. This is because it is the most successful and cost-effective technique of gathering information. Furthermore, it may readily cover a huge group at the same time and is not limited by geography (Choudhury, 2015).

3.1 Sample and Sampling

The target audience of this study was students aged 19 years old to 25 years old who are studying at a bachelor's degree in Malaysian universities and colleges. The nonprobability sampling techniques were applied for this study. Convenience sampling is a sort of non probability or nonrandom sampling in which individuals of the target population who fulfil

certain practical criteria, such as ease of access, geographic closeness, availability at a particular time, or desire to participate, were included in the research (Etikan et al., 2016). The criteria for sampling were that the participants must be consistent with the target audience of the study. In addition, participants must complete the closed-ended questionnaires before the specified deadline. If the final survey results show that the corresponding student has responded to the closed-ended questionnaires that are shared on various interactive platforms at the same time, researchers would only accept the closed-ended questionnaire from either one interactive platform as a data reference.

3.2 Data Collection

The data for this study was conducted by using questionnaires which were replicated from Taylor (2020) and Alomari (2019). 350 Malaysian university and college students were asked questions with closed-ended answers. Closed-ended questions were more suitable for this quantitative research where the students answer the questions in a manner such that they are less likely to disengage. It is useful to collect a large amount of data from a large population. The survey was conducted by using Google survey form as Google survey form is a modern and effective way to conduct a survey. For instance, the Google survey forms were distributed to the Microsoft Team to the UTAR students. This is because UTAR goes online to keep all their students engaged in e-learning by using the Microsoft Teams platform during the covid-19 pandemic. However, the other university and college students participated in the survey by using various interactive platforms such as Facebook, Instagram and WhatsApp because they were the dominant online platforms among students. After all, the Google survey had been done by the students from the Microsoft Teams, Facebook, Instagram and WhatsApp platforms. The data of the particular universities and colleges were randomly

picked for this research paper. For example, the collected data were randomly picked 2 out of 4 universities and colleges for the research paper.

3.3 Research Instruments

A questionnaire was used to acquire the data source. This method was chosen because it allows for a deeper understanding of the social interactions under investigation as well as the public opinions of the most active uses of social media platforms at the time. Due to the possibility to collect more useful data, surveys are one of the most commonly utilised methods for collecting quantitative data. The measuring methods for this research project were developed based on earlier academic research on the subject and were changed to meet the setting of this investigation. By combining various data gathering methods, each can complement the others, resulting in survey findings that are both valid and dependable. The questionnaire was designed to gather information regarding the extent of social media addiction among students at higher education institutions.

The questionnaires included pre-screening, informed consent, and disclosure questions, totaling 17 questions. Prior to the start of the survey, an online informed consent statement was implemented. The first section (Section A) of the questionnaire gathered sociodemographic data (Q1-Q12). Respondents were invited to engage in sharing their screen time in response to a pre-selected question in the survey. The questionnaire began with 12 questions concerning the participants' demographic information, such as their gender, age, academic classification, education institution, which platforms were most frequently used, the frequency and duration of the use of social media platforms before and during Movement Control Order (MCO).

Section B analysed students' social media usage motives (Q13-Q14). This section also assessed students' self-perceived attitudes towards the impact of social media use on

their lives, i.e., perceptions of positive and negative impacts on their lives, and the reasons for using social media platforms in their lives (Q15-Q16). The final set of questions focused on the influence of social media on interpersonal interactions (Q17).

Survey questions Q13, Q14, Q16 to Q17 utilised a Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree'. A Likert scale is a psychometric scale with numerous categories from which respondents can select to express their ideas, attitudes, or feelings regarding a certain problem (Nemoto, 2014). Students were reached via Microsoft Team, Instagram, WhatsApp, and Facebook. The link to the Google Survey Form was sent as a request to answer the survey and text or email their mobile device's screen time within a few weeks. Weekly reminders were sent out until either a response or the required minimum sample size was received.

Before engaging in the research instrument, the respondent and the researcher agreed on a clear definition of informed consent. Each conceivable item on the permission form was thoroughly evaluated to verify that all components were comprehended. Participation in this study was entirely voluntary. If potential responders were unsure about participating at first, they might keep a copy of the informed consent for their personal records. If a subject wants to withdraw from the study at any point, they may do so without penalty.

3.4 Data Analysis

After collection of data, the datas were analysed using Statistical Package for the Social Sciences (SPSS)Software 23.0 version. In order to analyse the data collected from the survey, Cronbach's Alpha were used to analyse the reliability of data. The descriptive statistic was applied on testing the Likert Scale as well as the Correlation test was conducted to test the hypothesis for this research paper.

3.5 Ethical Consideration

All participants were ensured that they were willing and voluntarily participated before they got into the research study without going against their will. Participants were required to fill up a consent form, stating that they are participating in the research study voluntarily and that we would ensure that the information submitted by the participants will be kept private and confidential.

CHAPTER 4

FINDINGS

4.0 Introduction

The use of social media in our daily lives had increased 24 percent in 2021, around 62 percent of the total population in Malaysia compared to the year 2016 (Muller, 2021). Social networking sites are more likely to affect students than anybody else. This can be due to the fact that social media is an attractive tool for students to avoid boredom when doing online research or looking for school materials (Siddhartha et al, 2020).

This study examines why university students use social media and how much time they spend on it. This study investigates if there is a relationship between the motives for students to use social media and the amount of time spent on social media. The data for this study will be conducted by using questionnaires that were replicated by Taylor (2020) and Alomari (2019). Malaysian university and college students will be asked the questions with closed-ended answers in the survey. The questionnaires included pre-screening, informed consent, and disclosure questions, totaling 17 questions. It is being distributed into 5 sections, which the first section will gather sociodemographic data, the second section will analyze students' social media usage motives, then, assess students' self-perceived attitudes toward the impact of social media use on their lives, continues with examining respondents' impressions of social media and possible additions to social media, lastly, the influence of social media on interpersonal interactions.

The data will then be analyzed using Statistical Package for the Social Sciences (SPSS) Software 23.0 version and Cronbach Alpha to analyze the data collected from the survey. In the survey, the Likert scale will be utilized. The hypothesis will also be tested by using the Correlation test to determine whether there is a relationship between the motives for students to use social media and the amount of time spent on social media. A pilot test has been conducted with 30 respondents in the beginning to ensure the feasibility of the research process.

4.1 Demographic Background

An online survey was sent to 370 Malaysian university students via Facebook, Instagram, Microsoft Teams, and WhatsApp from the period of 1st May 2022 to 28th July 2022. A pilot test was done using 30 respondents to ensure the feasibility of the research process. Although there are 370 respondents who participated in the survey, there are few responses that were not accepted to this research data analysis. The eliminated responses included 8 participants that are not in our target age group, and 12 respondents submitted the survey with irrelevant answers and selected neutral as their answer for most of the questions. Therefore, the total number of respondents in this research are in total of 350 participants. The research was used by respondents of participants who are studying in university Malaysia, age range between 19 to 25, social media users, and also completed all the survey questions.

Table 4.1 Participants' Demographics by Frequency and Percentage			
Variable	Gender	Frequency	Valid Percentage
Gender	Male	109	31.1%
	Female	241	68.9%
	Total	350	100%
Variable	Ethnicity	Frequency	Valid Percentage
Ethnicity	Malay	8	2.3%
	Chinese	303	86.6%
	Indian	33	9.4%

	Others	6	1.7%
	Total	350	100%
Variable	**Age**	**Frequency**	**Valid Percentage**
	19	18	5.1%
	20	28	8.0%
	21	53	15.1%
	22	126	36.0%
Age	23	92	26.3%
	24	19	5.4%
	25	14	4.0%
	Total	350	100%
Variable	**Work Status**	**Frequency**	**Valid Percentage**
	No job	261	74.6%
	Part time	61	17.4%
Work Status	Full time	28	8.0%
	Total	350	100%

The above table (Table 4.1) shows the demographics of all 350 participants. Regarding participants' gender, 105 participants were males, which comprises 31.1% of the participants, making females the largest gender type among all participants. The largest group in the survey were females at 68.9%, which occupied 241 participants. Additionally, in terms of participant age, 18 participants (5.1%) were 19 years of age, 28 participants (8.0%) were 20 years of age, 53 participants (15.1%) were 21 years of age, the largest group of 126 participants (36.0%) were 22 years of age, the second largest group of 92 participants (26.3%) were 23 years of age, 19 participants (5.4%) were 24 years of age, and the smallest group of 14 participants (4.0%) were above 25 years of age (Table 4.1).

In terms of participants' working status, 261 participants (74.6%) were not working, 61 participants (17.4%) were working on part time jobs, and 28 participants (8.0%) were working for full time jobs (Table 4.1). Based on Table 4.1, most participants were working part time or had no job.

4.2 Data Frequencies

Once again, the total number of participants is 350. All participants, which constitutes 100%, were at least 19 years old, and using social media platforms. Regarding social media access on a daily basis by participants among all 350 participants, 347 participants (99.1%) access social media on a daily basis, and 3 participants (0.9%) do not access social media on a daily basis.

Table 4.2.1 The Frequency and Percentage of Participants' Social Media Usage Patterns Before MCO			
Question	Social Media Platforms	Frequency	Valid Percentage
What social media platforms do you use MOST before Movement Control Order?	Facebook	226	64.6%
	YouTube	83	23.7%
	Instagram	35	10.0%
	Other	6	1.7%
	Total	350	100%
Question	Number of Hours	Frequency	Valid Percentage
Please select the number of hours you spend on social media daily before Movement Control Order.	Less than 1 hour	15	4.3%
	2-4 hours	131	37.4%
	5-7 hours	149	42.6%
	8-10 hours	37	10.6%
	More than 10 hours	18	5.1%
	Total	350	100%
The Frequency Statistics of Participants' Social Media Usage Duration Before MCO			
Variable	Statistics		Values
Number of Hours	Mean		2.750
	Standard Deviation		0.892

Table 4.2.1 illustrates participants' responses to questions regarding their frequency and percentage of social media usage patterns before MCO. In terms of the social media platforms used most before the Movement Control Order, 226 participants (64.6%) were using Facebook, 83 participants (23.7%) were using YouTube, 35 participants (10.0%) were using Instagram, and 6 participants (1.7%) were using other social media platforms (Table 4.2.1). Regarding the number of hours spent on social media daily before the Movement Control Order, 15 participants (4.3%) spend less than 1 hour, 131 participants (37.4%) spend 2 to 4 hours, 149 participants (42.6%) spend 5 to 7 hours, 37 participants (10.6%) spend 8 to 10 hours, and 18 participants spend more than 10 hours. Therefore, the average (Mean) number of hours spent on social media before the Movement Control Order is 2.750 with a standard deviation of 0.892.

Table 4.2.2 The Frequency and Percentage of Participants' Social Media Usage Patterns As For Now			
Question	Social Media Platforms	Frequency	Valid Percentage
What social media platforms do you use now?	Facebook	242	69.1%
	YouTube	72	20.6%
	Instagram	31	8.9%
	Other	5	1.4%
	Total	350	100%
Question	Number of Hours	Frequency	Valid Percentage
Please select the number of hours you spend on social media now.	Less than 1 hour	17	4.9%
	2-4 hours	97	27.7%
	5-7 hours	141	40.3%
	8-10 hours	66	18.9%
	More than 10 hours	29	8.3%

	Total	350	100%

The Frequency Statistics of Participants' Social Media Usage Duration As For Now		
Variable	Statistics	Values
Number of Hours	Mean	2.980
	Standard Deviation	0.997

Table 4.2.2 illustrates participants' responses to questions regarding the frequency and percentage of participants' social media usage patterns as for now. In terms of the social media platforms used now, 242 participants (69.1%) were using Facebook, 72 participants (20.6%) were using YouTube, 31 participants (8.9%) were using Instagram, and 5 participants (1.4%) were using other social media platforms (Table 4.2.2). Regarding the number of hours spent on social media now, 17 participants (4.9%) spend less than 1 hour, 97 participants (27.7%) spend 2 to 4 hours, 141 participants (40.3%) spend 5 to 7 hours, 66 participants (18.9%) spend 8 to 10 hours, and 29 participants spend more than 10 hours. Therefore, the average (Mean) number of hours spent on social media before the Movement Control Order is 2.980 with a standard deviation of 0.997.

Table 4.2.3 The Frequency Statistics of Participants' GPA			
Variable	GPA	Frequency	Valid Percentage
GPA	Below 2.0	0	0%
	2.0 - 2.5	32	9.1%
	2.6 - 3.0	102	29.1%
	3.1 - 3.5	148	42.3%
	3.6 - 4.0	68	19.4%
	Total	350	100%
	Statistics		Values

	Mean	3.72
	Median	4.00
	Mode	4.00
	Standard Deviation	0.88
	Minimum	2.00
	Maximum	4.00

Table 4.2.3 illustrates participants' responses to questions regarding their frequency statistics of their GPA. Among all 350 participants, the Mean (Average) of their GPA is 3.72, with a value of Standard Deviation of 0.88. Also, the lowest GPA value was 2.00, and the highest was 4.00. As well as, Median of Participants' GPA was 4.00, and Mode was 4.00 across all participants.

4.3 Scale Reliability, Cronbach's Alpha

Cronbach's alpha is a measure of the internal consistency or dependability between a number of things, measurements, or evaluations. In other words, it determines the degree to which a rating or instrumentation, assessed by subjects and used to determine the stability of the instruments, can be relied upon to provide accurate replies. Cronbach (1) created the alpha coefficient, which was first applied to gauge the validity of a psychometric test. Greater values of Cronbach's alpha, which ranges from 0 to 1, show that the items are measuring the same dimension. If, however, the Cronbach's alpha value is low (around 0), it means that some or all of the items are not measuring the same dimension (Bujang et al., 2018). In this study, 24 items were used in a design scale to measure five different concepts, each concept has 2 to 8 items (see appendix B for instrument). The following table (Table 4.3)

demonstrates how a Cronbach's Alpha test was used to assess each concept's internal

consistency and dependability.

Table 4.3 Scale Items Internal Consistency Reliability		
Scales	Cronbach's Alpha Values	Number of Items
The motives of students when using social media (instrumental)	0.905 (90.5%)	8
The motives of students when using social media (ritualistic)	0.843 (84.3%)	8
The main purpose of students to use social media platforms	0.965 (96.5%)	3
The perception of students towards positive and negative impacts, and reasons for using social media	0.677 (67.7%)	3
The understanding of students towards the influence of social media on interpersonal interaction	0.803 (80.3%)	2
Cronbach's Alpha test on all 24 scale items	0.889 (88.9%)	24

The Cronbach's alpha value for each concept tested by the scale regarding participants' use of

social media for various purposes and motives may be found in the table above (Table 4.3).

The first two concepts, instrumental and ritualistic, are used to measure the purposes of social

media use by participants. Each concept consists of eight statements that measure that

concept. Eight statements from each idea were subjected to a Cronbach's Alpha test to assess

each concept's internal consistency dependability. The Cronbach's Alpha value for the eight

statements the motives of students when using social media (instrumental) was 90.5%, this indicates a good level of internal consistency and dependability for the socialization concept scale. Regarding the eight statements related to the concept of The motives of students when using social media (ritualistic), the Cronbach's Alpha value was 84.3%. This value is an indication of a high level of internal consistency reliability. The Cronbach's alpha value for the three statements pertaining to the main purpose of students' using social media platforms was 96.5%, which is also an indication of a high level of internal reliability. Additionally, Cronbach's alpha value for the three statements regarding the perception of students towards positive and negative impacts, and reasons for using social media was 67.7%. It is a compelling argument for the high internal consistency reliability.   Lastly, the Cronbach's Alpha value for the two statements indicating the understanding of students towards the influence of social media on interpersonal interaction was 80.3%, which means that the scale for the socialization concept has a high percentage of internal consistency reliability. Overall, and as shown in Table 4.3, the Cronbach's alpha for all 24 items on the scale was 88.9%, which is an indication of the high level of internal consistency reliability for all items.

4.4 Motives of using social media

Table 4.4.0 The motives of students when using social media (instrumental)

	N	Minimum	Maximum	Mean	Standard Deviation
Social media helps me to be informed about a variety of events.	350	1	5	4.18	0.818
Social media helps me to be generally educated and knowledgeable.	350	1	5	3.97	0.884
Social media helps me improve my social interactions with others.	350	1	5	3.81	0.991

Social media helps me to keep up with news and technology.	350	1	5	4.13	0.882
Social media helps me contact my friends and family easily.	350	1	5	4.29	0.892
Social media helps me keep in contact with my classmates.	350	1	5	3.99	1.006
Social media helps me reach out to my lecturer easily.	350	1	5	3.67	1.103
Social media allows me to discuss academic topics with my lecturer or peers.	350	1	5	3.79	1.021
Valid N (listwise)	350				

Mean scores in this table are based on responses to a five-point answer scale where "1" equaled "Strongly disagree" and "5" equaled "Strongly agree". Consequently, the higher the mean score the greater the degree of instrumental motives of students when using social media.

Survey Research Question 1 in section B asked respondents about the motives of students when using social media. It will ask the respondents to determine their level of agreement with the statements which pertain to the instrumental and ritualistic motives of their social media usage. The respondents would be asked the various reasons they utilize social media and their response options were presented in Likert Scale Form. Finding shows that, all the respondents will tend to be more agreed with all questions. instrumental motives mean that the motives are task-oriented or goal-oriented, this type of motivation focuses on expansion, achievement, and growth (LOCKHART, 2022). There was 8 some sub survey question asked in the instrumental motives of students when using social media parts which is survey question 1#Social media helps to be informed about a variety of events? Survey research showed that 50% agreed, 36.6 strongly agreed and 10.6% neutral with that question. A small number of respondents did not agree that social media helps to be informed about a variety of events with 0.6 % disagree and 2.3 strongly disagree. Survey question 2# Social media helps to be generally educated and knowledgeable. Survey research showed that 50.6% agreed,

27.4 strongly agreed and 16.3% neutral with that question. A small number of respondents did not agree that Social media helps to be generally educated and knowledgeable with 3.4 % disagree and 2.3 strongly disagree. Survey question 3# Social media helps improve my social interactions with others. Survey research showed that 38% agreed, 27.4% strongly agreed and 25.7% neutral with that question. A small number of respondents did not agree with 6.3% disagree and 2.6% strongly disagree. Survey question 4# Social media helps me to keep up with news and technology. Most of the respondents showed that 50.3% agreed, 35.1% strongly agreed and 10% neutral with that question. A small number of respondents did not agree with that statement with 1.4% disagree and 3.1%strongly disagree.

Survey question 5# Social media helps contact their friends and family easily. The respondents showed that 36.3% agreed, 49.4% strongly agreed and 9.7% neutral with that question. A small number of respondents did not agree with that statement with 2.6% disagree and 2.0% strongly disagree. Survey question 6# Social media helps keep in contact with their classmates. Survey research showed that 39.1% agreed, 35.7% strongly agreed and 16.6% neutral with that question. A small number of respondents did not agree with 5.7% disagree and 2.9%strongly disagree. Survey question 7# Social media helps reach out to their lecturer easily. The respondents showed that 36% agreed, 25.1% strongly agreed and 25.7% neutral with that question. A small number of respondents did not agree with that statement with 7.4% disagree and 5.7%strongly disagree. Survey question 8# is social media allows to discuss academic topics with lecturer or peers. Research showed that 41.4% agreed, 26% strongly agreed and 21.7% neutral with that question. A small number of respondents did not agree that social media allows me to discuss academic topics with my lecturer or peers. 7.4 % disagree and 3.4% strongly disagree. The mean scores in this table are based on replies to a five-point scale, where "Strongly disagree" was assigned a score of "1," and "Strongly agree" was assigned a score of "5". Consequently , the mean score number for instrumental motives

survey questions of students when using social media is more than 3. Thus, all the respondents tended to more agreed that pertaining to the instrumental motives of their social media usage. These factors were positively related to the user's experience.

Table 4.4.1 The motives of students when using social media (ritualistic)

	N	Minimum	Maximum	Mean	Standard Deviation
I use social media to pass time.	350	1	5	4.05	0.895
I use social media to be entertained.	350	1	5	4.28	0.792
I use social media to escape from reality.	350	1	5	3.42	1.177
I use social media because I got used to it.	350	1	5	3.84	0.961
I use social media because my friends use it.	350	1	5	3.32	1.185
I use social media because it is an essential part of my daily routine.	350	1	5	3.85	0.992
I use social media for fun.	350	1	5	4.14	0.828
I use social media to watch entertaining videos.	350	1	5	4.32	0.750
Valid N (listwise)	350				

Mean scores in this table are based on responses to a five-point answer scale where "1" equaled "Strongly disagree" and "5" equaled "Strongly agree". Consequently, the higher the mean score the greater the degree of ritualistic motives of students when using social media.

Ritualistic motives are a way to guide you into building new habits. You might want to try to connect your habits to things you already enjoy doing. When associated with positive action, there is a strong sense of motivation (Clear , 2020). Another 8-sub survey question section B was asked in the ritualistic motives of students when using social media parts is survey question 1# Are they using social media to pass time? Survey research showed that 46% agreed, 32.9% strongly agreed and 16.3% neutral with that question. A small number of

respondents did not agree that social media helps to pass time with 2.6 % disagree and 2.3% strongly disagree. Survey question 2# Are they using social media to be entertained? The research stated that 42.9% agreed, 44.6 % strongly agreed and 10% neutral with that question. A very small number of respondents did not agree that social media helps to pass time with 1.4% disagree and 1.1% strongly disagree. Survey question 3# Are they using social media to escape from reality? Survey research showed that 28.9% agreed, 20.9% strongly agreed and 28.6% neutral with that question. A small number of respondents did not agree with 14.6% disagree and 7.1% strongly disagree. Survey question 4# are they using Social media to escape from reality. Survey research showed that 44.6% agreed, 25.4% strongly agreed and 21.7% neutral with that question. A small number of respondents did not agree with 5.4% disagree and 2.9% strongly disagree.

Besides that, Survey question 5# Are they using social media because their friends use it? Survey research showed that 30.9% agreed, 17.1% strongly agreed and 27.1% neutral with that question. A small number of respondents did not agree with 16.3% disagree and 8.6% strongly disagree. Survey question 6# Are they using social media because it is an essential part of their daily routine? Survey research showed that 44.9% agreed, 26.3% strongly agreed and 19.4% neutral with that question. A small number of respondents did not agree with 6% disagree and 3.4% strongly disagree. Survey question 7# Are they using social media for fun? Survey research showed that 50% agreed, 34.6% strongly agreed and 12% neutral with that question. A small number of respondents did not agree with 1.4% disagree and 2.0% strongly disagree. Survey question 8# Are they using social media to watch entertaining videos? Survey research showed that 45.4% agreed, 44.9% strongly agreed and 7.7% neutral with that question. A small number of respondents did not agree with 0.9% disagree and 1.1% strongly disagree. Mean scores in this table are based on responses to a five-point answer scale where "1" equaled "Strongly disagree" and "5" equaled "Strongly agree". Consequently , the mean

score number for ritualistic motives survey questions of students when using social media is more than 3. Hence, all the respondents tended to agree more with the ritualistic motives of their social media usage. These factors were positively related to the user's experience.

Table 4.4.2 The main purpose of students to use social media platforms			
Question	Main purposes	Frequency	Valid Percentage
What are your main purposes for using social media platforms?	Social	333	95.1%
	Gaming	4	1.1%
	Professional	2	0.6%
	Academic	4	1.1%
	Other	7	2.0%
	Total	350	100%
Variable	Statistics		Values
Main purposes	Mean		1.140
	Median		1.000
	Mode		1.000
	Standard Deviation		0.663

Furthermore, another survey question would be asked respondents in section B for the research question 1 is the main purpose of students to use social media platforms. The social main purpose was most used at 95.1%. The motives of using social media platforms respondents notated in the "other" ranked second at 2%. Gaming and Academic purpose came in third at 1.1%. Professional main purpose ranked at 0.6%. The values of mean, median and standard deviation in main purposes were 1.14, 1 and 0.663. Most respondents showed that they tend to use social as their main purposes for using social media platforms and the mode values is 1.

Table 4.4.3 The most popular motives of social media used.

Motives	Mean	Standard Deviation
Instrumental	31.84	5.916
Ritualistic	31.21	5.301

The mean instrumental motives of students when using social media is 31.84 and the ritualistic motives of students when using social media is 31.21. The mean of the instrumental motives is higher than ritualistic motives. Hence, the most popular motives of social media used are instrumental motives.

4.5 Addiction of university students towards social media

Table 4.5.0 The time spent on social media by participants before MCO		
Number of Hours	Frequency	Valid Percentage
Less than 1 hour	15	4.3%
2-4 hours	131	37.4%
5-7 hours	149	42.6%
8-10 hours	37	10.6%
More than 10 hours	18	5.1%
Total	350	100%
The frequency statistics of the time spent on social media by participants before MCO		
Variable	Statistics	Values
Number of Hours	Mean	2.750
	Standard Deviation	0.892

Table 4.5.1 The time spent on social media by participants as for now		
Number of Hours	Frequency	Valid Percentage

Less than 1 hour	17	4.9%
2-4 hours	97	27.7%
5-7 hours	141	40.3%
8-10 hours	66	18.9%
More than 10 hours	29	8.3%
Total	350	100%
The frequency statistics of the time spent on social media by participants as for now		
Variable	Statistics	Values
Number of Hours	Mean	2.980
	Standard Deviation	0.997

Table 4.5.2 The current GPA of participants		
GPA	Frequency	Valid Percentage
Below 2.0	0	0%
2.0 - 2.5	32	9.1%
2.6 - 3.0	102	29.1%
3.1 - 3.5	148	42.3%
3.6 - 4.0	68	19.4%
Total	350	100%
The frequency statistics of the current GPA of participants		
Variable	Statistics	Values
GPA	Mode	4.00
	Standard Deviation	0.88

Research question 2# Are university students addicted to social media? The survey section asks about the time spent on social media by respondents before MCO and for now. The majority of students spend 42.6% admitted to spending 5-7 hours on their day before MCO and 40.3% for now on social media platforms while 37.4% spend 2-4 hours on their social media and 27.7% for now. A surprising 10.6% spend 8-10 hours a day and 18.9% for now on social media. 5.1% admit spending more than 10 hours a day and 8.3 for now. However, 4.3% spent less than 1 hour a day and 4.9% for now. Other than that, the current GPA of participants is quite optimistic 0% below 2.0 and a minority of people 9.1% were around 2.0-2.5 and 29.1% of respondents get the GPA about 2.6-3.0. Most of the respondents had a good academic performance with GPA above 3.0 like 3.1 - 3.5 and 3.6-4.0 which was 42.3% and 19.4%.

4.6 The correlations between motives of participants and number of hours they spent on social media before MCO

		The number of time spent on social media daily before MCO	Main Purpose	Instrumental Motives	Ritualistic Motives
The number of time spent on social media daily before MCO	Pearson Correlation Sig. (2-tailed) N	1 350	.078 .146 350	.021 .701 350	.120* .025 350
Main Purpose	Pearson Correlation Sig. (2-tailed) N	.078 .146 350	1 350	-.189** .000 350	-.051 .346 350
Instrumental Motives	Pearson Correlation Sig. (2-tailed) N	.021 .701 350	-.189** .000 350	1 350	.571** .000 350
Ritualistic Motives	Pearson Correlation Sig. (2-tailed) N	.120* .025 350	-.051 .346 350	.571** .000 350	1 350

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.6.0 shows the result of Pearson's correlation coefficient test. The correlations between motives of participants and number of hours they spent before MCO .This test determines the strength of the linear relationship between the respondents' amount of time spent on social media as the dependent variable and the main purpose for students to use social media as the independent variable. 3 motives for students to use social media as an independent variable are main purpose, instrumental motives and ritualistic motives. A Pearson correlation coefficient test was used to examine the correlation strength between the respondents' amount of time spent on social media and main purposes for using social media platforms. However, this correlation was not statistically significant (r =0.146, p >0.05). This suggested that respondents' main purposes for using social media platforms, the independent variable, is not related to respondents' amount of time spent on social media. Thus, the dependent variable, the amount of time spent on social media, cannot be predicted based on the independent variable, respondents' main purposes for using social media platforms. Based on the results, there is no significant relationship between the motives of the main purpose and the time students spent on social media.

Table 4.6.0 shows the result of the Pearson's correlation coefficient test. This test determines the strength of the linear relationship between the respondents amount of time spent on social media before MCO as the dependent variable and instrumental motives of student's social media usage as the independent variable. A Pearson correlation coefficient test was conducted to examine the correlation strength between respondents' the amount of time spent on social media and instrumental motives of student's social media usage. The results shown in Table 4.6.0 indicate a weak correlation was not statistically significant (r = 0.701, p >0.05). This suggested that respondents' instrumental motives of student's social

media usage, the independent variable, is not related to respondents' amount of time spent on social media. Thus, the dependent variable, the amount of time spent on social media, cannot be predicted based on the independent variable, respondents' instrumental motives of student's social media usage. Based on the results, there is no significant relationship between instrumental motives of social media and the time spent by students on social media.

Table 4.6.0 shows the result of the Pearson's correlation coefficient test. This test determines the strength of the linear relationship between respondents' the amount of time spent on social media before MCO as a dependent variable and ritualistic motives of student's social media usage as independent variable. A Pearson correlation coefficient test was conducted to examine the correlation between respondents' the amount of time spent on social media and ritualistic motives of student's social media usage. Results indicated that a significant positive correlation exists between the two variables ($r = 0.025$, $p < 0.05$). Ritualistic motives of student's social media usage is significantly related to respondents' the amount of time spent on social media, therefore, the dependent variable, the amount of time spent on social media, can be predicted based on the independent variable, ritualistic motives of student's social media usage. A significant positive correlation, where variables can be predicted, and research hypothesis was statistically supported. As a summary, the ritualistic motives of participants and number of hours they spent before MCO are statistically significant, while the motives, main purpose and instrumental motives are not statistically significant.

4.7 The correlations between motives of participants and number of hours they spent on social media now

	The number of time spent on social media now	Main Purpose	Instrumental Motives	Ritualistic Motives

The number of time spent on social media now	Pearson Correlation Sig. (2-tailed) N	1 350	-.074 .168 350	.177** .001 350	.341** .000 350
Main Purpose	Pearson Correlation Sig. (2-tailed) N	-.074 .168 350	1 350	-.189** .000 350	-.051 .346 350
Instrumental Motives	Pearson Correlation Sig. (2-tailed) N	.177** .001 350	-.189** .000 350	1 350	.571** .000 350
Ritualistic Motives	Pearson Correlation Sig. (2-tailed) N	.341** .000 350	-.051 .346 350	.571** .000 350	1 350

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.7.1 shows the result of Pearson's correlation coefficient test. The correlations between motives of participants and number of hours they spent as for now. This test determines the strength of the linear relationship between respondents' the amount of time spent on social media as the dependent variable and the motives for students to use social media as the independent variable. 3 motives of students using social media as an independent variable are the main purpose, instrumental motives and ritualistic motives are being tested. Firstly, Pearson correlation coefficient test was used to examine the correlation strength between respondents' the amount of time spent on social media and main purposes for using social media platforms. As a result, there is no correlation statistically significant (r =0.168, p >0.05). This suggested that respondents' main purposes for using social media platforms is not related to the amount of time spent on social media. This resulted in there are no significant relationship between these two variables.

Table 4.7.1 shows the result of the Pearson's correlation coefficient test. This test determines the strength of the linear relationship between respondents' the amount of time spent on social media for now as the dependent variable and instrumental motives of student's social media usage as the independent variable. A Pearson correlation coefficient

test was conducted to examine the correlation strength between respondents' the amount of time spent on social media and instrumental motives of student's social media usage. The results shown in Table 4.7.1 indicate a weak correlation of statistically significant (r =0.001, p <0.01). respondents' the amount of time spent on social media is significantly related to instrumental motives of student's social media usage, therefore, the dependent variable, the amount of time spent on social media, could be predicted based on the independent variable instrumental motives of student's social media usage. A significant positive correlation was statistically supported.

Table 4.7.1 shows the result of the Pearson's correlation coefficient test. This test determines the strength of the linear relationship between respondents' the amount of time spent on social media for now as a dependent variable and ritualistic motives of student's social media usage as independent variables. A Pearson correlation coefficient test was conducted to examine the correlation between respondents' the amount of time spent on social media and ritualistic motives of student's social media usage. Results indicated that a significant positive correlation exists between the two variables (r = 0.000, p <.0.01). Ritualistic motives of student's social media usage is significantly related to respondents' the amount of time spent on social media. A strong significant positive collective relationship correlation, where variables can be predicted, and research hypothesis was statistically supported.

CHAPTER 5

DISCUSSION

5.0 Introduction

The underlying rationale for this study was to investigate social media use among university students. In particular, this study shows how long university students use social media, and what motives students use for social media. Mainly, this study examined the correlation between respondents' the amount of time spent on social media and motives of using social media.

5.1 Motives of Social Media Use

According to Alomari (2019), One of the motives that the social media users have towards utilizing social media platforms can be categorised or sorted into two (2) categories. The first group is referred to as instrumental motives, in which users of social media use platforms such as Facebook, Instagram, YouTube, Snapchat, and many others to get desirable results from their use of social media. The second category which consists of motives as well will be known as the ritualized motives, whereby social media users will utilize various social media platforms solely due to the reason that they have already been exposed to social media, which could be understood in another form whereby being on social media on a daily basis has become a routine for many social media users.

The findings of respondents accessing social media during the day are significant as it also helps in understanding the motives for students to use social media and the amount of time spent on social media. The results can be considered a starting point for determining whether there is a relationship between the motives for students to use social media and the amount of time spent on social media. Most of the respondents will tend to be more in

agreement with all the survey questions which include instrumental and ritualistic motives of using social media.Besides that, the mean instrumental motives of students when using social media is 31.84 and the ritualistic motives of students when using social media is 31.21. The mean of the instrumental motives is higher than ritualistic motives. Hence, the most popular motives of social media used are instrumental motives. Based on factor analysis results, their motivations for doing so are social, gaming, professional, academic and others. Most of the respondents were using social media as a main purpose for using social media platforms. This is because social media is utilised by billions of people throughout the world for communication and information sharing. Social media enables us to interact with our friends and family, learn new things, pursue our hobbies, and have fun on a personal level. By engaging with other professionals in the sector, we may utilise social media to advance our professional networks and broaden our expertise in a certain field. Social media allows your company the chance to engage with customers, get feedback, and develop your corporate identity (USF, n.d).

In this research, it can be found that the respondents used Facebook more than other social media platforms followed by Instagram, YouTube and the others. This may be because Facebook is the most famous social main purpose for using social media platforms encompassing all demographics of the users. You can post a message, choose a public audience, it can only be your friends, or even only yourself. You may start a conversation with a specific buddy by direct messaging if you want a more private setting (Morse,2022). Researchers stated that spending a lot of time on social media did not totally fit into traditional addictive behavior. Nowadays, social media is becoming more and more popular and millions of people around the world spend countless hours on social media. However, the amount of attention received did not appear to correlate with any measurable levels of addiction and self-reported. Instead, the expert said that most of the attention to social media

use was related to mental health, such as anxiety and depression (Nowroozi, 2021). Traditional addictive behavior is a symptom that can be seen in other kinds of addictions, such as substance addictions. Some of the behavioral patterns observed in substance abuse include uncontrolled intake, cravings, performance disturbances, relapse and withdrawal symptoms (RAS,2022).

Regarding participants' needs and purposes of social media use, the results of this study showed that students' motivation to use social media did not change before and after the MCO, but the duration of use differed before and after the MCO. Due to the prolonged outbreak of COVID-19 has led to a gradual shift in the social media landscape. It was predicted that addictive behaviours existed (Polizzi et al., 2020). Under restrictions on movement that lasted for a long time, all educational institutions were suspended, and running an online study system. All social visits and outdoor activities were prohibited (Zainul, 2021).In particular, prolonged indoor isolation raises the risk of acquiring compulsive behaviours like excessive TV viewing, online gaming, or social media use (Lippi et al., 2020). In terms of social needs and purposes, the current study found that participants appeared to use social media primarily for social interaction with others and to obtain information. The majority of participants found social media attractive and used it to fulfil the need for social interaction and access to information, which emphasizes the meaningful nature of social media's primary function. This could also explain the appeal of social media to younger users, including college students. In other words, the trend of using social media primarily for social interaction with others could explain the proliferation of social media use among participants. In a study conducted by Larson and Acheaw (2015), it was found that using social media to interact socially with others was a common reason, and the majority of participants in their study responded "socially" in response to the question of why students use social media.

In terms of using social media for instrumental and ritual purposes, participants responded to eight different statements for each of the two categories, which measured their level of agreement with using social media for entertainment needs. It appears that participants agreed that they use social media not only for social needs, but also for recreation. The majority of the sample said that they used social media because it was enjoyable and fulfilling. This particular finding of the current study was considered as an explanation for the purpose and needs of students when using social media.

Surprisingly, the results of the study showed that most of the participants reported that social media was used only for social and recreational purposes and not for academic purposes and professional needs. This is similar to other studies, such as the one conducted by Acheaw and Larson in 2015. In their study, they found that a minority of participants indicated that they used social media to meet their academic needs. The current study confirms this, with only 1.1% of participants indicating that social media was used to meet academic needs. Until then, this disagreement with the use of social media for academic needs was a common finding of the current study and Larson's 2015 study.

In this study, the minimal use of social media for academic and professional purposes and the fact that social media platforms are primarily used as tools for social interaction and interpersonal interactions for the purpose may also account for the disagreement among participants regarding the use of social media for academic needs and purposes. Overall, of all the above participants' social media use needs and purposes, including social, recreational, and academic, it appears that participants primarily agreed to use social media for social needs and purposes. Participants also agreed on the use of social media for entertainment needs and disagreed on the use of social media for academic needs and purposes. The findings regarding the use of social media for college students' needs and purposes indicate that participants tended to use social media for a variety of purposes depending on the needs

of each participant. This highlights and supports several important assumptions of the Uses and Gratification Theory. According to Vinney (2019), "Uses and Gratification Theory" is defined as a theory that people sustain through media in order to express their needs and desires. Using the Uses and Gratification Theory allows researchers to better understand why media users consume media and why they choose a few specific media platforms to consume. The two main principles on which this theory relies are that users have a choice in selecting the media they wish to consume and that users actually know the reasons for choosing particular media.

Thus, with this theory, it will be able to identify and correct for the motivations of college students who choose to use social media. The participants in this study reported that their preferences for social media use were related to various purposes and the satisfaction of certain needs, which is a hypothesis proposed by Uses and Gratification Theory and explained within the theoretical framework of this study. and explained within the theoretical framework of this study (Ismail, 2003; Katz et al. 1973; Shatli & Marahi, 2015; Weiyan, 2015; West & Turner, 2014).

5.2 Motives use of social media related to time spent on social media

Apart from that, an important finding of this study was the findings regarding the amount of time participants spent using social media. The average amount of time participants spent using social media increased somewhat. However, the majority of participants who used social media before the MCO spent between 2 and 7 hours. After the MCO participants' time spent on social media increased significantly, with an increase in the number of participants spending 8 to 10 hours on social media. In other words, social media participants, in their free time at the MCO, used social media for pleasure. As mentioned above, their motivations for using social media included seeking news and information, interacting with others, or any

other beneficial motivation that participants gained from using social media. An important fact related to participants' motivations for using social media is that most participants used social media for instrumental and ritualistic motives, which means that they did not derive any benefit from social media use. If entertainment and socialization are benefits for them, can they be considered as an addiction? In conclusion, it can be said that the participants' use of social media was reckless and the students' time spent using social media was a waste, or a drain, as has been pointed out by Nagesh and Naveen in their study "Social media use and its impact on academic performance of engineering students" conducted in 2017 (Nagesh & Naveen, 2017).

5.3 Correlation Analysis

A Pearson correlation coefficient was conducted on the study hypothesis that there is a relationship between the motives for students to use social media and the amount of time spent on social media. The hypotheses were supported by 3 finding statistically significant positive correlation between the two variables, ritualistic motives and instrumental motives of using social media and the time students spent on social media, that each finding consisted of a hypothesis.

First finding was hypothesizing a correlation between the respondents' amount of time spent on social media as the dependent variables and ritualistic motives of student's social media usage before MCO as the independent variables.

Second finding was hypothesizing a correlation between respondents' the amount of time spent on social media as the dependent variables and instrumental motives of student's social media usage for now as the independent variables.

While, the third finding hypotheses a correlation between respondents' amount of time spent on social media as the dependent variables and the main purpose of students to use social media platforms as the independent variables for now.

Regarding the rest of the finding research hypotheses, which were not supported. There may be many explanations or factors that could play a significant role in these unexpected results. From the basis of literature review and the knowledge gained in this study, the main explanations for such unsupported results study's hypotheses, may revolve around how participants responded to the amount of time they spent on social media each day. In particular, the findings showed that across all participants, students spent an average of just 5-7 hour a day on social media, with the most frequent responses. It did not lead to excessive or heavy use of social media to a level where students' academic performance was affected and it did not have an impact on students' academic performance, no significant effects were found, regardless of the participants' motives of using social media. Hence, it shows that the students' level of addiction is low. A lot of studies point to the time spent using social media as a key factor in impact, regardless of respondents' needs, motives, or motivations for using social media (Al-Jabri, 2015). If respondents spend a reasonable amount of time using social media, participants' needs, purposes, and motivations were not a matter, as impact or relevance cannot be determined.

5.4 Limitations & Recommendations

The study investigated whether there is a significant correlation between the independent variable: the motives for university students to use social media, and the dependent variable: the amount of time spent on social media. Due to the pandemic, people are much reliant on the internet (Gong, 2020), and the data for this study were collected during the pandemic, therefore, it had the limitation for investigating the students of their freedom on using social

media. This is due to during the pandemic, students are required to study online,and most of the activities are being performed online, which will increase their use in social media that could not be inevitable. Besides that, this will also affect the result in comparing the motives of them in getting benefits from the social media and the determining the addiction of students towards social media.

Although the survey had asked the respondents of the amount of time they spend on social media before the MCO and now, as for now, the students are still studying in hybrid mode, which means that online learning is still in practice. For example, the students are having their online classes on social media platforms, and it leads to the time students spend on social media increasing in the total of the time they spend on social media.

In the future, a study is recommended to investigate the changes of students' time spent on social media to determine if students in university malaysia are addicted to social media when there's no interruption or inevitable in using social media such as online learning. This research can be significant for the future study conduct as it is a research done in the mid change of society from the pandemic, therefore it could be used in the study for investigating the changes for before and after the MCO.In addition, it may be used to find out whether online learning has an impact on how much time university students spend on social media.

5.5 Conclusion

This study aimed to investigate the motives of university students on using social media and the amount of time they spend on social media. The total number of participants conducted in this study are 350 university students who studied in Malaysia. This research had been analyzed using Statistical Package for the Social Sciences (SPSS) Software 23.0 version, Cronbach Alpha, and Pearson's correlation coefficient test. In the survey, Likert scales are

used. The finding of this study resulted, the time spent on social media by respondents before MCO and for now there is not much difference in figure percentage, but only slightly increased in the time spent on social media in a small number of participants. According to Chiodini (2018), there is a significant drop in GPA of students because of over distractions from social media. However, this study found that although there are an increasing number of students in their time spent on social media, however the average GPA result is still above 3.0, it means that the time spent on social media is not the main cause of affecting GPA.

Besides that, based on the result and statistical analysis by Pearson's correlation coefficient test, it can be concluded that there is a relationship between the ritualistic motives for students to use social media and the amount of time spent on social media. This shows that as for now, the students are more towards passive use of social media that makes them spend more time on it. It could believed that is it because of the method of learning among students are been changed with the development of technology specifically social media makes students more convenient in every matter, however, it could also not deny that online learning that present during the mco, and for now is also one of the effects for the amount time spend on social media.

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Appendix: Social Media Addiction: Causes Towards University Students Survey

1) Please indicate your gender.
   ● Male
   ● Female

2) Please indicate your age by typing it in the box below.

3) Which of the following best describes your current educational status?
   ● Diploma
   ● Foundation
   ● Undergraduate
   ● Postgraduate
   ● Graduate Student

4) Please type your Course of program of study in the box below.

5) Please select your exact 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

6) Kindly state the institution that you are in currently.

7) Please determine your work status.
   ● I do not have a job
   ● I work as part time
   ● I work as full time
   ● Other, please determine working hours per week_____

8) Do you use social media on a daily basis?
   ● Yes
   ● No

9) What social media platform do you use MOST before Movement Control Order?
   (You are able to select more than one)
   ● Facebook
   ● YouTube
   ● Instagram
   ● Other: _____

10) What social media platforms do you use now? (You are able to select more than one)
- Facebook
- YouTube
- Instagram
- Other: _____

11) Please select the number of hours you spend on social media daily before Movement Control Order.
- Less than 1 hour
- 2-4 hours
- 5-7 hours
- 8-10 hours
- More than 10 hours

12) Please select the number of hours you spend on social media now.
- Less than 1 hour
- 2-4 hours
- 5-7 hours
- 8-10 hours
- More than 10 hours

13) Please determine your level of agreement with the statements below which pertain to the instrumental motives of your social media usage.

Likert Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me to be informed about a variety of events.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me to be generally educated and knowledgeable.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me improve my social interactions with others.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me to keep up with news and technology.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me contact my friends and family easily.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me keep in contact with my classmates.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social media helps me reach	Strongly	Disagree	Neutral	Agree	Strongly

out to my lecturer easily.	Disagree				Agree
Social media allows me to discuss academic topics with my lecturer or peers.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

14) Please determine your level of agreement with the statements below which pertain to the ritualistic motives of your social media usage.

Likert Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media to pass time.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media to be entertained.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media to escape from reality.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media because I got used to it.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media because my friends use it.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media because it is an essential part of my daily routine.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media for fun.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I use social media to watch entertaining videos.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

15) What are your main purposes for using social media platforms? (You are able to select more than one)
   ● Social
   ● Gaming
   ● Professional
   ● Academic
   ● Other: _____

16) Please determine your level of agreement with the statements below which pertain to the perceptions of positive and negative impacts, and reasons for using social media.

Likert Statements	Strongly	Disagree	Neutral	Agree	Strongly

	Disagree				**Agree**
Social media usage leads to procrastination.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
There is significant relationship between students' academic performance and social media use.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that social media has affected my academic performance negatively.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

17) Please determine your level of agreement with the statements below which pertain to understand the influence of social media on interpersonal interactions.

Likert Statements	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Using social media has impacted my ability to communicate in-person.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Utilizing social media platforms impacts my desire to have more personal relationships.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree