

IMPACT OF PERCEIVED FACTORS ON SOCIAL
MEDIA USAGE FOR ACADEMIC PURPOSE
AMONG PRIVATE UNIVERSITY
STUDENTS IN MALAYSIA

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Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

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
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DEDICATION

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LIST OF ABBREVIATIONS

α	Cronbach's Alpha
PEOU	Perceived Ease of Use
PU	Perceived Usefulness
COL	Collaborative Learning
PEC	Perceived Enhanced Communication
SMU	Social Media Usage
SPSS	Statistical Package for the Social Sciences

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PREFACE

In Universiti Tunku Abdul Rahman (UTAR), a final year project is a compulsory subject to be taken by all Bachelor of Business Administration (HONS) students to obtain their bachelor's degrees. The topic for our research is "Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia". The rapid growth of social media has transformed the modern lifestyle, including the educational landscape. Private university students in Malaysia are active social media users. Therefore, we decided to study the perceived factors that will impact social media usage among private universities students for their academics.

This study selected the perceived ease of use (PEOU), perceived usefulness (PU), collaborative learning (COL), and perceived enhanced communication (PEC) as the perceived factors. By enabling the students to understand the perceived factors that influence their social media usage for academics, it also contributes in helping the education institutions to implement social media in their management. It assists educators about the social media usage can utilize in academic in improving students' academic engagement and performance by recognizing the impact of perceived factors on social media usage for academic. It is hoped that the study will contribute to both educational institutions and students harnessing social media effectively and fostering the educational environment that enriches students' learning experiences.

ABSTRACT

This study investigated the impact of perceived factors on social media usage for academic purposes among private university students in Malaysia. Social media has grown rapidly over these 20 years. Under the lockdown situation of COVID-19 pandemic, social media usage growth rapidly in Malaysia. As social media becomes an essential part of student's lives, understanding the perceived factors that impact students' social media usage is crucial for optimizing educational outcomes.

A total of 394 respondents' data is collected across the private university in the state of Selangor, Negeri Sembilan and Perak to explore how the perceived factors such as perceived ease of use (PEOU), perceived usefulness (PU), collaborative learning (COL) and perceived enhanced communication (PEC) influence their social media usage in their academic.

The study reveals that the variable, perceived ease of use (PEOU) has no significance impact on social media usage for academic purposes among private universities students in Malaysia, and another 3 variables, perceived usefulness (PU), collaborative learning (COL), and perceived enhanced communication (PEC) have significance impact on social media usage for academic purpose among private universities students in Malaysia.

CHAPTER 1 INTRODUCTION

1.0 Introduction

In this chapter it gives the research overview such as what is the background, and the definition of terms and variables as well as the statement of research problems. In addition, the research objectives, questions, and hypotheses that will direct our research process are elaborated.

1.1 Research Background

In the modern era, social media is widespread and has revolutionized interpersonal communication. Social media has grown rapidly over the past 20 years, embracing a wide range of websites and applications used by individuals of all ages all over the world (O'Day & Heimberg, 2021). After its emergence, the growth of social media has been growing exponentially with the number of daily users increasing daily as well (Chugh & Ruhi, 2018, cited in Al-Adwan et al., 2020). According to research, worldwide social media users expanded from 4.62 billion in January 2022 to 4.72 billion in January 2023, representing a 3% increase. (Chaffey, 2023). Various social media platforms have emerged in recent years, including Facebook, WhatsApp, WeChat, Instagram, Chinese Instagram (XiaoHongShu), TikTok, YouTube, and more. The world's most popular social media platform is Facebook, which was the first to achieve one billion registered users (Dixon, 2022). Furthermore, over one billion people use Facebook, WhatsApp, Instagram, and Facebook Messenger each month, making up the four largest social media platforms (Dixon, 2022).

Social media usage (SMU) ability to serve various purposes and impacts on individuals. Social media great extent affects all aspects of modern-day student life (Abbas, 2019). SMU is often seen as a modern lifestyle that is aimed at enhancing mass communication and collaboration between people (Aldahdouh et al., 2020).

In addition, social media is also used for taking pictures and posting them. Social media used to function as a user's individual picture repository where users could make albums and share images to feeds (Villaespesa & Wowkowych, 2020). According to Torous et al. (2021), social media may be used to measure mental health. Research indicates that social media plays a important role in shaping connections and combating feelings of loneliness and social isolation among university students (Ahmad et al., 2022). SMU also can affect the learning and effectiveness of teaching (Al-Maatouk et al., 2020). Research indicates that SMU can positively impact academic performance among university students. It has been found that social media can improve academic success and psychological well-being, ultimately contributing to better educational outcomes (Mosharrafa et al., 2024). SMU can facilitate collaborative learning among students, allowing them to share resources, exchange ideas, and solicit peer feedback. This collaborative approach aligns with the principles of collaborative development among learners, fostering a supportive and interactive learning environment (Mosharrafa et al., 2024).

In addition to its impact on student life, social media plays a crucial role in enhancing communication within an organization, especially considering the pandemic (Zarzycka et al., 2021; Khan et al., 2021). With the limitations on face-to-face interactions, schools have had to rely on social media as a platform for online teaching and communication. It serves as a vital backup plan during emergencies and is also useful for daily operations. Additionally, social media allows private universities to promote events, such as orientations, and share information to attract more students. It also helps staff, students, and external parties stay informed about the school's rules and regulations (Zarzycka et al., 2021).

In Malaysia, as it is mostly in different countries, social media has crept into the daily lives of private university students, by which channel it transforms their communication patterns, study strategies, and social behaviors. University students are considered "Digital Natives," immersed in technology from a young age, making them heavy users of social media. They do their communication mainly on platforms like Facebook, Instagram, and Twitter (Ziar, 2022). The study emphasizes that Malaysian university students use social media not just for personal

use but also commonly for academic and non-academic activities (Hameed, 2022). Social media has become a central platform for communication, collaboration, and information sharing among students, influencing a lot of their lives, including academic performance and social connections.

Private universities in Malaysia play an important role in satisfying the increasing demand for higher education. According to the National Higher Education Blueprint 2015–2025, private university enrolment would increase by 5.1% each year and could exceed that of public universities by 2025 (Ministry of Education Malaysia, 2015). Private university students were chosen because they are often active young people who utilize social media regularly. Second, most university students usually spend more time on social media, and this group of students is also somewhat representative of educational purposes. They may face various educational challenges associated with social media, such as distraction, information overload, and disinformation.

Malaysia's higher education system has undergone a remarkable transformation in recent decades, with the emergence of a vibrant private university sector playing a pivotal role. The country's public universities have earned a global reputation, attracting a significant number of international students. At the same time, the rapid growth of private higher education institutions has become a distinctive feature of the Malaysian landscape. (Sinniah et al., 2022) The Ministry of Higher Education in Malaysia has recognized the need to continuously evolve the higher education system to keep pace with global trends (Ahmad et al., 2023). One of the key priorities has been to establish Malaysia as a hub for online and globalized education, a goal that has been outlined in the Malaysian Higher Education Blueprint. The blueprint emphasizes the importance of harnessing technology and innovative delivery models to enhance the quality and accessibility of higher education. The private higher education sector in Malaysia has been a significant contributor to the country's educational landscape. As of now, there are approximately 450 private universities and higher education colleges in Malaysia, accounting for 30% of the total student population (Sinniah et al., 2022). This growth in private institutions demonstrates the increasing interest of private investors in the lucrative higher education market.

Private universities in Malaysia are known for their high-quality education, affordability, and flexibility, making them popular among both local and international students. This shows that private university students come from different socioeconomic origins and educational environments (Sawyer, 2023); therefore, their social media usage (SMU) and habits may differ from those of public university students.

Studies have pointed out some perceptual factors that influence users' social life by using the media, which include, perceived ease of use (PEOU), perceived usefulness (PU), collaborative learning (COL), perceived enhanced communication (PEC), and perceived enjoyment (PEE), and resource sharing (RES) (Al-Adwan et al., 2020). Therefore, these factors will add to the general range of social media acceptance in society (Tian et al., 2023). With the advent of social media becoming an essential part of people's daily life in the global society (Alshurideh et al., 2019), however introducing social media in the student learning process is still at the initial level (Al-Qaysi et al., 2020), and more research is needed to understand its acceptance in educational settings.

1.2 Problem Statement

In today's world, social media is widespread and has revolutionized interpersonal communication. Social media has grown rapidly over the past 20 years, encompassing a wide range of websites and applications that are utilized by all age's users worldwide (O'Day & Heimberg, 2021). In addition, social media is also used for taking pictures and posting them. Social media used to function as a user's individual picture repository where users could make albums and share images to feeds (Villaespesa & Wowkowych, 2020). Social media also can affect the learning and effectiveness of teaching (Al-Maatouk et al., 2020).

Due to the lockdown, social media usage has increased. This is because Malaysian Residents or even Non-Resident have been urged to stay at home and not easily go

out to stop the COVID-19 Pandemic from spreading. *New Straits Times* (2023) has found out that Malaysia was ranked sixth in the world in the record of spending online with the most hours and minutes, mostly for chatting and social networking in 2022. Besides, a company, Kepios that monitors social media information and web usage has come out with a report and stated that in Malaysia, there were around 27 million users of social media, which represents 78.5% of Malaysia's total population, and the quantity is still rising. Meltwater, a digital marketing company mentioned that even though the pandemic lockdowns are gone, people are still spending a lot of time on social media. Although Malaysian users log on the social media for 2 hours and 47 minutes a day and this data is less than previous year, the time on social media is still considered more. There are several ways in which social media negatively impacts the mental well-being of individuals such as becoming afraid and apprehensive. Besides, social media also leads to emotions of fear and meaninglessness as well as any discontent or annoyance people may have with their relationships, money, or life in general. In simpler terms, social media amplifies the 'Keeping Up with the Joneses' mentality, when individuals feel compelled to showcase their achievements and compare with others. Hence, this might lead to feelings of worthlessness, self-hatred, and generally a lack of self-esteem (*New Straits Times*, 2023).

In an ideal academic environment, social media should be used by university students for educational purpose. According to Siddhartha et al. (2020), students should use social media to acquire new talent and abilities. This is because social media users such as university students may develop their interpersonal abilities by using social media. Not only that, but they may also broaden their understanding about the events that happened in the world throughout the social media. Various teaching videos uploaded on social media can be used to boost the university students' study quality. Each student has the freedom to select the time and location that works best for them. Though the convenience of access to a vast amount of material, social media able to improve the students' knowledge acquisition.

However, the misuse of social media has caused problems such as distractions and time management to happen. University students are also affected by using the social media. According to Nurul et al. (2023), the primary motivation for using

social media is for enjoyment, which occupied 63.1% of respondents, and at the same time, the majority of those surveyed had a bachelors' degree. In other words, students did not use social media for their educational purposes. In addition, the percentage of students that spend 4 to 6 hours on social media is the highest percentage among other choices. They also responded that by using social media, they will be putting off regular tasks and not being able to manage their time. Besides, they also feel that they will fail to focus their attention on their academic tasks when using social media. These problems should be solved because university students are the future pillars of Malaysia.

Besides, students have found that most of the time, they will use social media to contact their peers and follow the latest trends (Bal & Bicen, 2017). This has been proved by the study of Tayo et al. (2019). From their study, the first aim of students to use social media is to communicate with their loved ones. The main effects of social media on students are addiction to the internet and interruption. Thus, this can affect their attention on studying.

By having these problems, we want to find out which factors will affect social media usage among university students. The target population that we want to set is private university students in Malaysia. Even though Moorthy et al. (2019) have done research with the target population of private university students, they mainly focus on Facebook only. We want to concentrate on several social media platforms, like Facebook, Instagram, WhatsApp, and so on. This is because, in March 2024, these social media are the most common social media that have been used by Malaysians (Similarweb, 2024).

Besides, Al-Rahmi et al. have completed their research with public university students as the target population. This research also used the students of only one public university in Kelantan, Malaysia to be their respondents (Amir et al., 2020). Feedback from private university students is also important. This is because private universities can create specialized courses that cater to the unique demands of the country. Besides, they provide a wide choice of courses to meet the requirements of students from different backgrounds. They aim to cultivate mature persons who acquire not only a strong academic background but also the requisite abilities and

expertise to make valuable contributions to society. By improving the students' understanding, they have given the students a place to participate in voluntary work and charitable events. This can improve the social responsibilities of the students (Osman, 2023).

Perceived ease of use and perceived usefulness showed a significant effect on the objective of the students to use social media (Alshurideh et al., 2019). Chein et al. (2021) also came out the results that perceived usefulness and perceived ease of use can affect social media usage. Perceived ease of use and perceived usefulness have been shown they affect the student's use of social media (Elkaseh et al., 2016). However, Lane and Coleman (2012) mentioned that the suggested influence of perceived ease of use on social media usage is not significant. Besides, Yuan et al. (2021) stated that an insignificant result between the social media usage and perceived usefulness. Due to the mixed results have occurred, we decided to test whether the perceived ease of use and perceived usefulness impact the social media usage for academic purpose among private university students in Malaysia. Thus, we use perceived ease of use and perceived usefulness as independent variables.

Al-Adwan et al. (2020) have studied the relationship between collaborative learning and social media usage and found a significant relationship between them. Besides, the utilization of social media has enhanced the collaborative learning of students in higher institutions (Alkathlan & Al-Daraiseh, 2017). Furthermore, the collaborative learning of the students can affect the social media usage of the students to communicate with friends and share information (Ansari & Khan, 2020). Nonetheless, Zin et al. (2024) mentioned that collaborative learning has no significant impact on social media usage. We decided to test the impact of collaborative learning on social media usage since mixed results were occurred. Therefore, we decided to use collaborative learning as one of the independent variables.

According to Raza et al. (2020), they shown that to maintain interpersonal interconnectivity, social media usage is necessary, in other words, both have significant relationships. The relationship between perceived enhanced communication and social media usage has been studied by Al-Adwan et al. (2020)

with the result of a significant relationship. In addition, there is a significant impact of communication on Facebook usage (Abraham et al., 2019). Thereby, we want to study whether there is a significant relationship between perceived enhanced communication and social media usage.

1.3 Research Objective(s)

1.3.1 General Research Objective

The general research objective of this study is to investigate the impact of perceived factors on social media usage for academic purpose among private university students in Malaysia.

1.3.2 Specific Research Objectives

- a) To investigate the impact of perceived ease of use (PEOU) on social media usage (SMU) for academic purpose among private university students in Malaysia.
- b) To investigate the impact of perceived usefulness (PU) on social media usage (SMU) for academic purpose among private university students in Malaysia.
- c) To investigate the impact of collaborative learning (COL) on social media usage (SMU) for academic purpose among private university students in Malaysia.
- d) To investigate the impact of perceived enhanced communication (PEC) on social media usage (SMU) for academic purpose among private university students in Malaysia.

1.4 Research Questions

1.4.1 General Question

1. What are the factors that impact the social media usage for academic purpose among private universities students in Malaysia?

1.4.2 Specific Questions

1. Is there a significant impact of perceived ease of use on the social media usage for academic purpose among private universities students in Malaysia?
2. Is there a significant impact of perceived usefulness on the social media usage for academic purpose among private universities students in Malaysia?
3. Is there a significant impact of collaborative learning on the social media usage for academic purpose among private universities students in Malaysia?
4. Is there a significant impact of perceived enhanced communication on the social media usage for academic purpose among private universities students in Malaysia?

1.5 Hypotheses of the Study

H1: Perceived ease of use has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

H2: Perceived usefulness has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

H3: Collaborative learning has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

H4: Perceived enhanced communication has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

1.6 Significance of Study

Theoretical Contribution

This study contributes to the existing knowledge by emphasizing how the perceived factors impact social media usage for academic purpose among students at private universities in Malaysia.

Currently, studies providing the influence of perceived factors on social media usage in Malaysia are not sufficient, specifically with perceived ease of use (PEOU), perceived usefulness (PU), Collaborative Learning (COL) and Perceived Enhanced Communication (PEC) as indicators while this study will look at each variables impact among the private university student social media usage. Social media usage among students has increased and affected their studies these days (Ndaku, 2013). However, the current studies in Malaysia concentrated on using the perceived factors as indicators in determining the effect of using social media from a business perspective (Nawi et al., 2019; Razak & Latip, 2016; Sin et al., 2012). Thus, this study provides additional information on current social media usage literature from an educational perspective.

Practical Contribution

From organization perspective, this research could help the management of the university to better understand student's perceptions to conduct better study arrangements by effectively utilizing social media to improve student's performance. Al-Rahmi et al. (2018) stated that effective social media usage will facilitate easy communication among students and tutors which will increase students' study performance as easier information exchange is allowed. Besides, studies mentioned that the utilization of social media in education can enrich the learning environment by encouraging students' involvement and communication, especially in group discussions (Al-Rahmi et al., 2015; Janssen et al., 2010; Lockyer & Patterson, 2008). Thereby, this study emphasizes the key issue that the students

will be affected by and allows the management to pinpoint those factors and make some improvements.

From students' perspective, this research could help students understand those factors that affect them in utilizing social media. Social media promote active learning and help the education industries in adopting technology. It reduces the loneliness that students face in distance study and supports students' social presence. It improves students' capacity to project their traits onto the virtual classroom and enhance their learning experience (Greenhow & Chapman, 2020). Besides, students expressed satisfaction with the application of social media in their academics (Van et al., 2020). Thus, this study provides suggestions on which factors the students should focus on when using social media in academics. As a result, these students can better utilize social media in their academics.

1.7 Chapter Layout

Chapter 1

This chapter will discuss the study's background, the problem description related to the study goals and questions, the research hypotheses, and the significance of conducting the study. It is easier for the researchers to understand the core information about the study including its background, study questions and goals, and importance of the study.

Chapter 2

This chapter provided a literature review of the study. It provided an outline of the related underlying theory, the proposed conceptual framework, and hypotheses. It discussed and reviewed the variables based on past journals and articles.

Chapter 3

This chapter provided a study methodology that includes the research design, methodology of gathering data, the sampling design, the survey instrument, measurement of variables, and data analysis method. It is important to specify the

details of the methodology such as sample frames, place and sizes, the quantitative and qualitative research designs, and data collection methods.

1.8 Chapter Summary

This chapter covered the background, problem statement, questions and objectives, hypotheses, and the significance of the research. The next chapter will cover a literature review of the study including the formulation of hypotheses, relevant supporting theories, analysis of the variables, and creation of a conceptual framework.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

Chapter 1 has discussed an overview of the impact of perceived factors on social media usage (SMU). Chapter 2 presents a literature review of our research topic, incorporating numerous findings and studies from various sources. Our research proposes the use of Technology Acceptance Model (TAM) Theory to examine the relationship between social media usage (SMU) and several key factors: perceived ease of use (PEOU), perceived usefulness (PU), collaborative learning (COL), and perceived enhanced communication (PEC). This chapter will discuss the conceptual frameworks and hypothesis development.

2.1 Underlying Theories

2.1.1 Technology Acceptance Model (TAM) Theory

Technology Acceptance Model (TAM) is a famous approach used in examining factors that will influence people's adoption of the technology. It has assumed a leading position in explaining people's acceptance of technology by providing reliable basics in understanding the reasons when utilizing technology (Weerasinghe & Hindagolla, 2018; Marangunić & Granić, 2015).

In addition, Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) are the main factors of TAM in determining the behaviour. Perceived Ease of Use (PEOU) is defined as "the degree of individual's belief the effortless in adopting a particular technology" whereas Perceived Usefulness (PU) is defined as "the degree of individual's belief that the adoption of the

particular technology will improve his/her performance” (Davis, 1989, p.320). Both factors are interrelated beliefs and influence determining an individual’s usage of social media. According to Al-Rahimi et al. (2013), PEOU will directly impact PU and positively contribute to improving individual performance as the ease of use in technology allows individuals to have better adoption and helps them to finish more tasks. It will affect students’ social media usage as their willingness to adopt new technology is due to their belief that adoption of new technology is easy and beneficial for them in improving their study performance (Zhang et al., 2008). Additionally, students who perceive the technology as simple to use can develop a better attitude towards the technology usage (Saadé & Kira, 2009).

However, there are several limitations of TAM stated by past studies such as insufficient variables to concentrate on other factors and used variables like behaviour that cannot be accurately measured (Malatji et al., 2020; Zaineldeen et al., 2020). Therefore, we proposed the theory by adding other factors.

According to Al-Adwan et al. (2020), it reformed the TAM by adding specific factors to consideration when using social media such as Collaborative Learning (COL) and Perceived Enhanced Communication (PEC). To expand learning content, tutors will improve the learning environment by using technology such as social media to share the content to attract and motivate students (Manca & Ranieri, 2016). The collaborative learning by using technology such as social media allows students to better communicate and exchange educational content with peers and tutors (Faiza & El-Fkihi, 2018). In addition, Al-Hammadi & Noor (2023) stated that the adoption of social media will encourage student performance by improving their engagement in study through having better knowledge sharing and developing their study skills.

Meta-analysis studies verified that TAM demonstrated numerous technologies from software applications towards online services including social media (Yousafzai et al., 2007; Ma & Liu, 2004). Sánchez et al. (2019)

mentioned social media platforms offer a range of communication methods that allow academic communities to exchange information and knowledge. Thereby, people are easier to communicate by using social media. According to Salikhova et al., (2023), it stated that participating actively in social media may improve an individual's ability to communicate effectively. If students frequently use social media platforms for educational purposes, it may help them improve group interaction and communication (Hidayanto & Setyady, 2014).

2.2 Literature Reviews

2.2.1 Social Media Usage

Social media has revolutionized how people, groups, and associations generate, communicate, and seek out information from one another in recent years. In addition, the majority of students have grown increasingly to use social media for the purpose of building social networks, expressing ideas, interpersonal interaction, and others. Approximately one-third of internet users spent their time on social media and messaging services in 2017. This is an increase of thirty minutes per day over the previous five years (Zamri et al., 2018).

People have been said that they live in a global village due to the availability of social media. With social media, people can connect and converse with others anywhere on the globe. By using social media, students can enhance their interaction, social relationships, and technological skills. Through social media, students can communicate with family and close friends, build new relationships, share ideas and others. Students also can develop their identities and distinctive social abilities by using social media. Besides, students who lack of confidence can enhance their social abilities and

communicate effectively with their visual buddies by utilizing social media (Zamri et al., 2018).

Apart from that, social media helped students to learn more by facilitating collaboration on assignments. By using social media, students can meet outside of the classroom and class time and discuss their assignments. Due to the accessibility of 24-hour education materials and the convenience of internet resources, students will utilize social media for their self-learning. Through social media, they can obtain knowledge that is not included in the lecture easily and can share the material with their friends (Zamri et al., 2018).

According to Hosen et al. (2021), social media usage shows that students of higher education are the most users of Facebook, Instagram, LinkedIn, and Twitter. Social identification, social networking, and others are the factors driving the students to renew their features on social media (Khaola et al., 2022).

However, social media also will be used by students for other purposes that are not related to education. Many researchers have mentioned that students are using social media more than they are studying (Tayo et al., 2019). Social media has a negative effect on students' academic achievement if they do not use it wisely. Hence, students or social media users should decide whether to utilize social media for academic purposes wisely or poorly (Sharma & Behl, 2022).

2.2.2 Perceived Ease of Use

A circumstance when people utilize social media that will not take a lot of work or make them confused when using is known as perceived ease of use (Islami et al., 2021). When thinking about perceived ease of use, the word "convenience" should come out. Hence, people will perceive social media

as being simple to use when they believe that they do not require professional skills, just a little training to use social media. People will utilise social media once they see how simple it is to use (Toros et al., 2024). Besides, people will consider about how simple and labour-saving social media is to utilise. On the other hand, people might discover that social media is challenging to learn and operate. It is quite probable that people will reject social media if they believe it to be complicated, laborious, and a waste of time (Camilleri & Camilleri, 2019). Thus, perceived ease of use can affect social media usage.

Perceived ease of use is a measure of how simple people think social media is to use. It is a component of the self-esteem viewpoint variable. Perceived ease of use can be viewed as the factor that affects the use of social media. If social media is simple to use and does not involve much work, students are more inclined to utilize it (Chua & Yu, 2023). Furthermore, the use of technology, particularly social media for academic purposes, is influenced by perceived ease of use. The scale to which people feel that utilizing social media for academic purposes does not involve extra work is known as perceived ease of use. Due to the perceived ease of use, social media has been considered a communication platform for academic purposes (Balakrishnan et al., 2017). Throughout these, perceived ease of use on social media usage might have an impact on coming academic achievement. Students will utilize social media more frequently and show intent to incorporate them into their learning environment when they perceive social media to be simpler to use (Al-Rahmi et al., 2022).

2.2.3 Perceived Usefulness

Perceived usefulness has been considered as a factor that affects the people to use technology, including social media. The scale to which people feel that utilizing social media might improve their performance and reach their targets easily is known as perceived usefulness. Social media that provide

usefulness can promote the users' increased happiness, which can affect the social media usage of students (Al-Rahmi et al., 2022). According to Hanif and Imran (2022), the degree to which a student thinks adopting social media will improve their learning is known as perceived usefulness. Perceived usefulness is the same as perceived ease of use, which also is a component of the self-esteem viewpoint variable (Chua & Yu, 2023). Students' decision to utilise social media for academic reason may be influenced by their perceived usefulness about social media.

People's attitudes towards the suggestions on social media can be influenced by perceived usefulness (Ing & Ming, 2018). This is because when they find that it is useful for them to use social media, they will be more active in involving themselves in using social media and would likely to view the comments and give comments on social media. In addition, there is a perceived effect when using the social media to spread the knowledge. By using social media, information about higher education can be spread between students and other people (Goswami & Agrawal, 2020). Once the students realize that social media usage can provide usefulness for them in terms of sharing knowledge, they will be more likely to use social media.

2.2.4 Collaborative Learning

According to Smith and MacGregor (1992), The educational methods that include the students' shared intellectual effort or students collaborate with lecturers are referred to as collaborating learning. These include collaborative, communal, friend, mutually beneficial, and collaborative education, in which students work in a group that is small in size with the objective of gaining knowledge together. With the availability of collaborative learning, the academic results of students in higher education have increased. The nature of the classroom has been modified by collaborative learning. This is because collaborative learning puts more attention on the conversation between the students. Students are empowered

to address the educational programs and make individual meaning rather than just accepting what teachers teach (Rumiantsev et al., 2023).

The satisfaction and academic achievement of the students are significantly impacted by the usage of social media for the purpose of collaborative learning. This is because by using social media, students have the option to engage in collaborative learning and exchange resources with their friends (Ansari & Khan, 2020). To achieve the ideal situation of learning can happen anywhere, at any moment, social media can be used for it. The connection between students and lecturers and between students and students is simply integrated into many educational activities for instance exchanging knowledge and discussing the assignments despite the restricted distance (Suci et al., 2022). Hence, collaborative learning can affect the students to use the social media.

2.2.5 Perceived Enhanced Communication

The connection between individuals can be characterized as communication. Communication happens in social media when others reply to or comment on the status of another or start a discussion with them. Due to the rise of social media, online communication has become more important in the conversation between people. Sustaining relationships with peers and family is the primary motivation behind students' use of social media. Students can get in touch with their loved ones due to the practical, simpler, and quicker method provided by social media. Social media usage has enhanced the standard of user relationships (Othman et al., 2016).

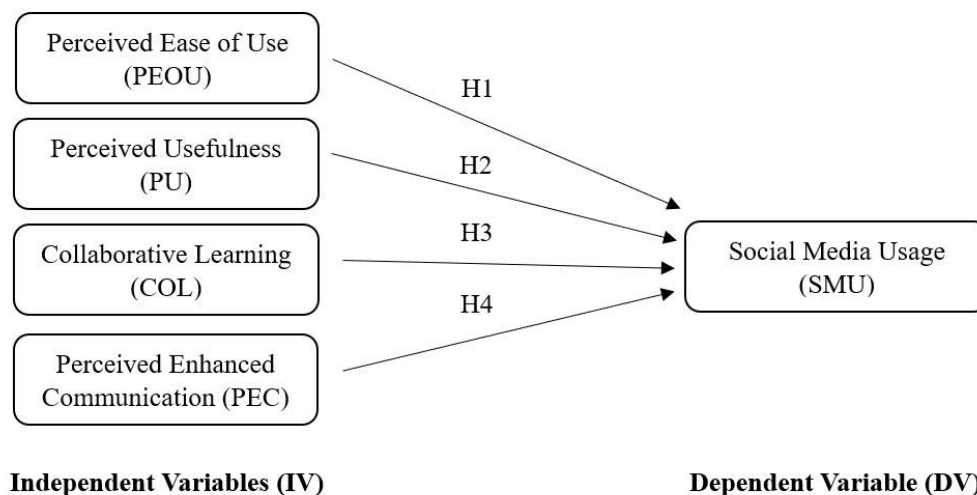
One of the numerous advantages of social media is that its usage has increased as a result of its widespread use as a communication tool on the internet. When compared to other forms of communication, social media has several benefits such as being easily accessible, inexpensive, quick, and others. Since the information and communication technology grows faster,

social media has become more popular for communication purposes across many areas, including education. Hence, young people or students are now able to digest the knowledge that comes out in different methods than the older generation (Nuraini et al., 2020). Hence, once the students can communicate with others by using social media, they will continue to use it.

2.3 Proposed Conceptual Framework

Figure 2.1:

Conceptual Framework Model



The conceptual framework model for this study is depicted in the diagram above. This model is based on the foundation of the Technology Acceptance Model (TAM) theory. TAM considered Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) as the main factors when forecasting the use of social media. Based on the reformation of TAM, other perceived factors were taken into consideration when using social media including Collaborative Learning (COL) and Perceived Enhanced Communication (PEC) (Al-Adwan et al., 2020). Therefore, this conceptual framework is created. It clearly shows what perceived factors will influence the usage of social media among private university students in Malaysia.

2.4 Hypothesis Development

2.4.1 Impact of perceived ease of use on social media usage

Perceived ease of use is one of the TAM characteristics that can influence the users' action to utilize the technology, including social media. According to Elkaseh et al. (2016), the higher education in Libyan, attitudes of the students to use social media are influenced by their perceived ease of use, thus the students are more willing to use social media for educational purposes. Hence, the social media usage has been influenced. Besides, throughout the research of Al-Rahmi et al. (2022), during the pandemic period, there was a significant and positive correlation between the perceived ease of use and social media usage among students. In other words, students will give their effort to learn and exchange knowledge with their friends, which encourages social media usage. The study by Alghizzawi et al. (2019) mentioned that students from the United Arab Emirates will accept to use of social media when they realize that social media is easier for them to use as an educational platform. Thus, after accepting, they will use social media for their educational purpose.

However, in the research of Lane and Coleman (2012), the suggested influence of perceived ease of use on social media usage is not significant. They found that the individuals who prioritize autonomy in their task will realize that social media is difficult to use, while those who desire less autonomy will realize that social media is easy to use. Besides, perceived ease of use has been found that it is not significantly impacting the intention of students' social media usage for educational purposes, which means that students believe that using social media to study is just for a short period during the COVID-19 Pandemic, thus they did not want to put more effort on it (Gao & Kitcharoen, 2023).

Due to the mixed results on the impact of perceived ease of use on social media usage, we would like to find out whether the perceived ease of use can affect social media usage. Besides, to be more specific, we will conduct the study on private university students in Malaysia.

H0: Perceived ease of use has an insignificant impact on social media usage for academic purpose among private universities students in Malaysia.

H1: Perceived ease of use has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

2.4.2 Impact of perceived usefulness on social media usage

Perceived usefulness is highly influencing young people to adopt social media. People utilize social media to communicate, exchange knowledge, create relationships and others, which is useful for them (Dzandu et al., 2016). Perceived usefulness has a positive and substantial impact on the desire of students to utilize social media for academic purposes. Thus, students will use social media since they find that social media is useful for them (Al-Rahimi et al., 2013). Besides, the usage of social media for academic purposes, a study by Hanif and Imran (2022) has shown a positive relationship between it and perceived usefulness. Perceived usefulness also has been found that it has a substantial correlation with social media usage for educational purposes and intention to use social media, which means that students will perform better after utilizing social media (Ali et al., 2018).

However, the study conducted by Yuan et al. (2021) yielded an insignificant result between social media usage and perceived usefulness. This may be due to the lack of students using social media for academic purposes. When students find that using social media will not give them any benefit, they will not use it.

Thus, the hypothesis would be developed:

H0: Perceived usefulness has an insignificant impact on social media usage for academic purpose among private universities students in Malaysia.

H1: Perceived usefulness has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

2.4.3 Impact of collaborative learning on social media usage

Collaborative learning has a significant impact on the students' social media usage. Utilizing social media for academic purposes can help students complete tasks more rapidly and can boost the effectiveness of study. Thus, there is a high level of satisfaction among students about the usage of social media for collaborative learning to enhance academic achievement. Furthermore, when the students believe that they can perceived collaborative learning through the usage of social media, their academic performance will be increased. This is because they can share the knowledge with their friends and lecturers (Al-Rahmi et al., 2015). Other than that, it was shown that social media usage for academic purposes and collaborative learning were positively correlated (Al-Rahmi & Zeki, 2017). Since using social media can help students share knowledge and expertise with friends and societies, they will continue to use social media for educational purposes. In the research of Sarwar et al. (2019), social media usage and collaborative learning were shown to be significantly and favourably correlated. The students can communicate and share helpful knowledge within the society by using the social media. When students are using social media properly, they can be more matched with their peers and enhance their academic achievement.

However, according to Zin et al. (2024), collaborative learning has no significant impact on social media usage. They mentioned that many university students would much rather complete their assignment alone than

cope with the problems that come up when collaborating with others. Thus, we have come out with the hypothesis below:

H0: Collaborative learning has an insignificant impact on social media for academic purpose usage among private universities students in Malaysia.

H1: Collaborative learning has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

2.4.4 Impact of perceived enhanced communication on social media usage

Students see social media as their primary communication channel, and the most common communication happens with peers and family. In other words, the majority of students utilize social media for communication purposes; however, very few students use it for educational purposes (Othman et al., 2016). In the study of Akakandelwa and Walubita (2018), the majority of the students utilized social media for assignments, updates from peers, and new knowledge acquisition. This has been supported by Sharma and Shukla (2016), who mentioned that Indian college students utilized social media as a less expensive online platform for communicating with peers and loved ones as well as exchanging files, papers, and others. In order to improve their personal satisfaction, stay in contact with peers, and expand their social circles, students will try to engage in social media. When students can communicate by using social media for their educational purposes, they will be more likely to continue this action.

Furthermore, social media usage has a significant relationship with the communication between friends and lecturers. Nowadays, many university students use social media to communicate with their lecturers, other students, and even former peers. It also serves as a practical means of sharing information (Ansari & Khan, 2020). Thus, the hypothesis developed as below:

H0: Perceived enhanced communication has an insignificant impact on social media usage for academic purpose among private universities students in Malaysia.

H1: Perceived enhanced communication has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

2.5 Chapter Summary

In this chapter, the journal articles and literature on the variables are outlined. Besides that, the underlying theories and conceptual framework are outlined and built in this chapter. In the next chapter, the research methods will be discussed.

CHAPTER 3 METHODOLOGY

3.0 Introduction

Chapter 3 presents the methodology and procedures used in research. It covers the research design, sample methodology, data collection techniques, and the suggested analysis tool. The chapter also includes the processing of data and the interpretation of the results based on the examination of independent and dependent factors. The concluding section of this chapter summarizes the key findings.

3.1 Research Design

Research design is a framework used by researchers to organize and manage several methods of study and procedures (Team Leverage Edu, 2022). It involves choosing an appropriate design method between qualitative, quantitative, or mixed research methods. Quantitative research methods originating from natural sciences prioritize objectivity, measurement, reliability, and validity (Habib, 2021). Qualitative research focuses on nonnumeric and unquantifiable elements such as words, feelings, emotions, and sounds (Allan & Randy, 2005 as cited in Habib, 2021).

In this study will use a quantitative research design to collect and analyse numerical data on the perceived factors influencing social media usage among private university students in Malaysia. The quantitative approach is a method used to test objective theories by analysing the relationship between variables. Quantitative research is chosen for its ability to quantify relationships, predict outcomes, assess causal relationships, and generalize results to larger populations.

The research design also incorporates a cause-and-effect relationship investigation, seeking to establish the degree and nature of causality between the independent variable (perceived factors) and the dependent variable (social media usage). This

causal relationship will be explored using a confidence sampling method, where participants will be selectively chosen based on their relevance to the study. This approach is cost-effective, easy to perform, and allows the researcher to focus on specific cases that are most likely to provide valuable insights into the causal relationship (Wang & Cheng, 2020).

3.2 Data Collection Methods

3.2.1 Primary Data

Primary data refers to original, first-hand information gathered directly from the source. Common methods include surveys, interviews, focus groups, observations, experiments, and ethnography (Stewart, 2024). These methods require a significant investment of time, labour, and resources as researchers design studies, prepare data collection instruments, recruit participants, and collect data (Stewart, 2024).

3.3 Sampling Design

The sampling design is defined as the methods and strategies that will be used to choose a sample from the target population, as well as the estimate approach formula for computing sample statistics. (Kabir, 2016). It is a crucial aspect of any research study, enabling researchers to gather meaningful data from a subset of the intended population.

3.3.1 Target Population

The target population refers to the individuals who carry out the study and draw conclusions regarding the intervention. When performing cost-

effectiveness studies, the characteristics of the target population and any subgroups must be thoroughly investigated (Barnsbee et al., 2018). Our target audience includes students from Malaysian private universities. According to *Orientaldaily* (2019), the number of university students in Malaysia is 1,325,699, of which private university students account for 50.3%, equivalent to 666,827 students. These students will participate in this study, regardless of the university, department, or semester they attend.

Private universities in Malaysia are crucial in meeting the growing demand for higher education, with enrolment expected to increase by 5.1% annually and potentially surpass public universities by 2025. These students, who frequently use social media, are often active young people. Private universities are known for their high-quality education, affordability, and flexibility, making them popular among local and international students. Their social media usage may differ from that of public university students due to their socioeconomic origins and educational environments. Private universities also have smaller class sizes and better networking opportunities, which may encourage students to use social media for academic communication.

3.3.2 Sampling Frame and Sampling Location

A sampling frame refers to a list or tool utilized by researchers to define the target population and establish criteria for selecting a sample from that specific group (Villegas, 2023). This study includes all self-accredited private universities located in Perak, Negeri Sembilan, and Selangor State across Malaysia. We were unable to obtain a list of Malaysian private higher education students and therefore could not obtain a sampling frame. The sample locations were selected as private universities in Perak, Negeri Sembilan and Selangor, Malaysia. These three states are often chosen by Malaysian university students to study, and they have a significant impact on the provision of high-quality private university education. First, Perak

has an excellent performance in the private university rankings, which may be related to its educational resources and policies. The state has many highly respected private universities, which may attract students from all over the world. Secondly, Negeri Sembilan and Selangor, as regions with more active economic development, may have attracted more private universities and students, which may lead to different views and habits of students in these regions on the use of social media. Therefore, this study chose to investigate these three states to explore the cognitive factors of their social media use.

3.3.3 Sampling Elements

The sampling element for this study is students enrolled in full-time programs at private universities in Malaysia. Individual students are the sampling units, and the sampling criteria include enrollment in the current academic year. This ensures that the sample represents the current student body and avoids biases related to part-time or non-enrolled students.

3.3.4 Sampling Technique

McCombes (2023) identifies convenience sampling as an efficient, simple, and cost-effective method for collecting initial market research data. However, despite its simplicity and cost-effectiveness, there is no assurance that the sample acquired by convenience sampling is representative of the entire population (McCombes, 2023). Convenience sampling is considered non-probability sampling, and we will utilize it in this study due to no population list available, large population, and divided into several areas. We distribute our questionnaire to private students in Malaysia using various social media platforms including Facebook, WhatsApp, WeChat, Instagram, and Chinese Instagram (XiaoHongShu). We also will utilize physical QR to collect data from students in the Kampar area and ask for

their help to share the survey with their friends studying at private universities. This approach enabled us to reach our respondents across multiple social media platforms.

3.3.5 Sampling Size

Figure 3.1:

Determining Sample Size from a Given Population for Categorical Data

Table 2. Determining Sample Size from a Given Population for Categorical Data (Margin of error = .05 and P = .05)

N	s	N	S	N	s
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Krejcie & Morgan, (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.

According to Orientaldaily (2019), the number of university students in Malaysia is 1,325,699, of which private university students account for 50.3%, equivalent to 666,827 students. The researchers decided to set the sample size on a wider demographic range of 75,000 to 1,000,000 students to try to accommodate the expected amount of respondent in this study, which they expected to be 384.

3.4 Research Instrument

3.4.1 Questionnaire Survey

The primary data collection method is a questionnaire. Questionnaires are useful tools for normative surveys since they include several questions about a given topic for respondents to answer. Online questionnaires, which are submitted via Google Forms, are used to collect primary data for answering the study's questions and hypotheses, ensuring data accuracy.

3.4.2 Questionnaire Design

The "Impact of Perceived Factors on Social Media Usage among Private University Students in Malaysia" research study uses a questionnaire with fixed-alternative questions and limited-alternative responses. Fixed alternative questions improve answer consistency and simplify data input for analysis. The questionnaire has 27 questions and is divided into six sections: Section A is the demographic profile, Sections B, C, D, and E cover Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Collaborative Learning (COL), Perceived Enhanced Communication (PEC), and Section F is Social Media Usage (SMU). Responses are measured using a five-point Likert scale ranging from "strongly disagree" to "strongly agree."

3.4.3 Pilot Studies

Fifty sets of questionnaires were distributed to the UTAR students. The researchers utilized the SPSS tool to process the data after data collection

was done. The researchers also utilized Cronbach's Alpha to assess the internal consistency of their variables.

3.5 Constructs Measurement (Scale and Operational Definitions)

3.5.1 Origin of Constructs

Table 3.1:
Questionnaire

Construct	Item	Source
Collaborative Learning (COL)	COL1: "I am able to develop my learning abilities through peer collaboration". COL2: " I am able to develop more comprehensive understandings of the topics through group discussion on Social Media". COL3: "I can develop new skills and knowledge from other members of my group of Social Media". COL4: "Collaborative learning by using Social Media is effective".	Sarwar et al. (2019); Al-Rahmi and Zeki (2017)
Perceived Enhanced Communication (PEC)	PEC1: "Social Media makes the communication easier with instructor/colleagues and other classmates for me". PEC2: "The instructor/colleagues are good at communicating with each other via Social Media". PEC3: "The instructor/colleague encourages us/me to interact with other students/colleagues by using Social Media interactive tools". PEC4: "I think communicating with the instructor/colleagues via Social Media is important and valuable".	Arshad and Akram (2018)
Construct	Item	Source
Perceived Ease of Use (PEOU)	PEOU1: "My interaction with Social Media is clear and understandable". PEOU2: "It is easy for me to become skillful at using Social Media". PEOU3: "I find Social Media easy to use". PEOU4: "Learning to operate Social Media is easy for me".	Rahman et al. (2019); Sánchez et al. (2019)
Perceived Usefulness (PU)	PU1: "I find Social Media useful in my studies/research". PU2: "Using Social Media enables me to accomplish tasks more quickly". PU3: "Using Social Media increases my productivity". PU4: "Overall, using Social Media enhances my effectiveness in my studies".	Sánchez et al. (2019); Arshad and Akram (2018)

Social Media Use (SMU)	SMU1: "I use Social Media for academic purposes to discuss and share my ideas with my peers". SMU2: "I use Social Media to communicate and collaborate with my peers/colleagues in my course". SMU3: "I use Social Media to complete my academic tasks". SMU4: "I use Social Media for knowledge sharing".	Sarwar et al. (2019); Al-Rahmi and Zeki (2017)
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3.5.2 Scale of Measurements

3.5.2.1 Nominal Scale

A nominal scale is a measurement scale that labels variables into distinct classifications without involving any order or size of the categories. It is the lowest level of measurement since it only groups observations without ranking them. The nominal scale is used when data can be classified into separate categories or groups, but the classes lack inherent or quantitative value (Akman, 2023). Therefore, in our study, questions about gender, and state a private university have been measured by using a nominal scale.

3.5.2.2 Ordinal Scale

An ordinal scale is a measurement scale that assigns values to objects based on their ranking concerning one another. It is the second level of measurement in statistics, and it is used to measure things by ranking without necessarily implying equal distances between the rankings. Ordinal scales are often used in surveys, rating systems, and ranking exercises, as they allow for the logical ranking or ordering of data based on some trait or feature (Akman, 2023). In this study, questions regarding age and education level were measured using ordinal scales.

3.5.2.3 Interval Scale

The interval scale is a numerical scale where the variables' order is known, and the difference between these variables is quantifiable in absolute terms but not relative terms. It allows for the calculation of the mean, median, and mode of the variables. An interval scale has equidistant differences between objects, and it is used when the difference between variables is essential but does not involve a true zero point (Bhandari, 2023). The Likert scale is frequently used in questionnaires to determine the degree to which respondents agree with a statement. It usually involves five fundamental measures: strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA). Using measurement interval scales, we used this 5-point Likert scale across Sections B through F of our questionnaire to determine respondents' agreement or disagreement with the statements provided.

3.6 Data Processing

3.6.1 Data Checking

Data checking is a critical process that verifies the accuracy of data under specific conditions. Typically conducted as a pretest before the pilot test, it aims to minimize the likelihood of errors.

3.6.2 Data Editing

Data editing involves the use of checks to identify missing, inconsistent, or invalid information within collected responses. This process helps to pinpoint and correct errors, such as ambiguous or incomplete data, as well

as any jokes or nonsensical responses. After identification, these errors are edited out to ensure the completeness and accuracy of the data set.

3.6.3 Data Coding

Data coding involves assigning numbers to each possible response option in a questionnaire. In this study, the SPSS software was utilized to code all the gathered data.

Table 3.2:
Data Coding for Demographic Questions

No.	particular	Code
1.	Are you a private university student in Malaysia?	Code 1= Yes Code 2= No
2.	Gender	Code 1= Male Code 2= Female
3.	Age	Code 1= < 20 years old Code 2= 21-23 years old Code 3= > 31 years old
4.	State (University)	Code 1= Negeri Sembilan Code 2= Selangor Code 3= Perak Code 4= Others
5.	Educational level	Code 1= Foundation Code 2= Diploma Code 3= Bachelor Code 4= Master Code 5= PHD
6.	Usage of social media used per week for educational purposes.	Code 1= 1-2 times Code 2= 3-4 times Code 3= 5-6 times Code 4= None

Table 3.3:
Data Coding for Interval Scale Question

Likert Scale	Code
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

3.6.4 Data Transcribing

In this study, data transcription refers to the process of transcribing audited data into statistical software (SPSS). At this point, negative questions are reverse-scored to ensure consistency in the interpretation of responses. Using SPSS, we can conduct a reliability study to investigate the relationship between the data and the hypothesis.

3.7 Data Analysis

3.7.1 Descriptive Analysis

Descriptive analysis is important in statistical research because it allows you to assess data distribution, discover mistakes and outliers, and identify relationships between variables, providing the framework for future statistical analysis (Rawat, 2021). This strategy entails reorganizing, organizing, and manipulating raw data to gain relevant insights. It converts raw data into a more accessible and intelligible format, allowing for precise descriptions, presentations, and summaries of data points.

Section A of our study focuses on presenting respondents' demographic profiles. Pie charts, bar charts, and histograms are useful ways to show the data in this area. Bar charts are very effective for ranking data, and pie charts are ideal for expressing nominal scale data by breaking it into 100 percent parts for greater readability.

3.7.2 Reliability Analysis

A pilot test involving 50 participants was conducted to evaluate the questionnaire's reliability and accuracy for each component. Reliability analysis ensures that the scale accurately represents how measurements were taken. Cronbach's alpha (α) shows internal consistency (Glen, 2022). The SPSS tool uses reliability analysis and alpha scores to assess data dependability.

Table 3.4:

Cronbach's Alpha range

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Sources: Glen, S. (2022, February 28). Cronbach's Alpha: Definition, Interpretation, SPSS. Statistics How To. Retrieved Ogos 1, 2022 from <https://www.statisticshowto.com/probability-andstatistics/statisticsdefinitions/cronbachs-alpha-spss/>

Table 3.5:

Reliability Analysis

	Number of Items	Cronbach's Coefficient Alpha	Strength of Reliability
Dependent Variable:			
Social Media Use (SMU)	4	.874	Good
Independent Variable:			
Perceived Ease of Use (PEOU)	4	.924	Excellent
Perceived Usefulness (PU)	4	.885	Good
Collaborative Learning (COL)	4	.807	Good
Perceived Enhanced Communication (PEC)	4	.799	Acceptable

The pilot test results in the table above show the dependability scores for multiple factors. Perceived Ease of Use (PEOU) got the highest at 0.924, then followed by Perceived Usefulness (PU) at 0.885, Collaborative Learning (COL) at 0.807, and Perceived Enhanced Communication (PEC) at 0.799. Furthermore, the Coefficient Alpha value for the dependent variable Social Media Usage (SMU) is 0.874. These scores, which range between 0.7 and 0.9, show good to outstanding dependability for all variables. Finally, the questionnaire indicates reliability and accuracy, allowing researchers to move forward with confidence to extend their study to include more respondents.

3.7.3 Inferential Analysis

Inferential analysis is a type of statistical analysis in which someone can make conclusions and inferences about a population from a sample of data. This analysis is used to make predictions, test hypotheses, and identify correlations between variables. Questionnaires in this study utilize an interval scale to determine the dependent variable (social media usage) and independent factors (perceived ease of use, perceived usefulness, collaborative learning, perceived enhanced communication). As a result, multiple regression analysis is used since the dependent variable and independent variables are both metrics. Multiple regression is similar to ordinary least-squares (OLS) regression since it considers more than one explanatory variable. Multiple regression analysis uses the following formula:

$$y = a + b_1(x_1) + b_2(x_2) + b_3(x_3)$$

y represent the dependent variable, a represent the y-intercept (constant term), b_n represent the coefficient of each independent variables and x_n represent the independent variables (Hayes, 2023).

3.8 Chapter Summary

In summary, this chapter outlined the research methodology, focusing on the quantitative approach used to study the factors influencing social media usage among private university students in Malaysia. It discussed the sampling design, data collection methods, and analysis tools, including a questionnaire survey and pilot studies for reliability testing. The chapter also covered data processing steps and analysis techniques such as descriptive and inferential analysis, highlighting the use of multiple regression analysis.

CHAPTER 4: RESEARCH RESULTS

4.0 Introduction

In this chapter, we'll analyze and interpret data from 394 completed questionnaires using SPSS. Our analysis will include descriptive, inferential, and reliability analysis.

4.1 Descriptive Analysis

4.1.1 Respondents Demographic Profile

Table 4.1:

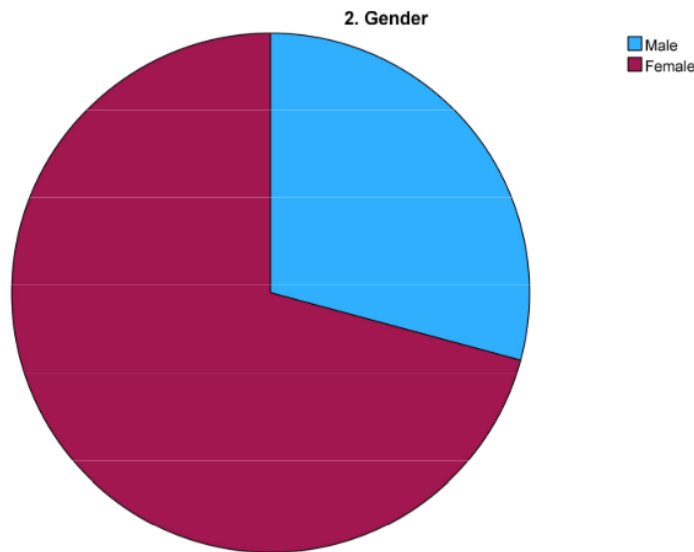
Descriptive Analysis for Gender

		2. Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	115	29.2	29.2	29.2
	Female	279	70.8	70.8	100.0
	Total	394	100.0	100.0	

Note. Adapted from SPSS software.

Figure 4.1:

Pie Chart of Descriptive Analysis for Gender



Adapted from SPSS software.

In this study, we began by examining the gender distribution among the 394 participants from various private universities. The findings revealed that 29.2% (115) of the respondents were male, while 70.8% (297) were female, indicating that the majority of survey participants were female.

Table 4.2:

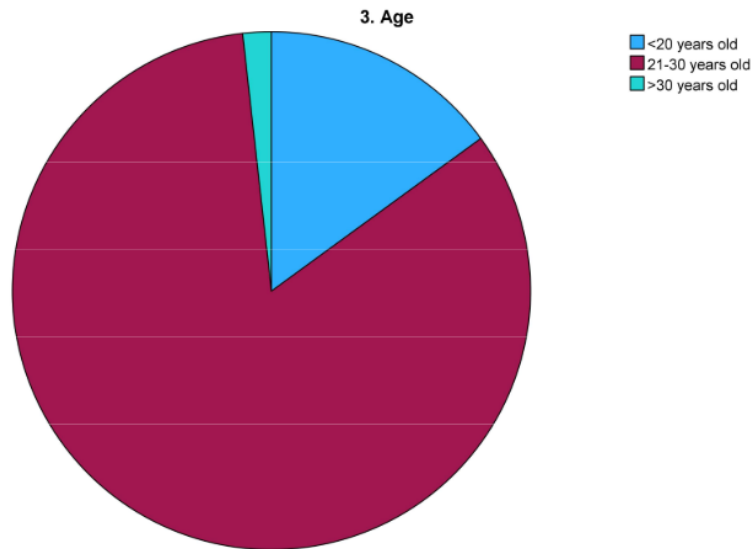
Descriptive Analysis for Age.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20 years old	59	15.0	15.0	15.0
	21-30 years old	328	83.2	83.2	98.2
	>30 years old	7	1.8	1.8	100.0
Total		394	100.0	100.0	

Note. Adapted from SPSS software.

Figure 4.2:

Pie Chart of Descriptive Analysis for Age



Adapted from SPSS software.

The table shows the ages of the 394 respondents who completed the questionnaire. It includes 59 participants (15%) under 20 years old, 328 participants (83.2%) aged 21–30, and 7 participants (1.8%) aged 30 and above. It shows that the majority of the respondents are in the 21 to 30 age group.

Table 4.3:

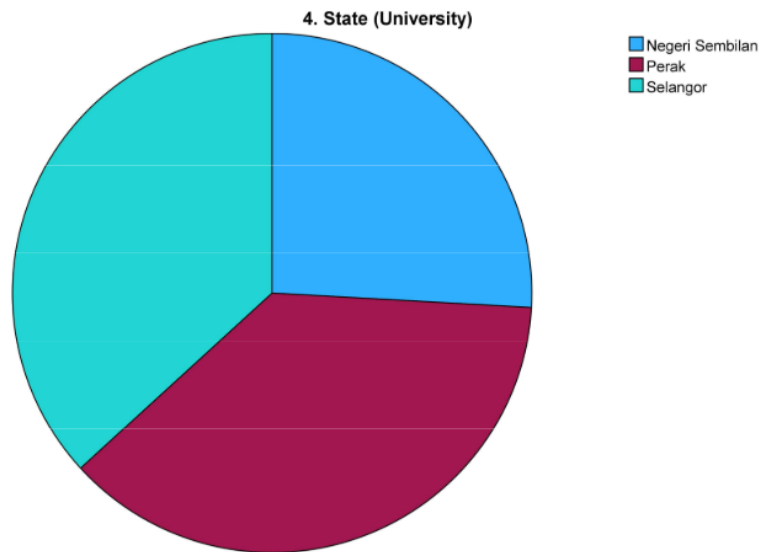
Descriptive Analysis for State of University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negeri Sembilan	102	25.9	25.9	25.9
	Perak	147	37.3	37.3	63.2
	Selangor	145	36.8	36.8	100.0
	Total	394	100.0	100.0	

Note. Adapted from SPSS software.

Figure 4.3:

Pie Chart of Descriptive Analysis for State of University



Adapted from SPSS software.

The table shows the state of the universities of the respondents who completed the questionnaire. It indicates that 102 students (25.9%) were from private universities in Negeri Sembilan, 147 students (37.3%) were from Perak, and 145 students (36.8%) were from Selangor.

Table 4.4:

Descriptive Analysis for Education Level

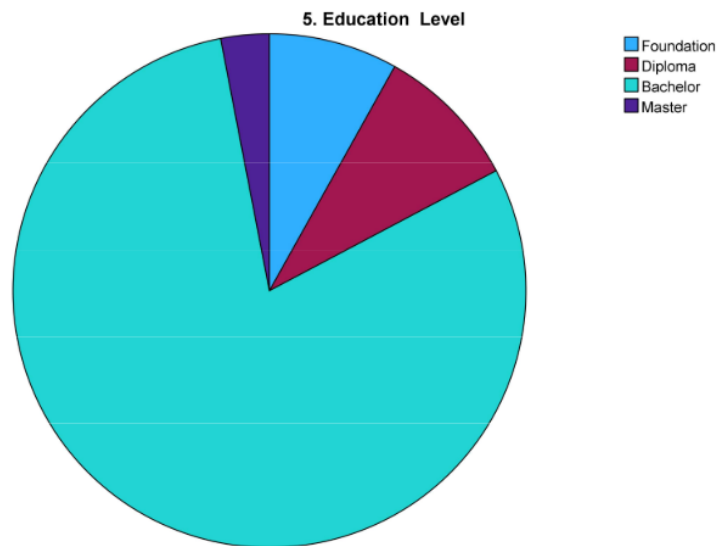
5. Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	32	8.1	8.1	8.1
	Diploma	36	9.1	9.1	17.3
	Bachelor	314	79.7	79.7	97.0
	Master	12	3.0	3.0	100.0
	Total	394	100.0	100.0	

Note. Adapted from SPSS software.

Figure 4.4:

Pie Chart of Descriptive Analysis for Education Level



Adapted from SPSS software.

Table 4.4 shows the educational levels of the respondents. There are 32 respondents (8.1%) in foundation programs, 36 respondents (9.1%) pursuing a diploma, 314 respondents (79.7%) working towards a bachelor's degree, 12 respondents (3.0%) in master's programs, and none (0%) in PhD programs. Therefore, most of the respondents are undergraduate students.

Table 4.5:

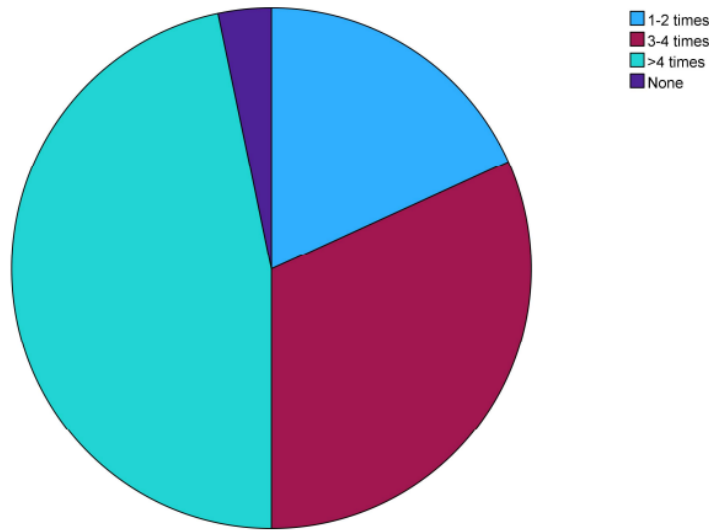
Descriptive Analysis for Usage of Social Media Used Per Week for Educational Purposes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 times	72	18.3	18.3	18.3
	3-4 times	125	31.7	31.7	50.0
	>4 times	184	46.7	46.7	96.7
	None	13	3.3	3.3	100.0
	Total	394	100.0	100.0	

Note. Adapted from SPSS software.

Figure 4.5:

Pie Chart of Descriptive Analysis for Usage of Social Media Used Per Week for Educational Purposes



Adapted from SPSS software.

Table 4.5 illustrates the frequency of social media usage for educational purposes among respondents. Out of the total, 72 respondents (18.3%) use social media 1 to 2 times per week for educational purposes, while 125 respondents (31.7%) use it 3 to 4 times per week. The majority, 184 respondents (46.7%), use social media more than 4 times per week for educational purposes. Only a small fraction, 13 respondents (3.3%), do not use social media for educational purposes at all during the week.

4.1.2 Central Tendencies Measurement of Constructs

Table 4.6:

Central Tendencies Measurement of Constructs

		Statistics				
		Perceived Ease of Use	Perceived Usefulness	Collaborative Learning	Perceived Enhanced Communication	Social Media Use
N	Valid	394	394	394	394	394
	Missing	0	0	0	0	0
Mean		4.5527	4.1377	4.2227	4.3515	4.2221
Std. Deviation		.48638	.70885	.56204	.51889	.57224

Note. Adapted from SPSS software.

After running the SPSS analysis, the table above summarizes five variables. Including four independent variables, which is average perceived ease of use (PEOUave), average perceived usefulness (PUave), average collaborative learning (COLave), and average perceived enhanced communication (PECave) and one dependent variable, average social media usage (SMUave).

From the table, we observe that PEOUave has the highest mean score at 4.5527, followed by PECave at 4.3515. COLave ranks third with a mean score of 4.2227, closely followed by SMUave at 4.2221. PUave has the lowest mean score at 4.1377.

In terms of standard deviation, PUave shows the highest variability with a standard deviation of 0.70885. PEOUave has the lowest standard deviation at 0.48638. The standard deviations for the remaining variables are as follows SMUave (0.57224), COLave (0.56204), and PECave (0.51889).

4.2 Scale Measurement

4.2.1 Reliability Analysis

Table 4.7:

Cronbach's Alpha Reliability Analysis

Variables	Topics	Coefficient Alpha value	Items
Dependent	Social Media Use	0.686	4
Independent	Perceived Ease of Use	0.802	4
Independent	Perceived Usefulness	0.846	4
Independent	Collaborative Learning	0.766	4
Independent	Perceived Enhanced Communication	0.677	4

Note. Adapted from SPSS software.

Table 4.8:

Cronbach's Alpha Level of Reliability Table

Cronbach's Alpha score	Level of reliability
0.0 – 0.20	Less Reliable
> 0.20 – 0.41	Rather Reliable
> 0.40 – 0.60	Quite Reliable
> 0.60 – 0.80	Reliable
> 0.80 – 1.00	Very Reliable

Note. From Ahdika, A. (2017). *Improvement of quality, interest, critical, and analytical thinking ability of students through the application of Research Based Learning (RBL) in introduction to stochastic processes subject.* Research Gate.

According to Table 4.8, the reliability analysis shows that Social Media Usage (dependent variable), Collaborative Learning (independent variable), and Perceived Enhanced Communication (independent variable) are all reliable, with Cronbach's Alpha values between 0.60 and 0.80. Specifically, their values are 0.686, 0.766, and 0.677, respectively, with Perceived Enhanced Communication having the lowest Cronbach's Alpha level among them.

On the other hand, Perceived Ease of Use (independent variable) and Perceived Usefulness (independent variable) are considered very reliable, with Cronbach's Alpha values between 0.80 and 1.00. Their values are 0.802 and 0.846, respectively.

4.3 Inferential Analysis

4.3.1 Multiple Regression Analysis

Table 4.9:

Pearson Correlation Coefficient

Coefficient range	Strength
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
0.00 to ± 0.20	Slight, almost negligible

Note. From Hair, J., Money, A., Samouel, P., & Page, M. (2007). *Research methods for business*. John Wiley & Sons, Inc.

Table 4.10:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.562	.557	.38070

a. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Perceived Ease of Use, Collaborative Learning

b. Dependent Variable: Social Media Use

Note. Adapted from SPSS software.

According to Table 4.10, in the Model Summary, the correlation coefficient (R-value) between the dependent variable, social media usage, and the independent variables which are perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication is reported as 0.750. From this R value given, a conclusion can be drawn that there is a positive and high correlation between the dependent variable (social media

usage) and the independent variables (perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication).

Moving to the R square value, which indicates the proportion of variance in the dependent variable explained by the independent variables, Table 4.10 reveals that collectively, perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication account for 56.2% of the variations in social media usage. However, the remaining 43.8% of the variability in social media usage remains unexplained by these factors.

This underscores the complexity of factors influencing social media usage for educational purposes. Further exploration into additional pertinent factors could provide deeper insights into how social media impacts social media usage and learning outcomes. These findings highlight the need for comprehensive studies that consider a broader range of variables to enhance our understanding of the dynamics at play in educational settings.

Table 4.11:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.314	4	18.078	124.735	<.001 ^b
	Residual	56.379	389	.145		
	Total	128.693	393			

a. Dependent Variable: Social Media Use

b. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Perceived Ease of Use, Collaborative Learning

Note. Adapted from SPSS software.

According to Table 4.11, ANOVA, which tests the significance of the hypotheses proposed in Chapter 1, the obtained P-value of 0.001 is lower than the predefined Alpha value of 0.05. This indicates that the F-statistic derived from the analysis is statistically significant. Therefore, the model used in this study effectively describes the relationship between the

dependent variable (social media usage) and the independent variables (perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication).

These findings suggest that the independent variables play a crucial role in explaining the variation observed in social media usage among students from private universities. The results align with the alternate hypothesis proposed in Chapter 1, affirming that perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication are indeed significant predictors influencing social media usage patterns in this context.

Overall, this underscores the robustness of the model and supports the conclusion that these factors contribute meaningfully to understanding how students engage with social media for educational purposes.

Table 4.12:
Coefficients

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.745	.204		3.658	<.001
	Perceived Ease of Use	-.036	.048	-.030	-.743	.458
	Perceived Usefulness	.321	.035	.398	9.255	<.001
	Collaborative Learning	.263	.047	.258	5.616	<.001
	Perceived Enhanced Communication	.276	.052	.250	5.281	<.001

a. Dependent Variable: Social Media Use

Note. Adapted from SPSS software.

Table 4.12 Coefficients presents the results indicating the significance of the independent variables which are perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication as predictors of social media usage among private university students.

The findings reveal that perceived usefulness, collaborative learning, and perceived enhanced communication have p-values of <0.001, which are significantly lower than the Alpha value of 0.05. This suggests strong evidence that these factors are indeed influential predictors of social media usage in this context.

However, perceived ease of use shows a p-value of 0.458, which is higher than the Alpha value of 0.05. This indicates that perceived ease of use is not a significant predictor of social media usage among private university students based on the data analysed.

Table 4.13:
Model Summary (Stepwise Regression)

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 ^a	.561	.558	.38048

a. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Collaborative Learning
b. Dependent Variable: Social Media Use

Note. Adapted from SPSS software.

According to Table 4.12, the p-value for perceived ease of use is 0.458, which exceeds our alpha level of 0.05. This indicates that perceived ease of use is not a statistically significant predictor in our model. To improve the model's accuracy and simplicity, we conducted a stepwise regression analysis. This process involved removing variables that did not show significant predictive power, resulting in a more streamlined and effective model.

Based on Table 4.13 in the Model Summary, the correlation coefficient (R-value) between the dependent variable, social media usage, and the independent variables which are perceived usefulness, collaborative learning, and perceived enhanced communication is 0.749. This indicates a

strong positive relationship between social media usage and these independent factors.

Furthermore, the R square value from Table 4.13 shows that these three independent variables together explain 56.1% of the variance in social media usage. Consequently, 43.9% of the variability in social media usage remains unexplained by these factors.

Table 4.14:
ANOVA (Stepwise Regression)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.233	3	24.078	166.320	<.001 ^b
	Residual	56.459	390	.145		
	Total	128.693	393			

a. Dependent Variable: Social Media Use

b. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Collaborative Learning

Note. Adapted from SPSS software.

The p-value of perceived ease of use in Table 4.12 is 0.458 for indicates it's not a significant predictor. Stepwise regression removed it to simplify and improve the model.

Based on Table 4.14 ANOVA, a resulting P-value of 0.001 is less than the predetermined Alpha value of 0.05. This means that the F-statistic calculated from the analysis is statistically significant. As a result, the model utilized in this study accurately captures the link between the dependent variable (social media usage) and the independent variables (perceived usefulness, collaborative learning, and perceived enhanced communication).

Table 4.15:
Coefficients (Stepwise Regression)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.667	.174		3.825	<.001
	Perceived Usefulness	.323	.035	.401	9.357	<.001
	Collaborative Learning	.259	.047	.255	5.572	<.001
	Perceived Enhanced Communication	.258	.046	.234	5.567	<.001

a. Dependent Variable: Social Media Use

Note. Adapted from SPSS software.

Since the p-value for perceived ease of use is 0.458, which is higher than the alpha level of 0.05, it suggests that it is not a significant predictor. We performed stepwise regression analysis to refine the model by removing non-significant variables and enhancing overall model simplicity and interpretability.

Table 4.15 shows that perceived usefulness, collaborative learning, and perceived enhanced communication have p-values less than 0.001, which are well below the alpha level of 0.05. This indicates strong evidence that these factors are significant predictors of social media usage in this context.

4.3.2 Inferential Analyses

4.3.2.1 Interpretation

Table 4.12 displays the coefficients that represent the contributions of various independent variables to predicting social media usage among private university students. Perceived usefulness is identified as the most significant predictor, with a Beta value of 0.398 in the stepwise regression. This suggests that perceived usefulness makes the largest unique

contribution to explaining the variation in social media usage, even after considering the effects of other predictors like perceived ease of use, collaborative learning, and perceived enhanced communication.

Following perceived usefulness, collaborative learning is the second most influential factor, with a Beta value of 0.258. This indicates that collaborative learning also makes a significant and unique contribution to explaining the variations in social media usage, beyond the influence of other variables in the model.

Next, perceived enhanced communication significantly contributes to predicting social media usage, with a Beta value of 0.250, underscoring its importance in influencing social media usage among the students in the study.

The beta value of -0.030 for perceived ease of use indicates a very small, negative relationship with the outcome variable in the initial regression. Its exclusion in the stepwise regression suggests that it was not a significant predictor and did not contribute meaningfully to the model.

Stepwise regression

Table 4.15 Coefficients illustrate the respective contributions of each independent variable to predicting social media usage among private university students. Perceived usefulness emerges as the most influential predictor, with a Beta value of 0.401 in the stepwise regression. This indicates that perceived usefulness makes the most substantial unique contribution to explaining the variation in social media usage, even when accounting for the effects of other predictor variables such as perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication.

Following perceived usefulness, collaborative learning stands out as the second-highest contributor, with a Beta value of 0.255. This suggests that

collaborative learning also makes a significant unique contribution to explaining variations in social media usage, beyond the influences of other variables in the model.

Perceived enhanced communication comes next, contributing significantly with a Beta value of 0.234. This shows that perceived enhanced communication plays a notable role in predicting social media usage among the study participants.

4.3.2.2 Recommendation

Based on the analysis, it is recommended that universities focus on enhancing the perceived usefulness of social media platforms for students, as this factor is the most significant predictor of social media usage. Institutions should integrate features that offer clear academic benefits, such as access to study materials and interactive learning tools. Additionally, universities should actively promote social media tools that support collaborative learning, as this is the second most influential factor. By fostering environments where students can engage in group projects and peer interactions through social media, institutions can enhance collaborative learning experiences. Furthermore, universities should ensure that social media platforms are perceived as effective communication tools by utilizing them for announcements, discussions, and direct student-faculty interactions. While the perceived ease of use has a minimal impact, it is still important to maintain user-friendly platforms to avoid any potential barriers to engagement. Overall, prioritizing these factors will help maximize the educational benefits of social media.

Regression Equation

$$y = a + b_1 (x_1) + b_2 (x_2) + c_3 (x_3)$$

y = Dependent variable (Social Media Usage)

x₁ = Independent variable 1 (Perceived Usefulness)

x₂ = Independent variable 2 (Collaborative Learning)

x3 = Independent variable 3 (Perceived Enhanced Communication)

a = Constant value

Social Media Usage = 0.667 + 0.323 (Perceived Usefulness) + 0.259 (Collaborative Learning) + 0.258 (Perceived Enhanced Communication)

4.4 Chapter Summary

In this chapter, we analyse the data collected from the questionnaires. We start with a descriptive analysis, including a demographic breakdown of the respondents to understand their backgrounds and characteristics. We also examine central tendencies and mean values of the data. Next, we assess the reliability of our constructs. Finally, we perform Pearson Correlation and Multiple Regression Analysis to explore relationships and predictive power among variables. Further discussion and insights will be presented in Chapter 5.

CHAPTER 5 DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

In chapter 5, the statistical analysis conclusion for the studies will be summarized. Besides, we also provided the study's limitations, implications and potential future research ideas for future research.

5.1 Discussion of Major Findings

Table 5.1:

Summary of SPSS Hypotheses Testing

Hypotheses	Result	
H1: Perceived ease of use has a significant impact on social media usage for academic purpose among private universities students in Malaysia.	B = -0.036 P = 0.458 (P > 0.05)	Not Accepted
H2: Perceived usefulness has a significant impact on social media usage for academic purpose among private universities students in Malaysia.	B = 0.321 P = < 0.001 (P < 0.05)	Accepted
H3: Collaborative learning has a significant impact on social media usage for academic purpose among private universities students in Malaysia.	B = 0.263 P = < 0.001 (P < 0.05)	Accepted

H4: Perceived enhanced communication has a significant impact on social media usage for academic purpose among private universities students in Malaysia.	B = 0.276 P = < 0.001 (P < 0.05)	Accepted
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Table 5.1 refers to the summary of the SPSS hypothesis testing result in Chapter 4.

5.1.1 Perceived Ease of Use (PEOU)

H1: Perceived ease of use has no significant impact on social media usage for academic purpose among private universities students in Malaysia.

According to the SPSS result, it showed that perceived ease of use has no significant impact on social media among universities students in Malaysia. So, H1 is rejected. According to Wibisono and Putri (2018) showed that the perceived ease of use was no significant among the behavior intention. Balakrishnan et al. (2017) stated that familiarity is one of the reasons that affects users' ease of use of social media. It indicated that when the individuals were aware of the usage and information and therefore the usability itself was completely useless. Private university students were frequently and familiar with using social media (Sawyer, 2023). Thereby, it can be assumed that private university students in Malaysia nowadays are familiar with social media causing useless on the perceived ease of use. Students will not care whether social media is easy to use as they are familiar with them.

5.1.2 Perceived Usefulness (PU)

H2: Perceived usefulness has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

Our SPSS result showed that perceived usefulness has a significant impact on social media among universities students in Malaysia. There are several studies show that perceived usefulness is affecting on social media usage. Studies stated that usefulness of the social media will impact the frequency of individuals using social media. Individuals will use the social media that is more practical to accomplish their tasks (Dzandu et al., 2016; Sago, 2013). Besides, Alabdulkareem (2015) and Deka (2015) noted that individuals perceived social media was deemed useful in their studies. Furthermore, students are willing to engage more in their studies if there is a high utilization of social media in education (Ogbonnaya, 2019). Thereby, students will be perceived on the usefulness of social media which helps them to enhance their educational experiences more effectively. When social media is perceived as more beneficial in education, more students will integrate social media into their studies. Hence, H2 is accepted.

5.1.3 Collaborative Learning (COL)

H3: Collaborative learning has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

Based on the SPSS result, the outcome of our study showed that collaborative learning has a significant impact on social media among universities students in Malaysia. Ansari and Khan (2020) stated that collaborative learning allows students to exchange educational information through the usage of social media and the study indicated that increasing collaborative learning will increase social media usage among university students. From previous studies, Chickering and Gamson (1987) show that collaborative learning will lead to increasing the students' study engagement when sharing ideas in the same direction with teachers. Besides, collaborative learning through utilizing social media can enhance student's education learning experience and result in high academic performance as students can easily question and exchange information with other students or teachers (Al-Rahmi et al., 2014). Thus, H3 is accepted.

5.1.4 Perceived Enhanced Communication (PEC)

H4: Perceived enhanced communication has a significant impact on social media usage for academic purpose among private universities students in Malaysia.

The outcome of our study showed that perceived enhanced communication has a significant impact on social media among universities students in Malaysia. Social media provide a new opportunity for connection. Individuals will have different perceptions of communication when using social media. In the communication process, individuals can actively participate through using social media to receive and exchange information (Chan-Olmsted, 2013). Qi (2019) noted that the benefits of enhanced communication include encouraging peer interaction, teamwork, and active learning. Communication through using social media will influence student's academic performance. Communication using social media will lead to better student performance in result. It also will help to improve the relationship between students and teachers (Vanwynsberghe & Verdegem, 2013). Hence, the perceived enhanced communication has a significant impact on social media usage among universities students. Thereby, H4 is accepted.

5.2 Implications of the Study

Theoretical

The study on the impact of perceived factors on social media usage among private university students in Malaysia provides insightful information for universities on the utilization of social media usage in academic environments. The study findings used the TAM theory proposed by Fred Davis in 1989. The theory predicts the factors that will influence people to use the technology. The perceived ease of use

(PEOU) is stated as an important factor influencing the adoption of a technology (Davis et al., 1989). However, the finding that perceived ease of use (PEOU) was insignificant according to the analysis result. The transformation in social media changed the way people disseminate information and its simple and well-organized layout is straightforward to perceived as easy to use but the familiarity on social media among private university students led to the insignificant of PEOU. Besides, this study expanded the theory by adding additional variables such as collaborative learning (COL), and perceived enhanced communication (PEC). The finding implies that perceived usefulness (PU), collaborative learning (COL), and perceived enhanced communication (PEC) have more impact on social media usage among private university students which allows for creating more valuable experiences on the social media for students to achieve their academic goals.

Practical

Social media is a useful technique for enhancing students' academic performance by helping students finish their tasks effectively. In this study, we concluded the findings about the perceived factors that will influence social media usage in education. The research in this study will help the management of the university to advance in designing and utilizing social media for educational purposes. According to the results, perceived usefulness (PU) has the most influence on social media usage among private university students followed by collaborative learning (COL) and perceived enhanced communication (PEC). As such, the educational institution and management of the university should consider implementing social media for academic programs. This may involve monitoring, providing guidelines, and supporting to the management team when implementing social media. For example, using online platforms such as Google Classroom or Microsoft Team for classroom communication, WhatsApp for peer tutoring, and Facebook or Instagram for community engagement between students and education institutions.

Besides, our study has highlighted that students are more willing to use social media in academics if social media can help them. Therefore, the lecturers should act as an example of using social media when conducting academic tasks. According to Seechaliao (2015), the majority of lecturers were familiar with utilizing social media for teaching purposes. When the students notice that social media also can

be used for other purpose than entertainment, they will be more willing to use it for educational purposes and improvement.

The result indicated that perceived factors that will affect social media usage in education such as perceived usefulness (PU), collaborative learning (COL), and perceived enhanced communication (PEC). Therefore, students can utilize social media in their academics through exchanging educational resources and encouraging communication through online virtual group discussions to reinforce their understanding of the current course.

In conclusion, perceived ease of use (PEOU) is not an important factor affecting social media usage among the university students in this study. However, it (PEOU) seems as a major element in affecting social media usage that will contribute significantly to social media usage. Thereby, the management of the university should consider different elements when implementing social media in educational.

5.3 Limitations of the Study

First of all, some respondents may hold opinions that fall outside the provided answer scale when completing their questionnaires. In order to facilitate analysis, we have designed all questions to be quantitative. This approach enables us to standardize responses and apply statistical methods effectively. By using the quantitative questionnaire, we can save the collected time. This is because the respondents can only fill in the required answer scale and this has led to high response rate. While this may limit the expression of nuanced opinions, it ensures consistency and comparability across all collected data. Furthermore, some respondents may complete the questionnaire hastily, without considering their answers, in an effort to save time. This behavior can lead to inaccuracies in the study results.

Besides, even though only three of the independent variables (perceived usefulness, collaborative learning, and perceived enhanced communication) are significant,

high R-square value is shown, which is 56.1%. It mentions that these three independent variables (perceived usefulness, collaborative learning, and perceived enhanced communication) can explain 56.1% of the variations in the dependent variable (social media usage). Therefore, there is 43.9% unexplained in this study, which means that there are not enough independent variables in this study.

In addition, we have used non-probability sampling to target our sample population. This can help us to get the sample population easily and save time. However, the results of non-probability sampling are not generalizable to the broader population, leading to potential bias due to undercoverage. This lack of representativeness limits the extent to which findings can be concluded to the broader population, making it difficult to make reliable generalizations or predictions.

5.4 Recommendation for Future Research

First of all, future research can conduct face-to-face interviews together with the online questionnaire so that they can be able to receive feedback from the target population as soon as possible and amend the questions if necessary. Throughout the face-to-face interviews, the researcher can get more detailed information from their respondents which is less likely to be received via online surveys. Researcher also can add questions when it is necessary. Researcher also can give their explanation about the questions required so that the participants can have a better concept about the questions. When conducting face-to-face interviews, it is more necessary for researcher to have qualitative questions for the purpose of getting opinions from respondents.

Furthermore, other independent variables can be considered for researchers to take advance in investigating the social media usage of university students for academic purposes such as perceived risk, perceived effectiveness, perceived enjoyment, and others. These independent variables should be analyzed to find out the implications. Therefore, the R-value can be increased.

Besides, to improve the generalizability of the findings, future research could opt for random sampling in which each respondent is allocated an equal chance of being selected. By adopting this alternative, future research will be better positioned to produce findings that could be generalized to the entire target population.

5.5 Conclusion

In conclusion, we conduct this study to examine the impact of perceived factors on social media usage for academic purposes among private university students in Malaysia. Perceived ease of use, perceived usefulness, collaborative learning, and perceived enhanced communication (independent variables) and model of research were used in our study. Throughout the findings, perceived usefulness, collaborative learning, and perceived enhanced communication show significant in impacting social media usage for academic purposes among private university students in Malaysia, while perceived ease of use is insignificant. Since there are some limitations to the study, some recommendations have been given for future research. The management of the university can use our study as a reference to establish more plans so that the students can be supported to use social media for academic purposes and provide a guideline for the future.

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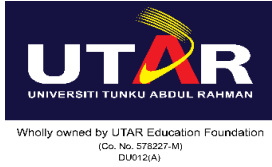
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Appendix

Appendix 3.1: Survey Questionnaire Form



**UNIVERSITI TUNKU ABDUL RAHMAN (UTAR)
FACULTY OF BUSINESS AND FINANCE (FBF)
Survey Questionnaire**

TOPIC: Impact of perceived factors on social media usage for academic purpose among Private University Students in Malaysia.

Dear respondents,

We are the final year undergraduate students who are currently pursuing Bachelor of Business Administration (HONS) from Universiti Tunku Abdul Rahman (UTAR). The purpose of this study is to investigate the impact of perceived factors on social media usage for academic purpose among private university students in Malaysia.

There are Six (6) sections in this questionnaire. Section A is about the Demographic Profile. Sections B, C and D, E, F cover all of the variables in this study. Please read the instructions carefully before answering the questions. ALL questions are compulsory to answer.

The information collected from you will be kept strictly private and confidential. All responses and findings will be used solely for academic purposes.

Your assistance in completing this questionnaire is very much appreciated. Thank you for your participation. If you have any questions regarding this questionnaire, you may contact us:

Kyu Zhi Xuan - zhixuan020813@lutar.my

Looi Jia Ee - jiaeelooi@lutar.my

Tee Jia En - jiaentee0414@lutar.my

PERSONAL DATA PROTECTION NOTICE

Please be informed that in accordance with Personal Data Protection Act 2010 (“PDPA”) which came into force on 15 November 2013, Universiti Tunku Abdul Rahman (“UTAR”) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage and retention of personal information.

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion.

Among others it includes:

- a) Name
- b) Identity card
- c) Place of Birth
- d) Address
- e) Education History
- f) Employment History
- g) Medical History
- h) Blood type
- i) Race
- j) Religion
- k) Photo
- l) Personal Information and Associated Research Data

2. The purposes for which your personal data may be used are inclusive but not limited to:

- a) For assessment of any application to UTAR
- b) For processing any benefits and services
- c) For communication purposes
- d) For advertorial and news
- e) For general administration and record purposes
- f) For enhancing the value of education
- g) For educational and related purposes consequential to UTAR
- h) For replying any responds to complaints and enquiries
- i) For the purpose of our corporate governance
- j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

5. UTAR is committed in ensuring the confidentiality, protection, security and accuracy of your personal information made available to us and it has been our ongoing strict policy to ensure that your personal information is accurate, complete, not misleading and updated. UTAR would also ensure that your personal data shall not be used for political and commercial purposes.

Consent:

6. By submitting or providing your personal data to UTAR, you had consented and agreed for your personal data to be used in accordance to the terms and conditions in the Notice and our relevant policy.

7. If you do not consent or subsequently withdraw your consent to the processing and disclosure of your personal data, UTAR will not be able to fulfill our obligations or to contact you or to assist you in respect of the purposes and/or for any other purposes related to the purpose.

8. You may access and update your personal data by writing to us at:

Kyu Zhi Xuan - zhixuan020813@1utar.my

Looi Jia Ee - jiaelooi@1utar.my

Tee Jia En - jiaentee0414@1utar.my

Acknowledgement of Notice

I have been notified by you and that I hereby understood, consented and agreed per UTAR above notice.

I disagree, my personal data will not be processed.

Section A: Demographic Profile

Please select the most appropriate option for each of the following:

1. Are you a private university student in Malaysia?
 Yes
 No

2. Gender
 Male
 Female

3. Age
 < 20 years old
 21 - 30 years old
 > 31 years old

4. State (University)
 Negeri Sembilan
 Perak
 Selangor
 Other, please specify: _____

5. Education Level
 Foundation
 Diploma
 Bachelor
 Master
 PhD

6. Usage of social media used per week for educational purposes
 1 - 2 times
 3 - 4 times
 > 4 times
 None

Section B: Perceived Ease of Use (PEOU)

Based on your experience using social media as a student, please choose the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

1 - Strongly Disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly Agree

Perceived Ease of Use (PEOU)							
No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	My interaction with Social Media is clear and understandable.	1	2	3	4	5	
2	It is easy for me to become skillful at using Social Media.	1	2	3	4	5	
3	I find Social Media easy to use.	1	2	3	4	5	
4	Learning to operate Social Media is easy for me.	1	2	3	4	5	

Section C: Perceived Usefulness (PU)

Based on your experience using social media as a student, please choose the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

- 1 - Strongly Disagree;
- 2 - Disagree;
- 3 - Neutral;
- 4 - Agree;
- 5 - Strongly Agree

Perceived Usefulness (PU)							
No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I find Social Media useful in my studies/research.	1	2	3	4	5	
2	Using Social Media enables me to accomplish tasks more quickly.	1	2	3	4	5	
3	Using Social Media increases my productivity.	1	2	3	4	5	
4	Overall, using Social Media enhances my effectiveness in my studies.	1	2	3	4	5	

Section D: Collaborative Learning (COL)

Based on your experience using social media as a student, please choose the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

1 - Strongly Disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly Agree

Collaborative Learning (COL)							
No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I am able to develop my learning abilities through peer collaboration.	1	2	3	4	5	
2	I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	1	2	3	4	5	
3	I can develop new skills and knowledge from other members of my group of Social Media.	1	2	3	4	5	
4	Collaborative learning by using Social Media is effective	1	2	3	4	5	

Section E: Perceived Enhanced Communication (PEC)

Based on your experience using social media as a student, please choose the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

1 - Strongly Disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly Agree

Perceived Enhanced Communication (PEC)							
No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	Social Media makes the communication easier with instructor/colleagues and other classmates for me.	1	2	3	4	5	
2	The instructor/colleagues are good at communicating with each other via Social Media.	1	2	3	4	5	
3	The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	1	2	3	4	5	
4	I think communicating with the instructor/colleagues via Social Media is important and valuable.	1	2	3	4	5	

Section F: Social Media Usage (SMU)

Based on your experience using social media as a student, please choose the most appropriate option that best indicate your agreement level about the following statements.

Level of agreement

1 - Strongly Disagree;

2 - Disagree;

3 - Neutral;

4 - Agree;

5 - Strongly Agree

Social Media Usage (SMU)						
No	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I use Social Media for academic purposes to discuss and share my ideas with my peers.	1	2	3	4	5
2	I use Social Media to communicate and collaborate with my peers/colleagues in my course.	1	2	3	4	5
3	I use Social Media to complete my academic tasks.	1	2	3	4	5
4	I use Social Media for knowledge sharing.	1	2	3	4	5

You completed all questions. Thank you for your participation.

Appendix 4.1: SPSS Result

Pilot Test (SPSS)

Perceived Ease of Use (PEOU)

Reliability

Scale: PEOU

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.875	4

Item Statistics

	Mean	Std. Deviation	N
7. My interaction with Social Media is clear and understandable.	3.9800	.82040	50
8. It is easy for me to become skillful at using Social Media.	4.0800	.82906	50
9. I find Social Media easy to use.	4.3200	.79385	50
10. Learning to operate Social Media is easy for me.	4.2600	.75078	50

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Inter-Item Correlation Matrix

	7. My interaction with Social Media is clear and understandable.	8. It is easy for me to become skillful at using Social Media.	9. I find Social Media easy to use.	10. Learning to operate Social Media is easy for me.
7. My interaction with Social Media is clear and understandable.	1.000	.572	.605	.539
8. It is easy for me to become skillful at using Social Media.	.572	1.000	.736	.720
9. I find Social Media easy to use.	.605	.736	1.000	.645
10. Learning to operate Social Media is easy for me.	.539	.720	.645	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.160	3.980	4.320	.340	1.085	.025
Inter-Item Correlations	.636	.539	.736	.197	1.365	.006

Summary Item Statistics

	N of Items
Item Means	4
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
7. My interaction with Social Media is clear and understandable.	12.6600	4.515	.640	.416
8. It is easy for me to become skillful at using Social Media.	12.5600	4.088	.788	.651
9. I find Social Media easy to use.	12.3200	4.263	.770	.606
10. Learning to operate Social Media is easy for me.	12.3800	4.526	.729	.558

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
7. My interaction with Social Media is clear and understandable.	.875
8. It is easy for me to become skillful at using Social Media.	.815
9. I find Social Media easy to use.	.823
10. Learning to operate Social Media is easy for me.	.840

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.6400	7.419	2.72374	4

Perceived Usefulness (PU)

Reliability

Scale: PU

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.924	.925	4

Item Statistics

	Mean	Std. Deviation	N
11. I find Social Media useful in my studies/research.	4.1000	.99488	50
12. Using Social Media enables me to accomplish tasks more quickly.	4.0800	.98644	50
13. Using Social Media increases my productivity.	3.9800	1.09712	50
14. Overall, using Social Media enhances my effectiveness in my studies.	4.0000	1.03016	50

Inter-Item Correlation Matrix

	11. I find Social Media useful in my studies/research	12. Using Social Media enables me to accomplish tasks more quickly.	13. Using Social Media increases my productivity.	14. Overall, using Social Media enhances my effectiveness in my studies.
11. I find Social Media useful in my studies/research.	1.000	.844	.731	.797
12. Using Social Media enables me to accomplish tasks more quickly.	.844	1.000	.680	.663
13. Using Social Media increases my productivity.	.731	.680	1.000	.813
14. Overall, using Social Media enhances my effectiveness in my studies.	.797	.663	.813	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.040	3.980	4.100	.120	1.030	.003
Inter-Item Correlations	.755	.663	.844	.182	1.274	.005

Summary Item Statistics

	N of Items
Item Means	4
Inter-Item Correlations	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
11. I find Social Media useful in my studies/research.	12.0600	7.894	.874	.813
12. Using Social Media enables me to accomplish tasks more quickly.	12.0800	8.320	.787	.728
13. Using Social Media increases my productivity.	12.1800	7.661	.808	.696
14. Overall, using Social Media enhances my effectiveness in my studies.	12.1600	7.892	.832	.754

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
11. I find Social Media useful in my studies/research.	.885
12. Using Social Media enables me to accomplish tasks more quickly.	.913
13. Using Social Media increases my productivity.	.908
14. Overall, using Social Media enhances my effectiveness in my studies.	.898

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.1600	13.770	3.71077	4

Collaborative Learning (COL)

Reliability

Scale: COL

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.885	.886	4

Item Statistics

	Mean	Std. Deviation	N
15. I am able to develop my learning abilities through peer collaboration.	3.8800	1.00285	50
16. I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	3.8800	.87225	50
17. I can develop new skills and knowledge from other members of my group of Social Media.	3.9200	.92229	50
18. Collaborative learning by using Social Media is effective	4.0400	.94675	50

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Inter-Item Correlation Matrix

	15. I am able to develop my learning abilities through peer collaboration.	16. I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	17. I can develop new skills and knowledge from other members of my group of Social Media.	18. Collaborative learning by using Social Media is effective
15. I am able to develop my learning abilities through peer collaboration.	1.000	.753	.607	.671
16. I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	.753	1.000	.597	.673
17. I can develop new skills and knowledge from other members of my group of Social Media.	.607	.597	1.000	.658
18. Collaborative learning by using Social Media is effective	.671	.673	.658	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	3.930	3.880	4.040	.160	1.041	.006
Inter-Item Correlations	.660	.597	.753	.156	1.262	.003

Summary Item Statistics

	N of Items
Item Means	4
Inter-Item Correlations	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
15. I am able to develop my learning abilities through peer collaboration.	11.8400	5.729	.774	.629
16. I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	11.8400	6.300	.774	.626
17. I can develop new skills and knowledge from other members of my group of Social Media.	11.8000	6.367	.695	.493
18. Collaborative learning by using Social Media is effective	11.6800	6.018	.761	.582

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
15. I am able to develop my learning abilities through peer collaboration.	.843
16. I am able to develop more comprehensive understandings of the topics through group discussion on Social Media.	.845
17. I can develop new skills and knowledge from other members of my group of Social Media.	.873
18. Collaborative learning by using Social Media is effective	.848

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.7200	10.451	3.23274	4

Perceived Enhanced Communication (PEC)

Reliability

Scale: PEC

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.807	.807	4

Item Statistics

	Mean	Std. Deviation	N
19. Social Media makes the communication easier with instructor/colleagues and other classmates for me.	4.2400	.84660	50
20. The instructor/colleagues are good at communicating with each other via Social Media.	4.0200	.86873	50
21. The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	4.0200	.91451	50
22. I think communicating with the instructor/colleagues via Social Media is important and valuable.	4.1000	.83910	50

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Inter-Item Correlation Matrix

	19. Social Media makes the communication easier with instructor/colleagues and other classmates for me.	20. The instructor/colleagues are good at communicating with each other via Social Media.	21. The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	22. I think communicating with the instructor/colleagues via Social Media is important and valuable.
19. Social Media makes the communication easier with instructor/colleagues and other classmates for me.	1.000	.493	.415	.569
20. The instructor/colleagues are good at communicating with each other via Social Media.	.493	1.000	.719	.473
21. The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	.415	.719	1.000	.396
22. I think communicating with the instructor/colleagues via Social Media is important and valuable.	.569	.473	.396	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.095	4.020	4.240	.220	1.055	.011
Inter-Item Correlations	.511	.396	.719	.322	1.814	.013

Summary Item Statistics

	N of Items
Item Means	4
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
19. Social Media makes the communication easier with instructor/colleagues and other classmates for me.	12.1400	4.735	.591	.391
20. The instructor/colleagues are good at communicating with each other via Social Media.	12.3600	4.317	.708	.576
21. The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	12.3600	4.398	.624	.523
22. I think communicating with the instructor/colleagues via Social Media is important and valuable.	12.2800	4.818	.572	.374

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
19. Social Media makes the communication easier with instructor/colleagues and other classmates for me.	.773
20. The instructor/colleagues are good at communicating with each other via Social Media.	.716
21. The instructor/colleague encourages me to interact with other students/colleagues by using Social Media interactive tools.	.758
22. I think communicating with the instructor/colleagues via Social Media is important and valuable.	.782

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.3800	7.628	2.76191	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Social Media Usage (SMU)

Reliability

Scale: SMU

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded ^a	0	.0
	Total	50	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.799	.803	4

Item Statistics

	Mean	Std. Deviation	N
23. I use Social Media for academic purposes to discuss and share my ideas with my peers.	4.0400	.83201	50
24. I use Social Media to communicate and collaborate with my peers/colleagues in my course.	4.2000	.63888	50
25. I use Social Media to complete my academic tasks.	4.1600	.84177	50
26. I use Social Media for knowledge sharing.	3.9400	.91272	50

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Inter-Item Correlation Matrix

	23. I use Social Media for academic purposes to discuss and share my ideas with my peers.	24. I use Social Media to communicate and collaborate with my peers/colleagues in my course.	25. I use Social Media to complete my academic tasks.	26. I use Social Media for knowledge sharing.
23. I use Social Media for academic purposes to discuss and share my ideas with my peers.	1.000	.522	.632	.594
24. I use Social Media to communicate and collaborate with my peers/colleagues in my course.	.522	1.000	.471	.371
25. I use Social Media to complete my academic tasks.	.632	.471	1.000	.438
26. I use Social Media for knowledge sharing.	.594	.371	.438	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.085	3.940	4.200	.260	1.066	.014
Inter-Item Correlations	.505	.371	.632	.261	1.703	.009

Summary Item Statistics

	N of Items
Item Means	4
Inter-Item Correlations	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
23. I use Social Media for academic purposes to discuss and share my ideas with my peers.	12.3000	3.561	.746	.558
24. I use Social Media to communicate and collaborate with my peers/colleagues in my course.	12.1400	4.694	.540	.309
25. I use Social Media to complete my academic tasks.	12.1800	3.824	.627	.430
26. I use Social Media for knowledge sharing.	12.4000	3.755	.568	.363

Item-Total Statistics

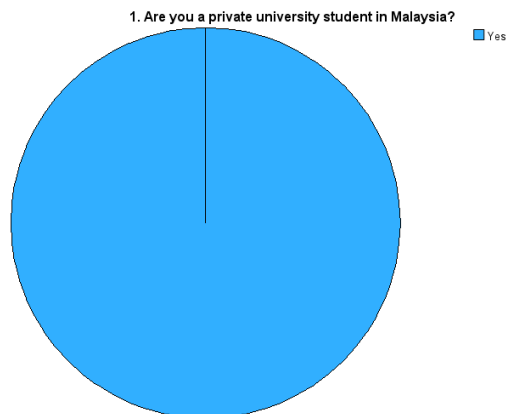
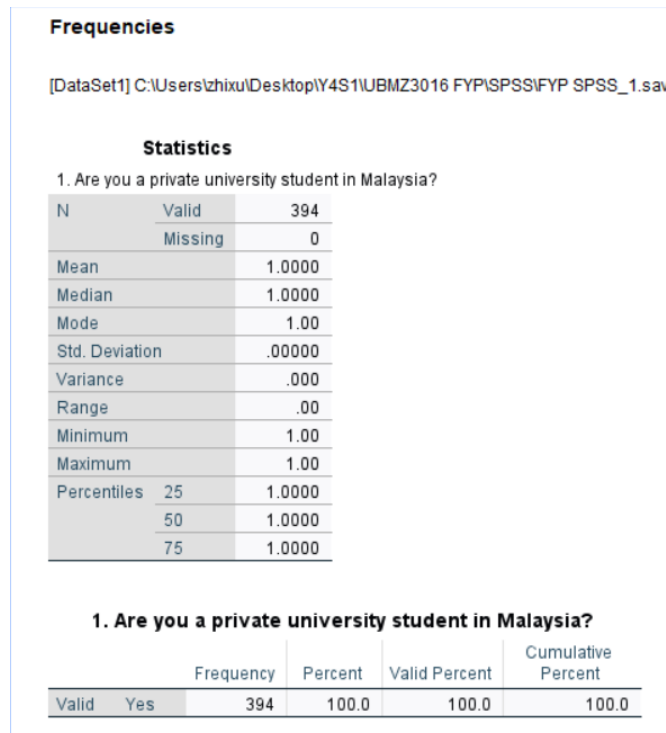
	Cronbach's Alpha if Item Deleted
23. I use Social Media for academic purposes to discuss and share my ideas with my peers.	.679
24. I use Social Media to communicate and collaborate with my peers/colleagues in my course.	.786
25. I use Social Media to complete my academic tasks.	.742
26. I use Social Media for knowledge sharing.	.777

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.3400	6.596	2.56833	4

Appendix 5.1: Multiple Regression Analysis

Descriptive Analysis



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

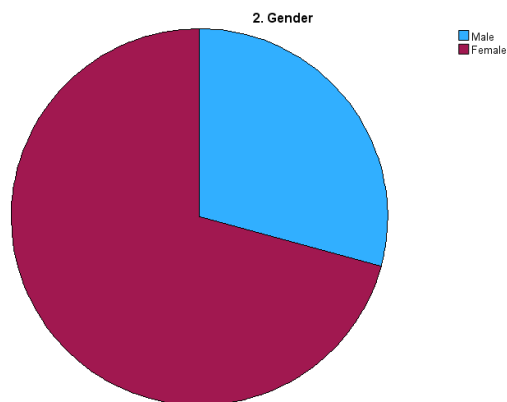
Statistics

2. Gender

N	Valid	394
	Missing	0
Mean		1.7081
Median		2.0000
Mode		2.00
Std. Deviation		.45520
Variance		.207
Range		1.00
Minimum		1.00
Maximum		2.00
Percentiles	25	1.0000
	50	2.0000
	75	2.0000

2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	115	29.2	29.2	29.2
	Female	279	70.8	70.8	100.0
Total		394	100.0	100.0	



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

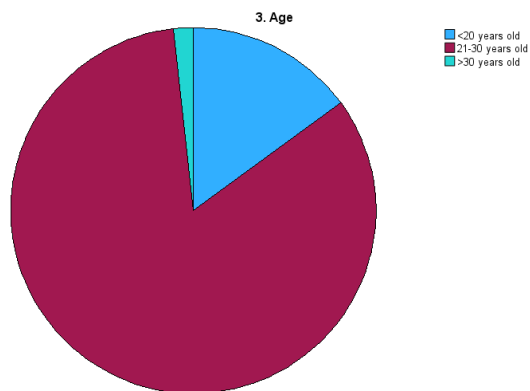
Statistics

3. Age

N	Valid	394
	Missing	0
Mean		1.8680
Median		2.0000
Mode		2.00
Std. Deviation		.38791
Variance		.150
Range		2.00
Minimum		1.00
Maximum		3.00
Percentiles	25	2.0000
	50	2.0000
	75	2.0000

3. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20 years old	59	15.0	15.0	15.0
	21-30 years old	328	83.2	83.2	98.2
	>30 years old	7	1.8	1.8	100.0
Total		394	100.0	100.0	



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

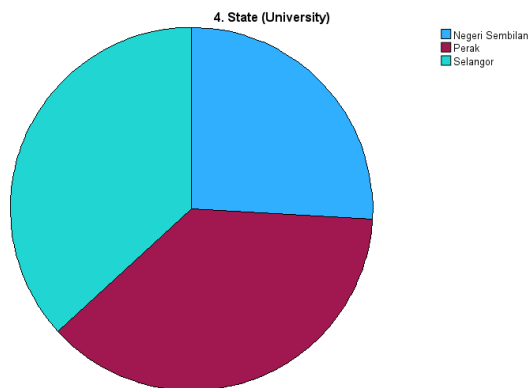
Statistics

4. State (University)

N	Valid	394
	Missing	0
Mean		2.1091
Median		2.0000
Mode		2.00
Std. Deviation		.78521
Variance		.617
Range		2.00
Minimum		1.00
Maximum		3.00
Percentiles	25	1.0000
	50	2.0000
	75	3.0000

4. State (University)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Negeri Sembilan	102	25.9	25.9	25.9
	Perak	147	37.3	37.3	63.2
	Selangor	145	36.8	36.8	100.0
	Total	394	100.0	100.0	



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

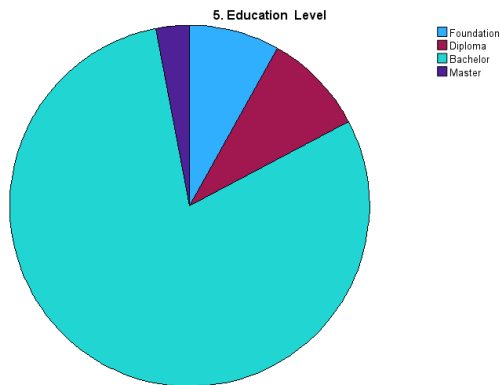
Statistics

5. Education Level

N	Valid	394
	Missing	0
Mean		2.7766
Median		3.0000
Mode		3.00
Std. Deviation		.63073
Variance		.398
Range		3.00
Minimum		1.00
Maximum		4.00
Percentiles	25	3.0000
	50	3.0000
	75	3.0000

5. Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	32	8.1	8.1	8.1
	Diploma	36	9.1	9.1	17.3
	Bachelor	314	79.7	79.7	97.0
	Master	12	3.0	3.0	100.0
Total		394	100.0	100.0	



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

Statistics

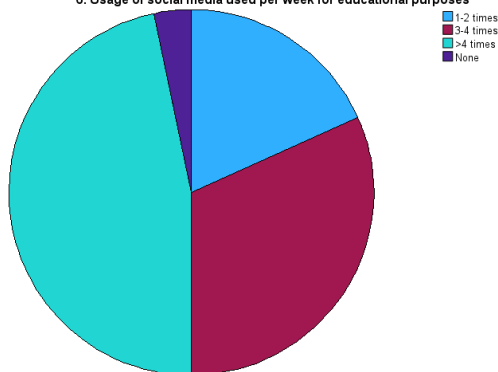
6. Usage of social media used per week for educational purposes

N	Valid	394
	Missing	0
Mean		2.3503
Median		2.5000
Mode		3.00
Std. Deviation		.81285
Variance		.661
Range		3.00
Minimum		1.00
Maximum		4.00
Percentiles	25	2.0000
	50	2.5000
	75	3.0000

6. Usage of social media used per week for educational purposes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 times	72	18.3	18.3	18.3
	3-4 times	125	31.7	31.7	50.0
	>4 times	184	46.7	46.7	96.7
	None	13	3.3	3.3	100.0
Total		394	100.0	100.0	

6. Usage of social media used per week for educational purposes



Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Reliability

Scale: Perceived Ease of Use

Case Processing Summary

		N	%
Cases	Valid	394	100.0
	Excluded ^a	0	.0
	Total	394	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.802	.803	4

Item Statistics

	Mean	Std. Deviation	N
PEOU1	4.4721	.64242	394
PEOU2	4.5051	.63504	394
PEOU3	4.6650	.58778	394
PEOU4	4.5685	.58967	394

Inter-Item Correlation Matrix

	PEOU1	PEOU2	PEOU3	PEOU4
PEOU1	1.000	.506	.474	.472
PEOU2	.506	1.000	.509	.543
PEOU3	.474	.509	1.000	.522
PEOU4	.472	.543	.522	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PEOU1	13.7386	2.244	.586	.344	.767
PEOU2	13.7056	2.183	.639	.410	.740
PEOU3	13.5457	2.340	.611	.376	.754
PEOU4	13.6421	2.312	.628	.399	.746

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.2107	3.785	1.94551	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Reliability

Scale: Perceived Usefulness

Case Processing Summary

		N	%
Cases	Valid	394	100.0
	Excluded ^a	0	.0
	Total	394	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.846	4

Item Statistics

	Mean	Std. Deviation	N
PU1	4.1015	.81951	394
PU2	4.1980	.81112	394
PU3	4.0102	.91629	394
PU4	4.2411	.87675	394

Inter-Item Correlation Matrix

	PU1	PU2	PU3	PU4
PU1	1.000	.536	.534	.504
PU2	.536	1.000	.644	.566
PU3	.534	.644	1.000	.684
PU4	.504	.566	.684	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PU1	12.4492	5.128	.603	.367	.837
PU2	12.3528	4.906	.689	.482	.803
PU3	12.5406	4.341	.749	.579	.775
PU4	12.3096	4.642	.696	.510	.799

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.5508	8.039	2.83538	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Reliability

Scale: Collaborative Learning

Case Processing Summary

		N	%
Cases	Valid	394	100.0
	Excluded ^a	0	.0
	Total	394	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.765	.766	4

Item Statistics

	Mean	Std. Deviation	N
COL1	4.1599	.70787	394
COL2	4.2310	.72397	394
COL3	4.1853	.78710	394
COL4	4.3147	.71511	394

Inter-Item Correlation Matrix

	COL1	COL2	COL3	COL4
COL1	1.000	.514	.435	.438
COL2	.514	1.000	.434	.415
COL3	.435	.434	1.000	.461
COL4	.438	.415	.461	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
COL1	12.7310	3.098	.584	.351	.699
COL2	12.6599	3.080	.571	.338	.705
COL3	12.7056	2.936	.556	.311	.715
COL4	12.5761	3.151	.548	.303	.717

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.8909	5.054	2.24816	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Reliability

Scale: Perceived Enhanced Communication

Case Processing Summary

		N	%
Cases	Valid	394	100.0
	Excluded ^a	0	.0
	Total	394	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.677	.683	4

Item Statistics

	Mean	Std. Deviation	N
PEC1	4.4822	.65455	394
PEC2	4.3934	.75501	394
PEC3	4.1117	.79931	394
PEC4	4.4188	.69513	394

Inter-Item Correlation Matrix

	PEC1	PEC2	PEC3	PEC4
PEC1	1.000	.439	.281	.394
PEC2	.439	1.000	.302	.383
PEC3	.281	.302	1.000	.300
PEC4	.394	.383	.300	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PEC1	12.9239	2.793	.497	.264	.591
PEC2	13.0127	2.537	.499	.265	.583
PEC3	13.2944	2.676	.380	.144	.670
PEC4	12.9873	2.730	.477	.233	.600

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.4061	4.308	2.07556	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Reliability

Scale: Social Media Use

Case Processing Summary

		N	%
Cases	Valid	394	100.0
	Excluded ^a	0	.0
	Total	394	100.0

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.686	.686	4

Item Statistics

	Mean	Std. Deviation	N
SMU1	4.1218	.83826	394
SMU2	4.3756	.69239	394
SMU3	3.9975	.88957	394
SMU4	4.3934	.75501	394

Inter-Item Correlation Matrix

	SMU1	SMU2	SMU3	SMU4
SMU1	1.000	.504	.488	.294
SMU2	.504	1.000	.303	.257
SMU3	.488	.303	1.000	.274
SMU4	.294	.257	.274	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SMU1	12.7665	2.851	.595	.388	.532
SMU2	12.5127	3.533	.471	.269	.624
SMU3	12.8909	2.978	.479	.260	.617
SMU4	12.4949	3.660	.349	.122	.691

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.8883	5.239	2.28897	4

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Frequencies

		Statistics				
		Perceived Ease of Use	Perceived Usefulness	Collaborative Learning	Perceived Enhanced Communication	Social Media Use
N	Valid	394	394	394	394	394
	Missing	0	0	0	0	0
Mean		4.5527	4.1377	4.2227	4.3515	4.2221
Std. Deviation		.48638	.70885	.56204	.51889	.57224

Frequency Table

Perceived Ease of Use						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1.00	1	.3	.3	.3	
	2.75	1	.3	.3	.5	
	3.00	1	.3	.3	.8	
	3.25	5	1.3	1.3	2.0	
	3.50	10	2.5	2.5	4.6	
	3.75	12	3.0	3.0	7.6	
	4.00	45	11.4	11.4	19.0	
	4.25	38	9.6	9.6	28.7	
	4.50	79	20.1	20.1	48.7	
	4.75	65	16.5	16.5	65.2	
	5.00	137	34.8	34.8	100.0	
	Total		394	100.0	100.0	

Perceived Usefulness						
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	1.00	2	.5	.5	.5	
	1.25	1	.3	.3	.8	
	1.50	1	.3	.3	1.0	
	1.75	2	.5	.5	1.5	
	2.00	4	1.0	1.0	2.5	
	2.25	3	.8	.8	3.3	
	2.50	4	1.0	1.0	4.3	
	2.75	6	1.5	1.5	5.8	
	3.00	9	2.3	2.3	8.1	
	3.25	15	3.8	3.8	11.9	
	3.50	26	6.6	6.6	18.5	
	3.75	29	7.4	7.4	25.9	
	4.00	45	11.4	11.4	37.3	
	4.25	75	19.0	19.0	56.3	
	4.50	85	21.6	21.6	77.9	
	4.75	44	11.2	11.2	89.1	
	5.00	43	10.9	10.9	100.0	
	Total		394	100.0	100.0	

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Collaborative Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	.3	.3	.3
	1.50	2	.5	.5	.8
	2.25	1	.3	.3	1.0
	2.50	2	.5	.5	1.5
	2.75	3	.8	.8	2.3
	3.00	3	.8	.8	3.0
	3.25	11	2.8	2.8	5.8
	3.50	26	6.6	6.6	12.4
	3.75	30	7.6	7.6	20.1
	4.00	70	17.8	17.8	37.8
	4.25	68	17.3	17.3	55.1
	4.50	101	25.6	25.6	80.7
	4.75	30	7.6	7.6	88.3
	5.00	46	11.7	11.7	100.0
	Total	394	100.0	100.0	

Perceived Enhanced Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.25	1	.3	.3	.3
	2.50	3	.8	.8	1.0
	2.75	2	.5	.5	1.5
	3.00	5	1.3	1.3	2.8
	3.25	7	1.8	1.8	4.6
	3.50	20	5.1	5.1	9.6
	3.75	17	4.3	4.3	14.0
	4.00	53	13.5	13.5	27.4
	4.25	56	14.2	14.2	41.6
	4.50	106	26.9	26.9	68.5
	4.75	73	18.5	18.5	87.1
	5.00	51	12.9	12.9	100.0
	Total	394	100.0	100.0	

Social Media Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.75	1	.3	.3	.3
	2.00	1	.3	.3	.5
	2.25	2	.5	.5	1.0
	2.50	5	1.3	1.3	2.3
	2.75	3	.8	.8	3.0
	3.00	4	1.0	1.0	4.1
	3.25	14	3.6	3.6	7.6
	3.50	24	6.1	6.1	13.7
	3.75	31	7.9	7.9	21.6
	4.00	65	16.5	16.5	38.1
	4.25	57	14.5	14.5	52.5
	4.50	100	25.4	25.4	77.9
	4.75	42	10.7	10.7	88.6
	5.00	45	11.4	11.4	100.0
	Total	394	100.0	100.0	

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750 ^a	.562	.557	.38070

a. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Perceived Ease of Use, Collaborative Learning

b. Dependent Variable: Social Media Use

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.314	4	18.078	124.735	<.001 ^b
	Residual	56.379	389	.145		
	Total	128.693	393			

a. Dependent Variable: Social Media Use

b. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Perceived Ease of Use, Collaborative Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.745	.204		3.658	<.001
	Perceived Ease of Use	-.036	.048	-.030	-.743	.458
	Perceived Usefulness	.321	.035	.398	9.255	<.001
	Collaborative Learning	.263	.047	.258	5.616	<.001
	Perceived Enhanced Communication	.276	.052	.250	5.281	<.001

a. Dependent Variable: Social Media Use

Casewise Diagnostics^a

Case Number	Std. Residual	Social Media Use	Predicted Value	Residual
16	-3.005	3.25	4.3941	-1.14414
142	-3.622	2.75	4.1288	-1.37884
191	-3.698	1.75	3.1577	-1.40772
208	-4.307	2.00	3.6397	-1.63973
250	-3.603	2.75	4.1218	-1.37175

a. Dependent Variable: Social Media Use

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7696	4.8841	4.2221	.42896	394
Residual	-1.63973	.90852	.00000	.37876	394
Std. Predicted Value	-5.717	1.543	.000	1.000	394
Std. Residual	-4.307	2.386	.000	.995	394

a. Dependent Variable: Social Media Use

Impact of Perceived Factors on Social Media Usage for Academic Purpose among Private University Students in Malaysia

Regression

[DataSet1] C:\Microsoft Words\FYP SPSS_1.sav

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Perceived Enhanced Communication, Perceived Usefulness, Collaborative Learning ^b		Enter

a. Dependent Variable: Social Media Use

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.749 ^a	.561	.558	.38048

a. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Collaborative Learning

b. Dependent Variable: Social Media Use

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.233	3	24.078	166.320	<.001 ^b
	Residual	56.459	390	.145		
	Total	128.693	393			

a. Dependent Variable: Social Media Use

b. Predictors: (Constant), Perceived Enhanced Communication, Perceived Usefulness, Collaborative Learning

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.667	.174		3.825	<.001
	Perceived Usefulness	.323	.035	.401	9.357	<.001
	Collaborative Learning	.259	.047	.255	5.572	<.001
	Perceived Enhanced Communication	.258	.046	.234	5.567	<.001

a. Dependent Variable: Social Media Use

Casewise Diagnostics^a

Case Number	Std. Residual	Social Media Use	Predicted Value	Residual
16	-3.024	3.25	4.4007	-1.15067
142	-3.531	2.75	4.0936	-1.34364
191	-3.782	1.75	3.1891	-1.43911
208	-4.356	2.00	3.6573	-1.65732
250	-3.615	2.75	4.1255	-1.37552

a. Dependent Variable: Social Media Use

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.7015	4.8697	4.2221	.42872	394
Residual	-1.65732	.90668	.00000	.37903	394
Std. Predicted Value	-5.879	1.511	.000	1.000	394
Std. Residual	-4.356	2.383	.000	.996	394

a. Dependent Variable: Social Media Use