



UNIVERSITI
MALAYSIA
KELANTAN

THE EFFECT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE (CGPA) AMONG HIGHER EDUCATION STUDENTS IN MALAYSIA

By:

- | | | |
|----------|--|-----------------|
| 1 | NABILAH BINTI MOHD SHAMSUDIN | H18A0278 |
| 2 | NATASHA NADIA BINTI SALEH | H18A0287 |
| 3 | NUR SAIDATUL UMIRA BINTI BADRUL HISAM | H18A0407 |
| 4 | MANJULA A/P MANIVANNAN | H18A0205 |

Bachelor of Entrepreneurship (Tourism)

A report submitted in partial fulfilment of the
requirements for the degree of

Bachelor of Entrepreneurship (Tourism)

Faculty of Hospitality, Tourism and Wellness
UNIVERSITI MALAYSIA KELANTAN

2021

DECLARATION

I hereby certify that the work embodied in this report is the result of the original research and has not been submitted for a higher degree to any other University or Institution.

- OPEN ACCESS** I agree that my report is to be made immediately available as hardcopy or on-line open access (full text)
- CONFIDENTIAL** (Contains confidential information under the Official Secret Act 1972)*
- RESTRICTED** (Contains restricted information as specified by the organization where research was done) *

I acknowledge that Universiti Malaysia Kelantan reserves that right as follow.

The report is the property of Universiti Malaysia Kelantan
The library of Universiti Malaysia Kelantan has the right to make copies for the purpose of research only
The library has the right to make copies of the report for academic exchange

Nabilah

Signature

Group Representative: Nabilah Binti
Mohd Shamsudin

Date: 20/06/2021

Certified by

roslizawati

DR. ROSLIZAWATI BINTI CHE AZIZ
Pensyarah Kanan
Fakulti Hospitaliti, Pelancongan dan Kesejahteraan
Universiti Malaysia Kelantan.

Signature of Supervisor

Name: Dr. Roslizawati Binti Che
Aziz

Date: 20/06/2021

Note: * If the report is CONFIDENTIAL OR RESTRICTED, please attach the letter from the organization stating the period and reasons for confidentiality and restriction

TABLE OF CONTENTS

TITLE PAGE	i
CANDIDATE'S DECLARATION	ii
TABLE OF CONTENTS	iii-ix
ABSTRACT	x-xi
CHAPTER 1: INTRODUCTION	
1.1 Overview	1
1.2 Background Study	2-4
1.2.1 Types of Social Media in Academic Performance	4-9
1.3 Problem Statement	9-10
1.4 Research Objectives	11
1.5 Research Questions	11-12
1.6 Significance of Study	12-13
1.7 Definition of Terms	14
1.7.1 Definition of Social Media	14
1.7.2 Academic Performance	14
1.7.3 Health Addiction	15
1.7.4 Time Duration	15
1.8 Chapter Summary	15-16

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	17
2.2 Social Media on Students' Academic Performance Among Higher Education Students in Malaysia	17-19
2.3 The Effect of Health Addiction on Students' Academic Performance	19-20
2.4 The Effect of Time Duration on Students' Academic Performance	20-22
2.5 The Effect of Friends and People Connection on Students' Academic Performance	22-25
2.6 Conceptual Framework	25-26
2.7 Chapter Summary	27

CHAPTER 3: METHODOLOGY

3.1	Introduction	28
3.2	Research Design	28-30
3.2.1	Primary Data	30
3.3	Target Population	30-31
3.4	Sample Size	31-32
3.5	Sampling Method	32-34
3.6	Data Collection Procedure	34
3.6.1	Pilot Test	34-35
3.7	Research Instruments	35-37
3.7.1	Realibility and Validity Instruments	37-38
3.8	Data Analysis	38-41
3.8.1	Stating Hypothesis	41-42
3.9	Chapter Summary	42-43



CHAPTER 4: RESULTS AND DISCUSSION

4.1	Introduction	44
4.2	Findings / Results of the study	44-45
4.2.1	Descriptive Analysis for Demographic Profile	45-48
4.2.2	Descriptive Analysis for Social Media Preferences Survey	48-52
4.3	Reiability Test	52-53
4.4	Normality Test	53-55
4.5	Pearson’s Correlation Coefficient	55-59
4.6	Discussion based on Research Objectives	59-60
4.6.1	The Effect of Health Addiction on students’ academic Performance among higher education students in Malaysia	60-61
4.6.2	The Effect of Health Addiction on students’ academic Performance among higher education students in Malaysia	61-62
4.6.3	The Effect of Health Addiction on students’ academic Performance among higher education students in Malaysia	62-63
4.7	Chapter Summary	63-64



CHAPTER 5: RECOMMENDATION, LIMITATIONS & CONCLUSION

5.1	Introduction	65
5.2	Recapitulations of the Findings	65-68
5.3	Limitations	68-69
5.4	Recommendations	69
	5.4.1 Recommendations for Students at Higher Education Institutions	69
	5.4.2 Recommendations for Higher Education Institution (HIE)	70
	5.4.3 Recommendations for Future Studies	70-71
5.5	Conclusion	71-72
	REFERENCES	73-85
	APPENDIXES	86-94

UNIVERSITI
MALAYSIA
KELANTAN

LIST OF TABLES

Tables	Title	Page
Table 3.1	Reliability of Instrument	38
Table 3.2	Table of Analysis Used	39-40
Table 4.1	Distribution of respondents according to the demographic characteristics	45-46
Table 4.2	Distribution of respondents according to the social media preferences	48-50
Table 4.3	Summary of the Cronbach's Alpha of each scale (Pilot test)	52-53
Table 4.4	Summary of the Cronbach's Alpha of each scale (Real test)	53
Table 4.5	The test of normality	54
Table 4.6	Pearson's Correlation Coefficient Analysis measurement	56
Table 4.7	Correlation between Independent and Dependent Variable	57-58
Table 5.1	The results from Pearson's Correlation Coefficient	66-67

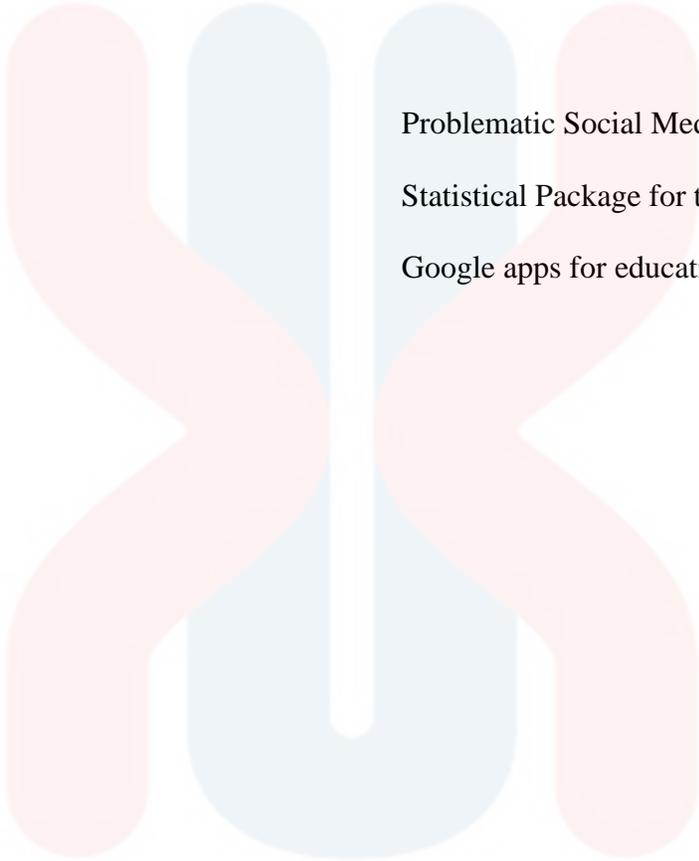
LIST OF FIGURES

Figures	Title	Page
Figure 1.1	The Statistics Users of Media Social.	3
Figure 2.1	Conceptual Framework	26
Figure 3.1	The Formula of the Sample Size According to Cochran's	33

LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviations

PSMU	Problematic Social Media Use
SPSS	Statistical Package for the Social Science
GAFE	Google apps for education



UNIVERSITI
MALAYSIA
KELANTAN

ABSTRACT

Social media are browser systems that encourage users to set up a public or semi-public profile in the system. Furthermore, it assists in the sharing of a connection with view and transfers their list of connections as well as those made by others within the system. As a result, this study aimed to find out the effects of social media use on academic performance (CGPA) among higher education students in Malaysia. In order to examine social media platforms, a questionnaire based on previous research was adopted. The independent variables include: health addiction, time duration, and connection to engagement, while the dependent variable was the effect of social media on academic performance among Malaysian higher education students. The researcher have used an online survey method with survey questionnaires containing 30 items on a Likert Scale (Strongly Disagree, Disagree, Moderate, Agree and Strongly Agree). The sample of 385 students from public and private universities in Malaysia was selected using simple random and convenience sampling method. Data has been collected and analyzed via SPSS 24 version. The response rate was 100%. Majority respondents were female (71.3%), Malay (75.4%), Mean Age of respondent were 19-23 years old (72.2%), Public Universities were rate at (83%) and highest level education which is degree were rate at (66.5%). The Pearson's correlation coefficients is for independent variables to determine the correlation with student's academic performance. Thus, considering the use of social media platforms by university students in Malaysia, can help their education more efficient and effective, by which the results will give a better effect on their academic performance if they use it correctly.

Keywords: Social Media, Academic Performance (CGPA), Health Addiction, Time Duration and Connection to Engagement

ABSTRAK

Media sosial adalah perkhidmatan berasaskan web yang memberi peluang kepada orang ramai untuk membuat profil awam atau separa awam dalam sistem tersebut. Tambahan pula, ia membantu dari segi perkongsian dalam hubungan dengan melihat dan memindahkan senarai sambungan mereka yang dibuat oleh orang lain dalam sistem. Oleh itu, kajian ini dijalankan dengan tujuan untuk mengkaji kesan penggunaan media sosial terhadap prestasi akademik pelajar dalam kalangan pelajar pendidikan tinggi di Malaysia. Untuk mengukur platform media sosial, borang soal selidik dijalankan berdasarkan kajian masa lalu. Pemboleh ubah bebas merangkumi: ketagihan kesihatan, jangka masa, juga penglibatan dalam perhubungan sementara pemboleh ubah bersandar adalah pengaruh media sosial terhadap prestasi akademik pelajar dalam kalangan pelajar pendidikan tinggi di Malaysia. Ia juga menggunakan penggunaan kaedah tinjauan dalam talian menggunakan soal selidik tinjauan yang mengandungi 30 item dengan Skala Likert (Sangat Tidak Setuju, Tidak Setuju, Sederhana, Setuju dan Sangat Setuju). Sampel 385 pelajar dari universiti awam dan swasta di Malaysia dipilih menggunakan kaedah persampelan rawak mudah dan persampelan mudah. Data telah dikumpulkan dan dianalisis melalui versi SPSS 24. Kadar tindak balas adalah 100%. Majoriti responden adalah wanita (71.3%), Melayu (75.4%), Umur Purata responden berumur 19-23 tahun (72.2%), Universiti Awam berada pada tahap (83%) dan pendidikan peringkat tertinggi yang ijazah adalah pada (66.5%). Pekali korelasi Pearson adalah pemboleh ubah bebas untuk menentukan yang berkorelasi dengan prestasi akademik pelajar.

Oleh itu, mempertimbangkan penggunaan platform media sosial oleh pelajar universiti di Malaysia terutamanya dapat membantu dalam pendidikan mereka menjadi lebih bermanfaat dan berkesan dan akhirnya akan memberikan kesan positif terhadap prestasi akademik mereka jika mereka dapat menggunakannya dengan cara yang betul.

Kata kunci: Media Sosial, Prestasi Akademik (PNGK), Ketagihan Kesihatan, Tempoh Masa dan Penglibatan dalam Perhubungan.

CHAPTER 1

INTRODUCTION

1.1 OVERVIEW

This chapter has discussed the effect of social media on students' academic performance among higher education students in Malaysia. It will start with the background of the study, problem statement, research objective, research questions, significance of study, and definition of terms and finally summary of the chapter has been provided at the end of the chapter.

Generally, social media is a platforms and solicitations that adjusted to allow people to spread content rapidly, resourcefully, and actual time. Most of them browsing social media via smart phone applications, this communication tools begin with gadget, and social media can state to any internet engage instrument which enables consumers to widely spread content and connect with the people (Hudson , 2020). Social media has been acknowledging as one of the important tool especially in education sector. It is often easier and more convenient to access information, provide information and communicate through social media. Educators and students can be connected to each other and can make good use of these platforms for the benefit of their learning and teaching (Owusu-Acheaw & Larson, 2015).

1.2 BACKGROUND OF THE STUDY

According to Dollarhide, (2020), social media is defined as computer based technology that facilitates the spread of ideas, beliefs, and information by connecting virtual networks and communities. By definition, social media is internet-based and allows users to communicate content in real time through digital communication. Personal information, documents, photos, and videos are examples of content. Users' access social media through web-based software or a web application on their smartphone, computer, or tablet, and they frequently use it for texting. The reach and usage of social networks is growing widely by leaps and bounds due to massive penetration of internet, low tariff rates and inexpensive electronic devices providing a tough competition to the print and digital media in shaping opinions on variety of social issues.

According to the latest YouGov research, the average social media user in Malaysia spends about five hours and forty-seven minutes per day on platforms. According to the most recent YouGov research, the average Malaysian social media user spends approximately five hours and forty-seven minutes per day on platforms. According to the data, one in every six (17%) users spends more than nine hours per day checking social media accounts, compared to 7% who spend less than an hour online (Ho, 2019). There are the statistics users of social media in Malaysia within October 2019 until October 2020. Refer to figure 1.1 about the statistics.



Figure 1.1: The statistics users of media social.

Sources: (Statcounter, 2020)

Based on Statcounter (2020), among social media networks in Malaysia in terms of reach, the number of global users for the most popular social media in October 2020 is as follows Facebook topped as the most active platform with internet users accounting 84.47% Malaysian users. The popularity of Facebook followed by Pinterest with 6.55% Malaysian users, Twitter with 3.47%, YouTube with 2.92%, Instagram with 1.99%, Reddit with 0.22%. Social media has many positive effects on education, including improved communication, timely information, online socialising, learning, skill enhancement, and

career advancement, among other things. However, there are some negative consequences, such as identity theft, cyberbullying, and social isolation (Gurugam, 2019).

From the utilizing social media there are some of the main obstacles appeared which also be mentioned to spread from day-to-day obstacle of all connections. Facebook and Twitter is a social media platforms that encourage social interchange and related. It could carry our own problems to the connections that provide. Via this, it is essential to balance the same concepts of common respect and considerate that taking part to adopt in the physical surroundings, in the classroom, the public and stakeholder.

While talk through the chances and trials essential in a social online site the matters like privacy, security, proficiency and set up limits are zone of thought. Best deal of these issues by forming strong procedures and assumption in the lecture hall (Brokamp, Corum, Isberg, Walsh, & Ward, 2012).

1.2.1 TYPES OF SOCIAL MEDIA IN HIGHER EDUCATION

Social media has been well known among educators and students over the years. It is a term that refers to the use of many categories of social media, which is YouTube, Google, WhatsApp, Facebook, Instagram, WeChat, Twitter, LinkedIn, Skype, Telegram, and Pinterest. There is a trend of social media who often use by students in daily life (Hussain , 2012). These emergences have affected significantly how students learn and the way instructors teach. In today higher education settings, educators, students and others contribute on the tasks of knowledge construction. The influence of social media on teaching and

learning environment is growing every year and its applications can reinforce class materials, positively influenced discussions, collaborative work, etc. The educators and researchers experimenting the social media technologies to encourage collaboration, knowledge constructions and thinking skills. Social media instrument builds a stage development of the academic process. For the improvement towards teaching and learning progress with videos, audio, and text materials, these tools are useful; also it helps learning practice of students and encourages teachers in accumulation to the assessment process. Higher education students cover good interest in social media. For the purpose of the study, social media was defined as Facebook, YouTube, Blogs, Twitter, MySpace, or LinkedIn (Devi, Eragamreddy, & Lakshmi , 2019). All the social media have their own functions of utilizing. These are the main social media platform using by students:

1.2.1.1 Facebook

Facebook's popularity has grown because it combines two aspects of common web browsing with an interpersonal component. Facebook provides users with informative content on every global, national, and local issue imaginable, as well as entertainment through memes, video games, and other applications (Hynson, 2018). In 2004, at Harvard University, there was a student named Mark Zuckerberg who founded Facebook. The site was created primarily for Harvard students and friends. Other universities and Ivy League schools may eventually use Facebook.

Finally, in 2006, Facebook was made publicly available who were at least 13 years old. Facebook has changed dramatically over the last 14 years. It began as a social media platform, primarily used by higher education students who needed to find friends online and post photos to loved ones. Today, Facebook is used by the

majority of the world's population. Businesses and non-governmental organisations now use Facebook to assist their clients and customers. When people log in, they will see all of the most recent new feeds posted by friends or by daily newspapers and programme television networks that people liked and followed on Facebook (Hynson, 2018).

Most students had previously been active on social media. In Malaysia. The highest platform which is used by students in Malaysia is Facebook with the percentage of 99.1% (Alshuaibi, Alshuaibi, & Mohd Shamsudin, 2015).

Junco (2012) discovered that students utilize Facebook for academic motive examples checking to see what friends are up to, collecting information and sharing information, it marks in a helpful academic result enhanced than when they utilize it for entertaining such as chatting and status update. Facebook may support students learn better by changing them from anonymous students into a community of active learners, a new study claim. University students who used a Facebook group as part of a large sociology class did better on course assignments (India, 2014).

1.2.1.2 WhatsApp

WhatsApp one of social media that enables people to convey messages for free over the Internet, so it by passes phone companies that would otherwise charge users to send text messages over their networks. It is also free to download and install. It's nice and simple, but most importantly, it's user-friendly. With end-to-end encryption for each message, people feel more secure when using WhatsApp than when using other platforms to communicate. WhatsApp is also the most popular messaging app in the world, with users from many countries. The second ranked

percentage of social media platform used by students which is WhatsApp, at 88.1% (Alshuaibi, Alshuaibi, & Mohd Shamsudin, 2015). The everlasting existence of the educational institution through its mobile phone supports the relationship of students with the institution. Problems and doubts of students are solved without having to go to the institution or wait for them to answer the phone (Woztell, 2020).

1.2.1.3 Twitter

Twitter is a 'microblogging' system that allows users to send and receive short messages known as tweets. Users can send tweets of up to 140 characters in length, including links to relevant websites and resources. Users on Twitter follow other users. The users can see others tweet if the users follow someone in their twitter 'timeline' (Webwise,2020). Twitter is the least used by students which is rate at 31.1% (Alshuaibi, Alshuaibi, & Mohd Shamsudin, 2015).

Using Twitter in education encourage a better way of socialization students to speak up for the issues they believe in and become opinionated. Students can use the search bar on Twitter to find information. Following relevant hashtags, searching for people, topics, and keywords, or even subscribing to a list can help students learn more about the topics they are studying and learning at university (Cox, 2020).

1.2.1.4 YouTube

Not only YouTube the most popular video platform on the planet, but videos are also extremely shareable. Video can be easily transmitted far and wide. While there is some merit in having certain types of videos produced by professionals, not every video requires a six-figure budget. People see tons of videos and images every

day. The best part is clutter-free user interface, which ensures better customer engagement. The reason Instagram outperforms other social media apps is that its users are more active (Lambert, 2019). The usage of YouTube is about 59.1% by students (Alshuaibi, Alshuaibi, & Mohd Shamsudin, 2015).

Some topics can be difficult to explain. Giving your students access to YouTube videos as a virtual library to boost their eLearning content enables them to better illustrate complex concepts, procedures, and ideas (Pappas, 2015). With the support of YouTube videos, it may introduce a topic, encourage the learners, explain an activity that is online, or just make it an extension of your eLearning syllabus (Blogs, 2020).

1.2.1.5 Google

Google is an internet search engine. It uses a proprietary algorithm that was designed to retrieve in order to search results to provide the most relevant and dependable sources of data possible (Techopedia, 2020). The usage of Google is about 62.2% by students (Alshuaibi, Alshuaibi, & Mohd Shamsudin, 2015). Every platform of social media which has been listed at above can give effect positive and negative or both towards higher education institutions in Malaysia especially in academic performance. So, the next paragraph researcher will discuss further about the problems of using social media.

Google plays an important role in education by increasing the efficiency and productivity of lecturers and students. It provides both educators and students with a wide range of options. Google Apps for Education (GAFE) tools allow students to assign in a team through online on documents, presentations, and projects in the

cloud. GAFE is enable to build course webpage, likewise an accompaniment to old-fashioned institutions instruction, to professionally distribute assignments to students (Awuah, 2015)

1.3 PROBLEM STATEMENT

In this new era, social media is one of the technologies that have been growing tremendously and the number of users also has been rocketing in less than 10 years (AL-Deen & Hendricks, 2013). Most media socials that are usually used by many students include Facebook, Twitter, YouTube, Instagram, WeChat and more. Social media usage by youths has become their habits of life which all personal activities are changed to public and especially on students' education (Edge, 2017). Social media and students are very synonyms especially in higher education students in Malaysia because they are more exposed to it.

Students who use social media may be able to improve their knowledge as a result of general communications and knowledge sharing on social media sites. Mao (2014) investigated high school students' affordances for social media regarding these new technologies, as well as the associated difficulties in using social media. Results showed that students use in different way of social media that can give effect to students' academic performance. Precisely, Students believed that using social media could improve their learning and also that they enjoyed using social media for an assignment or for their own learning after class. Some students, however, believed that social media was disruptive and time consuming.

Sometimes the using of social media among students can give effect on time duration on academic performance which is this study supported by Mohsin (2020), there is a relationship with the student's time spent on social media like Facebook which the average time spent is 58.5 minutes each day. Whether they scroll down their newsfeed, train to work or last scroll before going to sleep. So, that is why most of the students start lack of focusing in their academic regarding to their obsession on utilizing social media and the grade drop in their whole academic performance (Gorhe, 2019). Based on this situation, it can give effect towards health addiction on students.

Social media in the learning process must be introduced and designed with thoughtfulness. Such as field encourages a great deal of research, and many scholars' work is discussed. More research is needed to clarify the value of social networking websites as a learning environment before they can be used as an educational tool and integrated into the learning process. Social media can effect higher education students without self-realize. This means that there is a reduced focus on learning as well as on retaining information. In addition, students are struggling to multi-task. Students are trying to check various social media platforms while study. This leads to increased lack of concentration on academic. Besides, the student's ability to concentrate on the task at hand gets significantly reduced due to the distraction that is brought by all these social media platforms. The other negative, the students cannot be considered as an acceptable replacement for any face-to-face communication. Not only this, students who are spending a great deal of time on these social media platforms are not able to communicate in person in an effective manner (Armstrong, 2014).

1.4 RESEARCH OBJECTIVES

General objectives of this study are to determine the effect of social media towards students' academic performance among higher education students in Malaysia while the specific objectives of this study are as followed:

1. To examine the effect of health addiction using social media on students' academic performance among higher education students in Malaysia.
2. To examine the effect of time duration using social media on students' academic performance among higher education students in Malaysia.
3. To examine the effect of connection to engagement using social media on students' academic performance among higher education students in Malaysia.

1.5 RESEARCH QUESTIONS

In order to achieve the research objectives, therefore the research questions have been developed as follows:

1. Does health addiction on social media affect the students' academic performance among higher education students in Malaysia?
2. Does time duration on social media usage affect the students' academic performance among higher education students in Malaysia?

3. Does connection to engagement on social media affect the students' academic performance among higher education students in Malaysia?

1.6 SIGNIFICANCE OF THE STUDY

It is believed that this study has been contribute to the improvement of students by using social media by identify the factors that can assist student to learn more about social media and improve their self and knowledge in the specific field. In terms of studies social media can bring benefits as which can explore and build many kinds of applications that can be used in the future. Today, higher education institutions have accepted social media as a platform for students to connect with their lecturers, instructors, fellow students, and other higher authorities across the board (Amankwaa, Raymond Owusu Boateng & Afua, 2016).

Besides that, the finding of this research showed the effect of using social media on students' academic performance at higher education institutions in Malaysia. It can give some benefits toward students. Social media helps higher education institutions in the academic sector. Social media can also strengthen the material available on social media sites that can help their lessons or research. One of social media platform such as Facebook can allow users to build and maintain relationships and encourage others to be a part of a community among students. Google Meet, which students use for communication, discussion of study material, and connecting with classmates and study groups (Amin, Mansoor, Hussain , & Hashmat, 2016). People spend a lot of time interacting with their friends on social media sites. Sometimes, there are also people who are so obsessed until they will spend

all day on social media without bringing any benefits (Amin, Mansoor, Hussain , & Hashmat, 2016).

According to Mcsherry (2020), students have spent more time online during the past eight months of the pandemic than ever before. Many of us work or learn from home, and people communicate with friends and family via social media and other proprietary services. According to The Star News, the use of social media in Malaysia has increased significantly in recent years. Nine of Malaysia's top twenty websites are social networking sites, with the top five being Yahoo, Facebook, Google, YouTube, and Blogger (Subramaniam, 2014).

In addition, the most visited social media website in Malaysia is Facebook. 10.4 million Facebook users, 3.5 million of whom are between the ages of 18 and 24. As a part of a young generation's life, social media supplements mass media. Social media is now a well-known platform for forming relationships with people all over the world. Social media is known as a "room" where new ideas can be generated, and it also serves as one of the most resourceful methods of educating and learning knowledge (Wok & Misman, 2015). Because most students participate in social media discussions, questions about assignment projects and lessons can be quickly answered or resolved.

The rise of social media help people on easily share ideas from various sources. It is true that education systems in many developed countries are far superior, and having friends in other countries allows students to devise effective methods of sharing and learning. The same is true for educators who use social media to answer questions and guide their students' progress.

1.7 DEFINITION OF TERMS

1.7.1. DEFINITION OF SOCIAL MEDIA

According to Dollarhide (2020), social media is a computer-based technology that enables the sharing of ideas, thoughts, and information to connect of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos.

1.7.2. ACADEMIC PERFORMANCE

Academic performance in this study refers to achievement outside of the classroom. Some of the brightest students do not receive a straight grade. As a result, they are extremely well-rounded, excelling in everything from music to athletics. The ability to master a wide range of skills demonstrates intelligence, curiosity, and perseverance, all of which are attractive qualities to universities and employers. Some colleges will admit and even award scholarships to students with average grades who have demonstrated a pattern of achievement by consistently learning new skills (Williams, 2018).

1.7.3. HEALTH ADDICTION

Addiction is a difficult situation, a brain illness that expressed by obsessive element use despite risky consequence which is affecting health conditions by physically and mentally. Obsessive people have a strong desire to use a particular substance, such as alcohol or drugs, which can take over their lives (American Psychiatric Assosiation , 2020).

1.7.4 TIME DURATION

Duration is from starting to end and how long time lasts. The duration mean the length of time one thing takes to be finished. The duration of time might be known or not in past times, the unknown length of time the current war would last was called the duration (Com, 2008).

1.8 CHAPTER SUMMARY

In conclusion, social media is a type of computer-based technology that enables people to share ideas, thoughts, and information via virtual networks and communities. In

this study, it is proved that social media satisfied students' need which is provides all information and sources about academic progress can connect with the educators and friends wherever and whenever they want.

While, the functions of the social media are to connect between the educators and students off campus. Educators use social media to teach students by creating groups and accounts where students can access the information. Professors can use LinkedIn and Facebook to share ideas and information with students. Educators create hash tags for students to use when tagging academic posts, and students can view submissions to see what the collective has creatively produced (Gupta, 2015). Researchers finds that the platform of social media helps and ease the students in completing their assignments and tutorials.

There are various types of social media platform, which is Facebook, WhatsApp, Google, LinkedIn, WeChat, Telegram, Instagram, YouTube, Pinterest, Skype, and Twitter. All those platforms got different features and consumption, but it is the same content, which is connect with the people, sharing of ideas, got all the information with snap of a finger. The researchers realized that all the platform of social media has their own unique way to help the students' in aspect of academic performance. As per study conducted by Al-dheleai & Tasir, (2017), Facebook has now turned to the most popular social media tool among university aged youth. Its popularity has changed it into an acceptable platform for educational drives. The use of Facebook is currently more matched to enable online interaction among learning participants.

For the next chapter, the study has been discussed on the literature review related to the effect of social media on students' academic performance among higher education students in Malaysia. It will further discuss on the previous research.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Based on the previous chapter that have been discussed on background of study, problem statement, research objectives, research questions, significance study and definition of terms. However, this chapter has discussed the literature review, conceptual framework, hypothesis, and summary of the topic effect of social media on students' academic performance among higher education students in Malaysia.

2.2 SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE AT HIGHER EDUCATION INSTITUTIONS IN MALAYSIA

Social media are Internet-based channels that allow users to speculatively interact and selectively self-present, either in real-time or not synchronous, with both broad and narrow audiences who gain value from user-generated content and the perception of interaction with

others (Julian, 2017). Furthermore, social media is a place that enables students to connect with their friends as well as with their educators in order to access course content, customise it, and build student communities (Ansari & Ali Khan, 2020). In every student's life, social media plays an important role. Via social media it is often easier and more convenient to communicate access information, provide information. These platforms can make good use for educators and students to connect with each other for the benefit of their learning and teaching (Cumbria, 2020). There are several effects the using of social media toward students' academic performance among higher education students in Malaysia in term of health addiction, time duration and connection to engagement on students' academic performance (Mensah & Nizam, 2016).

Every year, there are thousands of students continue their studies at universities. Study environment plays an important role on utilize social media among university's students when it used in a good order. Social media can help students learn better while also making it easier for students and teachers to connect. Learning can be assisted by the use of social media. Using social media platforms, lecturers can connect with students and incorporate social media into their lessons, making them more interesting, relatable, and engaging (Segaren, 2019).

Social media being as a supportive platform for students and educators not only in learning besides that it helps to communicate regarding the assessment or task that have been given by the educators. Lecturers can teach and share ideas with one another, as well as encourage students to join LinkedIn and Facebook. Lecturers create hash tags that students can use to tag their academic posts, and students can view submissions to see what the progression has productively formed (Gupta, 2015). Furthermore, it has been argued that effective research of social media platforms such as Facebook can affect relationships and

continue to change human interaction (Williams, 2018). The researcher went on to say that social media has an impact on students' academic performance. Altogether, social media can be said widely used by all student among higher education in Malaysia for various reasons and activities.

2.3 EFFECT OF HEALTH ADDICTION ON SOCIAL MEDIA TOWARDS STUDENTS' ACADEMIC PERFORMANCE

One of the costs that many social media users may incur is social media addiction. The rise of social media has created a new type of permissive obsession. According to Azizi, Soroush, & Khatony, (2019). The concept of perception clarification, social media obsession is related to defective thought, and people love to use social media to avoid internal and external complications. Addiction to social media is commonly categorised as a type of cyber-connection addiction.

In the globe of higher education students, social media has become the centre of attention. The rise of social media is having a noticeable impact on students' academic lives. Higher education institutions now accept social media. Students are using this platform to connect with their educators, peers, and other higher-level specialists from all over the world (Amankwaa, Raymond Owusu Boateng & Afua, 2016). Nowadays, many types of social media have been published such as Facebook, WhatsApp, Instagram, YouTube, Twitter, Google, and LinkedIn. All these are being used in learning purpose of convenient

communication with other students and potentially with others outside the class. In this case, social media gave an effect on students' health like addiction.

Social media addiction is defined as mental anxiety caused by excessive use of social media and the distribution time to the point where it interferes with other social activities of individuals such as professional and occupational activities, interpersonal relationships, and health, causing disruption in the users' lives and may lead to negative effect on physical and psychological health, as well as the causes of behavioural disorders, mania, anxiety and depression (Azizi, Soroush, & Khatony, 2019).

Students are regular users of the internet and social media. Social media use has both positive and negative consequences for students' academic, social, and health outcomes. The overuse of social media by students can contribute on reduced academic performance that can be the factors of students' addiction in using social media such as dating, gaming, online shopping and entertainment. Using gadgets to access the internet, user personality traits, looking for pornographic images and having low self-esteem. This is supported by a study on medical students, which found that students who used social media and the internet more than the average had poor academic achievement and a low level of concentration in class (Azizi, Soroush, & Khatony, 2019).

2.4 THE EFFECT ON TIME DURATION ON SOCIAL MEDIA TOWARDS STUDENTS' ACADEMIC PERFORMANCE

In this new era, social media have been broadly utilized by students' every day. Although it was a category of expertise utilize essentially for social and entertaining drives, it has progressively been improved for practice in academic (Yeboah & Blankson, 2014). Students who practice online social media can advance their knowledge based on general communications and knowledge distribution from the social media sites. Precisely, students believed they could improve their learning when using social media and love to use social media for an assignment or their own learning after class. However, some students thought that social media created disturbance and was time intense.

On average global internet users spent 2 hours and 22 minutes on social media per day, though trends differed widely by country. In many of the markets that Global Web Index surveyed, social media use shortened or platitude in 2020 when compared with 2019 and 2018. In 2021, report will reveal if the corona virus pandemic has reversed this trend. Emerging markets continue to spend the most time on social networks on daily day (WARC, 2020). Time management is an essential part of being a respectable student. However, to have a good management time is very hard to assist. There are lots of interruptions out there that disturb from the students to complete their assignments. Social media being list in bad offenders, with a huge effect on a student's capability to stay focused and manage their time appropriately (Ratnesh, 2019). Social media is not a merely bad influence on students. Such as any type of recreation or entertainment, it has some good things and only starts being risky when students use unreasonably. In fact, social media can support students with their grades just as much as it can damage them (Ratnesh, 2019).

People cannot assume the spending time on social media is a waste after all. However, students only have twenty-four hours in a day and students' needs to be well-adjusted the time between things want to do and need to do, such as academic purpose. Students who

spend more than an hour of free time on social media soon disturbs the time they have for studying. (Ratnesh, 2019). Higher education students spend more time with their media social without notice that there an assignment need to finish up. Students also not be able to submit their work on time. If the students are spending more time on browsing Facebook or Twitter, it could risk the student on completing assignments. Without any doubt, the students who use often on social media can give effect on their time management (Ratnesh, 2019).

According to Acheaw & Larson (2015) the amount of time spent on social media platforms on a daily basis varies greatly. Most students spend nearly 30 minutes per day meeting new people, especially between 9 p.m. and 12 a.m., and they spend an average of 47 minutes per day on Facebook. More than half of students use social media at least once per day (Sheldon, 2008). The communication of social networking tools attracts students to become active users, who can help in learning experiences with peers and educators and take resources and notes from their educators. Utilizing social media technologies to support learning could benefit instructors to improved vision of how these digital communities are using such tools for learning purposes. Indeed, social media has become wider in the perspective of accessibility and usability. Students have effectively access to social media sites which they can get knowledge and share their idea by educators, peers, family and other colleagues. If the students use the time wisely, students will get the benefits from social media in the right way.

2.5 THE EFFECT OF CONNECTION OF ENGAGEMENT ON SOCIAL MEDIA TOWARDS STUDENTS' ACADEMIC PERFORMANCE

Since of the numerous opportunities that social media sites provide, it has become one of the most popular behaviours in recent years. Furthermore, they grew up in a millennial era that surrounded them with mobile devices and accessible social networking sites like Twitter, Myspace, and Facebook that became a part of their lives. This online platform is usually used to build social networks or social relations with other people who share similar personal or career interests, activities, and background or real-life connections. But, unfortunately, social networking is transforming the behaviour of youth, especially students with their parents, and peers (Kircaburun, Ahabash, Betul, Tosuntas, & Griffiths, 2020).

Social media brought the information tools into a new world by Internet change. Social media also has created the new alternative of information, communication, and interconnectivity with one another without using face-to-face methods among the students. The change of new world technology has reshaped student's social well-being. There is no doubt that social media technologies have become an integral part of people's lives and have been widely used amongst new generations, which has undoubtedly had a significant impact on the way they learn and interact with one another, resulting in the emergence of communities of learning that are supported by collective intelligence (Allam & Elyas, 2016). However, according to Kircaburun, et al. (2020), Social media use vary widely according to the differences and motivations of the students for using social media, and these factors can lead to Problematic Social Media Use (PSMU). According to the study, the motives for using social media for meeting new people and socialising, expressing or presenting a more popular self, passing time, and entertainment were associated with the impact of social media use.

Social media is another alternative for students to stay in touch in cyberspace due to the difficulty of meeting face to face (Chukwuere & Chukwuere, 2017). According to Al-Sharq et al. (2015), the changes brought about by social media have given motivation to students, besides that stakeholders can also improve the way they attend through interaction and learning on social sites. The application of social media in education and life in general is very easy, cheap because there is no need to go out to meet which can save fares or vehicle money and also save time (Chukwuere & Chukwuere, 2017).

Students utilize social media to connect with their lecturers as well as friends. Nowadays, students can access social media from anywhere and at any time as long as they have an internet connection. Sometimes, lecturers plan things that have not been discussed in class, so educator will make another appointment. With this, social media will be a place to discuss about any matters that have not been taught in the class before. In addition, if the student does not understand anything about the topic, students can discuss through social media platforms with their respective educators. Social media provides a free environment for students to freely discuss and share their views and opinions with educators and other peers (Amankwaa, Raymond Owusu Boateng & Afua, 2016).

Students that can adopt its benefits of social media will receive positive outcomes especially in education performance such as sharing knowledge, socializing, updating oneself and more (Akram, 2018). Socializing is important reason which enables students to transfer concepts, make new friends, and acknowledge new things and these outcome makes them more confident in life. Social media also offers an easy and better way for students to share knowledge because they can easily attempt the information, study, and share (Lenhart, 2015). The derived of knowledge turn out to be easier. Then, in that platform have an information base that students can know new things and when it happens. As a result,

students can keep themselves up to date by observing changes and being updated or spoken about social networking sites in the future.

During this pandemic of Covid-19, social media being an assists tools to students because it can connect with each other's. Most teachers or lecturers may post all the exercises, assignments, and notes through social media. According to Akram (2018), social media also can give the negative effect to students especially in academic performance. To ensure on decreasing acknowledge and research capabilities because for students it easily depending on social networking site to reach all information. The result is students less skill of thinking. In addition, media social development can reduction real human contact, less time to approach people face- to- face that can decrease relational abilities. This proven, when fresh graduate being eliminate from working industry because of less relational abilities with employer. Many students use media social will have problems in usage of language and creative writing skills because they generally use slang words to interpersonal communication. Usually, student with social media are find at low grades students rather than students without media social. Media social can give unmotivated towards students if the usage uncontrollable.

2.6 CONCEPTUAL FRAMEWORK

According to literature review, a research model in the figure 2.1 made in sequence to study the effect of social media on students' academic performance among higher education students in Malaysia. The effect of health addiction, the effect of time duration

and the effect of connection to engagement on students’ academic performance among higher education students in Malaysia were independent variables while social media on students’ academic performance among higher education students in Malaysia was the dependent variable.

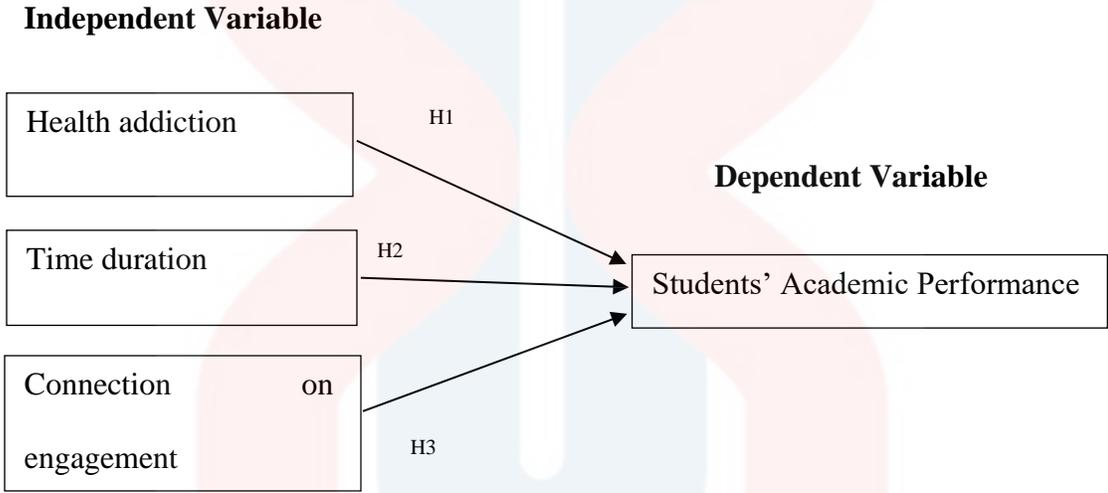


Figure 2.1: Conceptual Framework

From the Conceptual Framework, researcher developed these hypotheses:

- H1 : There is an effect of health addiction on social media to students’ academic performance among higher education students in Malaysia.
- H2 : There is an effect of time duration on social media to students’ academic performance among higher education students in Malaysia.
- H3 : There is an effect of connection on engagement on social media to students’ academic performance among higher education students in Malaysia.

2.7 CHAPTER SUMMARY

Based on this study, researcher carefully examine the effect of social media towards students' academic performance at higher education institutions in Malaysia. In this chapter, the researcher was able to discover the previous research regarding this study. According to this study, Students who spent the most time on social media performed worse in their academic (Carey, Carey, & Fielder, 2014). However, the researcher found that there is positive effect to the students' academic performance who are use social media but depends on the way the students utilize. In addition, the conceptual framework also has been discussed on this chapter along with hypothesis.

For the next chapter, the study has been discussed on the research of methodology related to the effect of social media towards student's academic performance among higher education students. It will further discuss on the previous research.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

The previous chapter has been discussed about the literature review about the dependent variable and independent variable and the conceptual framework. The effect of health addiction, the effect of time duration and the effect of connection to engagement on students' academic performance among higher education students in Malaysia were independent variables while social media on students' academic performance among higher education students in Malaysia was the dependent variable.

This chapter emphasizes on the several procedures that has been applied in this research. It contains information about the research design, population, sample size, sampling method, data collection procedure, research instrument, data analysis, and a summary of this chapter's application. Finally, the study explained a brief of each procedure and method that are used to determine the hypotheses.

3.2 RESEARCH DESIGN

The research design has a framework which functions in collecting and analysing data. The research design is intended to substitute a deeper understanding of a given situation, beginning with conceptualising and narrowing the problem and progressing through interventions and evaluations (Center, 2017). It is not needing that certain research design are usually the best but, also do not need just one research used in specific study. Different research designs provided researchers with the capability to match research problems with appropriate research designs. There are two categories of research design which are quantitative and qualitative methods.

Qualitative research determines the behaviour, attitudes and experiences through methods such as interviews or focus groups. It tries to get an in-depth opinion from contributor. As qualitative research examines behaviour, attitudes and experiences which are related to the personal information of contributors, several participants involve in the research but the contact with these people lean towards long lasting. Many different methods fall into the category of quantitative research, including participant observations, in-depth interviews, and focus group discussions (Kumar , Talib, & Ramayah, 2012).

Quantitative research creates statistics through large-scale survey research, such as questionnaires or structured interviews. In addition, the leading different type of information from the respondents. Questionnaires has been appropriated in this research that allow to get the real information from the target population. In this study, researcher used quantitative research approach to achieve research objectives. It is because this study related to with numerical data. There are several general methods of quantitative data which are descriptive correlational and experimental research.

Correlation can investigate the relationship between the study of variable while descriptive seek an overall summary of study variable. The researcher used quantitative

methods in this study because researcher wants to learn and investigate the effect of social media on academic performance among Malaysian university students. The descriptive research design is used in this basic study. The study used a sample population of hundreds or thousands of subjects to ensure that a valid estimate of a generalised relationship between variables was obtained (Mensah & Nizam, 2016).

3.2.1 Primary Data

Primary data is information gathered by a researcher from actual sources through methods such as surveys, interviews, or experiments. It is gathered from primary sources with the research project in mind. The questionnaires will be done through online. In this study, researcher used questionnaire to collect the required information as supported by Stephanie (2018) where this method is used as the questionnaire is basically easy to conduct. It is an efficient and simple method of gathering information from a large number of respondents. The aim of questionnaire is to the students among higher education students in Malaysia.

3.3 TARGET POPULATION

The target population for a survey is the entire set of units for which the survey data will be used to draw implications. As a result, the target population refers to the units whereby the survey's findings are meant to generalise. The first step in designing a survey is to establish study objectives (Lavrakas, 2008).

Generally, there are currently 20 public universities and 467 private universities in Malaysia with a population. Based on the New Straits Times, the statistic number of students in public universities 500,000 and students in private universities more than 600,000 (Tapsir, 2019). So, the target population for this research would be with 500,000 for public universities and more than 600,000 for private universities. Researcher choose this population because social media platform often used by students among higher education students. Nowadays, social media is being an important tool to students especially during this pandemic of Covid-19 everything must be done through online.

3.4 SAMPLE SIZE

Sample size is a sub element of the population and the number of units selected from which data that has been collected. This study involved at two different universities which is private and public universities. There are 385 students as respondents from selected universities. Respondents must fill up all the questions required. Researcher target this sample because to get the accuracy result of the questionnaires.

In this study, the researchers selected probability sampling techniques which are simple random sampling and convenience sampling. The sample is drawn from the target

population which is population of student at higher education institutions in Malaysia. In simple random sampling stage, researcher randomly selected a subset of participants from a population which involved among public and private universities. Then, the respondents randomly will pick during that time. The questionnaire is designed by using Google Form and shared the link through social media.

3.5 SAMPLING METHOD

Sampling is a technique that allows researchers to collect information about a population based on the results of a subset of the population rather than examining every individual (Taherdoost, 2016). To collect data from respondents in this study, the researcher used probability sampling techniques such as simple random sampling and convenience sampling. Here, the sample is drawn from the target population, and each member has an equal and known chance of being the subject of the sample (Kumar , Talib, & Ramayah, 2012). The sample of students has been recorded according to the universities students.

Refers to figure 3.1 regarding on finding sample size.

$$n_{\infty} = \frac{z^2 p(1 - p)}{e^2}$$

Figure 3.1: The formula of the sample size according to Cochran's

Assume a researcher is conducting a study on the residents of a large population of students at public and private universities. In this study, researcher do not have much information on the subject to begin with, so researcher going to assume the number of students that can be respondent who answered the questionnaires, this allows the researcher to be as flexible as possible. As a result, $p = 0.5$. The researcher will now assume 95% confidence and at least 5% plus or minus precision. According to the normal tables, a 95% confidence level yields Z values of 1.96, so the researcher's random sample of 385 respondents from the target population should be sufficient to provide the researcher with the confidence level that is required.

$$((1.96)^2 (0.5) (0.5)) / (0.05)^2 = 385$$

Researcher figured out the sample size of the populations is 385 respondents. This figure help researcher to select respondent needed to answer the questionnaires. Researcher able to divide the respondent based on sample size.

3.6 DATA COLLECTION PROCEDURES

There are two types of method on data collection which is qualitative and quantitative. In this study, researcher used quantitative which is survey method. A survey involved the collection of information from representative target respondent using a predesigned questionnaire. There are basically four types of survey used by researcher which is personal interview, mail survey, telephonic survey and internet survey. In this study, researcher used internet survey as a method to distribute the questionnaire. There are two types of data collection method which is online and offline. Researcher has been distributed questionnaires through online, so that the researcher may find honest answer and it could give a space for the respondent to answer the questionnaires. In this study, researcher used internet survey through online using google forms. The questionnaires has been distributed in the beginning of February 2021. The data has been collected within 2 months. The procedures for data collection has been shared the survey link through social media. This method uses by researcher because it more effective and the data can collect quickly.

3.6.1 Pilot Test

Before distributing the questionnaire, the researcher has completed the pilot test first. Pilot Test is to estimate the possibility cost, risk, performance and time of a research study. Pilot test is a certain category of completion users attempt the system within test and

encourage the respondent before the full distribution of the system (Guru 99, 2020). The researcher distributed the link of questionnaires respondents.

After developing the questionnaire, researcher took 30 to 50 respondents for testing reliability. Prior to pilot testing or full-scale administration, the survey should be tested on at least 30 to 50 people (Bullen, 2014). This is a cost-effective, energy-efficient, and time-efficient number of people in a large enough number who have been notified of the same issues with the survey questions (SAGE Publications, 2016). After the researcher done the pilot test and collecting the data, then analysed and executed with Statistical of Packages for Social Science (SPSS) to test reliability and validity each of questionnaire. After the researcher analysed later the result has been received.

3.7 RESEARCH INSTRUMENTS

As stated above, the instruments that has been used in this study is questionnaire to collect data. Questionnaire is used to translate information needed into some specific responses that can be measured. The element of questionnaire is draw up based on research objectives and research questions that has been state in this research. Usually the questionnaire divided into three sections which section A, B and C.

Section A consists two part which of student's demographic information (five questions) such as gender, age, race, universities and highest-level education and another part is preference survey (five questions). While section B consists five questions each of the independent variable which is health addiction, time duration and connection to engagement

The items included in the questionnaire was set of five points of Likert Scale. Lastly section C include about dependent variable which is student' academic performance (CGPA). In this section, the respondents need to state their CGPA result.

Many kinds of rating scales have been constructed to measure attitudes directly for example the person knows their attitude is being studied. The most widely used is the Likert scale (1932). In its final form, the Likert scale is a five-point scale which is used to let the individual to express how much they agree or disagree with a statement. A Likert scale assumes that the strength of an attitude is linear, such as on continuum from strongly agree to strongly disagree and assumes that attitudes can be measured. For example, each of the five (or seven) responses would have a numerical value which would be used to measure the attitude under investigation (McLeod, 2019).

The researcher used Likert scale because need to get the accurate result. Other than that, to solicit more definitive responses and balance number of positive and negative response option (McLeod, 2019). Each level has minimum of "1" and maximum "5". A score closes to "5" means strongly agree in that statement while a score close to "1" shows strongly disagree about the statement which is interpreted as such:

- 1 = Strongly Disagree**
- 2 = Disagree**
- 3 = Moderate**
- 4 = Agree**
- 5 = Strongly Agree**

3.7.1 Reliability and Validity of instruments

Reliability and validity are analysis used to estimate the quality of study. They aim on how well a technique, method or test measure on something related. The stability of a measure is referred to as reliability, while the exactness of a measure is referred to as validity. When developing a research design, planning methods, and writing up the findings, it is critical to consider reliability and validity, especially in quantitative research (Hair, Celsi, Money, & Samouel, 2015). Before this research is completed, the instrument is being compared with the sample of past research. This comparison is aims to test the reliability of the instrument. From the results of this comparison, the value Cronbach's alpha was determined using the Statistical Package for Social Science (SPSS). If the Cronbach's alpha value is less than 0.7, the instrument will be constructed and if the value is greater than 0.7, the reliability of the instrument is height and data collection can be continued. Refer to table 3.1:

Table 3.1: RELIABILITY OF INSTRUMENT

Alpha Coefficient Range	Strength of Association
<0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9>	Excellent

(Sources: Hair, Celsi, Samouel, Money & Page,

According to Hair, Celsi, Money, & Samouel (2015), reliability less than 0.6 consider poor, 0.6 to < 0.7 is moderate, 0.7 to < 0.8 is good, 0.8 to < 0.9 is very good and 0.9> is excellent.

3.8 DATA ANALYSIS

Based on the research, the data that has been used in this research regarding method like questionnaire. Researcher also have selected the quantitative data by keeping in view problem and available resource. The data will be analysed using the Statistical Package for the Social Sciences (SPSS), and the final statistical analysis will be presented. The researcher will use SPSS version 24. There are three types of analysis has been used:

1) Descriptive analysis

Descriptive analysis is the process of transforming raw data into a form that is easy to understand and interpret; rearranging, ordering, and manipulating data to generate descriptive information (Zikmund, Babin, Carr, & Griffin, 2014). There are four types of measurement in this descriptive analysis which are nominal, interval, ordinal, and ratio. In this analysis, researcher use this to determine demographic profile of respondent.

2) Reliability Test Cronbach's Alpha

Researchers can use the reliability test to investigate the properties of measurement scales and the items that combine the scales. The reliability test process examines a variety of commonly used measures of scale reliability while also providing information about the relationships between individual items on the scale (IBM Corporation, 2017).

Table 3.2 Show the detail of data analysis for this study according to research objectives:

TABLE 3.2: TABLE OF ANALYSIS USED

TYPES OF ANALYSIS	RESEARCH OBJECTIVES
<ul style="list-style-type: none"> • Descriptive Analysis 	<ul style="list-style-type: none"> • Demographic characteristic of respondents • Social media preferences survey
<ul style="list-style-type: none"> • Reliability Test Cronbach's Alpha 	<ul style="list-style-type: none"> • To determine the reliability of the questionnaire.
<ul style="list-style-type: none"> • Normality 	<ul style="list-style-type: none"> • To determine if a sample or any group of data fits a standard normal distribution.
<ul style="list-style-type: none"> • Pearson Correlation Coefficient 	<p>H1: To determine the effect of health addiction on social media to students' academic performance</p>

	<p>among higher education students in Malaysia.</p> <p>H2: To determine the effect of time duration on social media to students' academic performance among higher education students in Malaysia.</p> <p>H3: To determine the effect of connection on engagement on social media to students' academic performance among higher education students in Malaysia.</p>
--	--

3) Normality

A normality test is a statistical method for determining whether or not a sample or group of data fits a standard normal distribution. A normality test can be carried out either mathematically or graphically (iSixSigma, 2021).

4) Pearson Correlation Coefficient

The strength of a relationship between two variables is measured using correlation coefficients. The most common type of correlation coefficient is Pearson's correlation coefficient. Pearson's correlation (also known as Pearson's R) is a correlation coefficient (Statistic How To, 2021).

3.8.1 Stating Hypothesis

Hypothesis an educated guess that a researcher makes based on information available to researcher. The information can be obtained from researches' own experience or from the literature review. The hypothesis so developed has been tested using an appropriate statistical analysis procedure to decide it can be accepted or rejected. The goal of hypothesis testing is to decide whether the result of the study indicate the real relationship between variables, or if the result simply show the random fluctuation that would be the result of chance (Kumar , Talib, & Ramayah, 2012). The null hypothesis (H_0) and alternative hypothesis (H_1) of the correlation significance test can be expressed in the following ways, depending on whether the test is one-tailed or two-tailed. This stating hypothesis used for the purpose of to see the significance relationship between dependent variable and independent variable.

$H_0: \rho = 0$ ("the population correlation coefficient is 0; there is no association")

$H_1: \rho > 0$ ("the population correlation coefficient is greater than 0; a positive correlation could exist")

H0: There is no effect of health addiction on social media to students' academic performance among higher education students in Malaysia.

H1: There is an effect of health addiction on social media to students' academic performance among higher education students in Malaysia.

H0: There is no effect of time duration on social media to students' academic performance among higher education students in Malaysia.

H2: There is an effect of time duration on social media to students' academic performance among higher education students in Malaysia.

H0: There is no effect of connection on engagement on social media to students' academic performance among higher education students in Malaysia.

H3: There is an effect of connection on engagement on social media to students' academic performance among higher education students in Malaysia.

3.9 CHAPTER SUMMARY

In this chapter, researcher discussed on the component in the research methodology to find out the result and the hypothesis that has been made at first. First, researcher created a suitable research design to plan and conduct the research and answering research questions, the purpose is to verify the facts that obtained.

Basically, this study is a basic research to find the effect of social media on students' academic performance at higher education institutions in Malaysia. In this study also has

applied the descriptive and correlation method. Respondents who involved in this study are the students from both public and private university respectively to complete the questionnaire. The questionnaire that provided based on the research objectives. The population have been selected using simple random sampling and convenience sampling. There are also using instruments for data analysis. The data collection, researcher analysed using SPSS system version 24 to get the percentage.

For the next chapter, the study has been discussed on the results and discussion related to the effect of social media on students' academic performance at higher education institutions in Malaysia. It will further discuss on the previous research.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

From the previous study, researcher had discussed about methodology which is to find out the result and the hypothesis that has been made. In this chapter, the researcher obtained the results of the data get from 418 respondents within public and private. In this study after the data have been collected, the researchers used the Statistical Packages for Social Sciences (SPSS) version 24 software to analyse the data. For the analysis, researcher used Descriptive Analysis, Reliability Test, Normality Test, Pearson's Correlation Coefficient and Research Objectives.

4.2 FINDING / RESULTS OF THE STUDY

In this study, to interpret data researcher used four analysis to interpret the data. The descriptive analysis is to get the data of demographic and preferred social media. While, reliability test using Cronbach's Alpha is to measure 50 respondents (pilot test) before

distributed the real collection data. Normality test is to find whether the data is parametric or non-parametric. Lastly, Pearson's Correlation is used to determine the significant effect between an independent variable and a dependent variable. Researcher used online survey which is google form to distribute the questionnaire. The respondents are from public and private universities in number of 418 students respectively.

4.2.1 DESCRIPTIVE ANALYSIS FOR DEMOGRAPHIC PROFILE

A descriptive analysis is an essential first step for leading statistical studies. It informs researchers about data sharing, assists them in detecting outliers and errors, and enables them to recognise relationships between variables, preparing them to conduct further statistical analyses (Dhand, 2015). The goal of descriptive statistics is to provide a summary of the demographics being measured in this study. There are 418 university's students altogether answered the questionnaires.

Table 4.1: Distribution of respondents according to the demographic characteristics

Variable	Category	Frequency, N	Percentage
Gender	Female	298	71.3%
	Male	120	28.7%
	Total	418	100.0%

Age	19-23 years	302	72.2%
	24-28 years	79	18.9%
	29-33 years	24	5.7%
	34-38 years	12	2.9%
	38 and above	1	0.2%
	Total	418	100.0%
Race	Malay	315	75.4%
	Chinese	43	10.3%
	Indian	45	10.8%
	Others	15	3.6%
	Total	418	100.0%
Universities	Public University	347	83.0%
	Private University	71	17.0%
	Total	418	100.0%
High Level Education	Certificate	22	5.3%
	Diploma	75	17.9%
	Degree	278	66.5%
	Master	24	5.7%
	PhD	19	4.5%
	Total	418	100.0%

Gender

Based on the data, showed that the highest percentage of respondents (71.3%) were female. Meanwhile, the lowest percentage number of respondents were male with (28.7%).

Age

Age were influencing respondents' behaviour of using the social media. Based on the data, shows that 19-23 years old were most using media social with 72.2%. This is because at this generation universities students tend to use social media due to the technology development. In addition, they are still young and use social media as their daily routine. According to Smith & Anderson, (2018), ages 18 to 24 stand out for embracing a variety of platforms and using them frequently. Compared to the group age of 38 and above only rates at 2% which is the lowest respondents. Usually, students at this age are not often rely on social media due to gap of the generation and maybe the lack of knowledge about social media. As a result of the lack of technical experience, seniors were afraid of using modern technologies like mobile phones, and preferred the old models which were simpler as well as being more used to them (Meymo & Nyström, 2017).

Race

In this research, the highest respondents' falls in the group of Malay race with 75.4%. As known, most university students are Malay race. Next, the lowest respondents are from others race with 3.6% because others race in Malaysia are very minority compared to Indian and Chinese race with 10.8% and 10.3% respectively.

Universities

Majority of respondent are from public universities which is rate at 83.0% and followed by private universities with 17%.

Level of Education

The respondents among degree holder rate at highest which is 66.5%. Nowadays, mostly degree holders consist from young generation. Usually, undergraduate students using social media to interact with their lecturer, connected with peers through social media on helped them to engaged for academic purpose (Sutherland, Davis, Terton , & Visser, 2018). The lowest goes to PhD students. Mostly, PhD students often work alone and working in teams. PhD students involved themselves in the field research to get the real evidences. So, they do not have much time on social media (Minocha, 2015).

4.2.2 DESCRIPTIVE ANALYSIS FOR SOCIAL MEDIA PREFERENCES SURVEY

At this part, descriptive analysis has been used to measure about respondents’ daily activities regarding the use of social media. Social media preferences survey includes preferred social media, spending time on using social media per/day, purpose of using social media, time to access social media and data use to access social media.

Table 4.2: Distribution of respondents according to the social media preferences

Variable	Category	Frequency, N	Percentage
Preferred Social Media	Facebook	1	0.2%
	WhatsApp	10	2.4%
	YouTube	4	1.0%

	Google	3	0.7%
	Twitter	9	2.2%
	More than one	391	93.5%
	Total	418	100.0%
Spending time on using Social Media Per/day	Less than 30 minutes	18	4.3%
	30-60 minutes	45	10.8%
	1-2 hours	68	16.3%
	2-3 hours	88	21.1%
	More than 3 hours	199	47.5%
	Total	418	100.0%
Purpose of using Social Media	Getting an information	5	1.2%
	Fun and entertainment	11	2.6%
	Academic purpose	1	0.2%
	Others: photos and videos	4	1.0%
	More than one	397	95.0%
	Total	418	100.0%
Time to access Social Media	During free time	45	10.8%
	Meal times	3	0.7%
	Any spare moment	24	5.7%
	More than one	346	82.8%

	Total	418	100.0%
Data use to access	Prepaid	19	4.5%
Social Media	Wi-Fi	137	32.8%
	Mobile data	262	62.7%
	Total	418	100.0%

Preferred Social Media

Based on this research, most of universities students preferred to use more than one platform of social media rather than one platform. About 93.5% preferred to use more than one social media platform. Social media plays an important role in every students' life because social media easier and more convenience tools to access information communicate and connected within each other's. Besides, social media can make good use platform for learning and teaching (Cumburia, 2021). Meanwhile, for the lowest preferred goes to Facebook which is rate at 0.02%. Some of students may not preferred to use Facebook as a favourite social media platform but there is one expect of Facebook that students still did not know that Facebook very helpful in learning process (Blewett, 2018).

Spending time on using Social Media per/day

Most respondents spending their time on using social media more than 3 hours per day which is 47.6%. Student spending more time on social media because social media can give people a voice and opportunity to engage and build relationship to communicate, share information and find exciting contents. Especially, during restriction (MCO) the number of spending on

social media getting higher to help them fill their leisure time. (Henderson, 2020). The lowest time spending on social media is less than 20 minutes which 4.3%. Students who spend less time on social media are more likely to succeed academically than those who spend more time on social media (Stollak, 2011).

Purpose of Using Social Media

Majority of respondents choose more than one purpose (getting an information, fun and entertainment, academic performance, and others: photos and videos) which is rate at 95%. Social media is a platform that gives many benefits for students. Despite, social media use for entertainment and it is also helpful for academic purpose, but it depends on students' purpose in using social media. In this research, it is found that students use social media for the purpose of fun and entertainment rather than academic purpose which is rate at 2.6% and 0.2% respectively.

Time to Access Social Media

As expected, the highest of time to access social media falls to more than one (during free time, mealtimes, and any spare moment) which is rate 82.8%. Usually student have their own time to utilize social media because students love to keep socializing and social media is the best platform that can provides them freedom to do whatever they want (Karadkar, 2015). The lowest time to access social media goes to during mealtimes which is rate at 0.7%.

Data use to access Social Media

Respondents who use mobile data rate at highest which is 62.7% because mobile data is unlimited and can use everywhere and anytime. However, Wi-Fi rate at second higher with

32.8%. This is because Wi-Fi is limited data use, need to get the line to utilize social media. Next, the lowest data use by students is prepaid with 4.5%. Prepaid is very costly and need to renew top-up almost every week.

4.3 RELIABILITY TEST

Reliability which referred the degree of the results or questionnaires generates outcomes. Reliability adopted to ensuring that no question being answered twice, and all the questions have been answered by respondents in given questionnaires. In this study, the Cronbach's alpha coefficient was used as an indicator to determine the degree of consistency. If reliability is less than 0.6, it is considered poor; 0.6 to 0.7 is considered moderate; 0.7 to 0.8 is considered good; 0.8 to 0.9 is considered very good; and $0.9 >$ is considered excellent (Hair, Celsi, Money, & Samouel, 2015). All variables have a Cronbach's Alpha Coefficient greater than 0.6. The amount of systematic variation in a scale is determined by determining the relationship between the health addiction, time duration, connection to engagement, and students' academic performance in reliability analysis (CGPA). All of the items in this study are consistent and reliable, according to the researcher. Table 4.2 shows the summary of the reliability test.

Table 4.3 Summary of the Cronbach's Alpha of each scale (Pilot test)

	Variable	Cronbach's Alpha	No. of item
IV1	Health Addiction	0.716	5
IV2	Time Duration	0.869	5
IV3	Connection to Engagement	0.966	5

Based on table 4.3 shows that the results of Cronbach's Alpha for IV1 (health addiction) stated at 0.716 which is good, while for IV2 (time duration) stated at 0.869 which is very good. IV3 (connection to engagement) stated at 0.966 which is excellent.

Table 4.4 Summary of the Cronbach's Alpha of each scale (Real test)

	Variable	Cronbach's Alpha	No. of item
IV1	Health Addiction	0.637	5
IV2	Time Duration	0.754	5
IV3	Connection to Engagement	0.913	5

Based on table 4.4 shows that results for real test of each scale. The result of Cronbach's Alpha for IV1 (health addiction) is 0.637 which is moderate, while the result for IV2 (time duration) is 0.754 which is very good. The result of IV3 (connection to engagement) is 0.913 which is excellent.

4.4 NORMALITY TEST

The sample size distribution is defined by the normality test. It is critical to understand whether the sample collected falls within an acceptable range and its skewness. If the samples are not normally distributed, the non-parametric technique will be used for future tests, if the samples are normally distributed, the parametric technique will be used. Table 4.5 shows the test of normality.

Table 4.5 The test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
dvmean	.057	418	.003	.946	418	.000
IV1	.117	418	.000	.974	418	.000
IV2	.106	418	.000	.962	418	.000
IV3	.184	418	.000	.902	418	.000

Based on Kolmogorov-Smirnov^a in table 4.5, it is deviate from normal distribution which is the value of significant of dvmean is 0.003, while IV1, IV2 and IV3 are the same value of significant which is 0.000. The p-value shows below 0.05. So, if $p < 0.05$ the null hypothesis is rejected. As a rule of thumb, When $P > 0.05$, null hypothesis accepted and data are called as normally distributed (Mishra, et al., 2019).

While, The Shapiro-Wilks in table 4.5 shows deviate from normal distribution which is the significant value of dvmean, IV1, IV2 and IV3 are the same value which is 0.000. The

p-value shows below 0.05. So if $p < 0.05$ the null hypothesis are rejected. According to Ghasemi & Zahediasl, (2012), the Shapiro-Wilks test for normality is one of three common normality tests considered to detect all leavings from normality. It is comparable in power to the other two tests. The test rejects the hypothesis of normality when the p-value is less than or equal to 0.05.

A probability histogram can tell if it is normal by looking at its shape. There are three shapes that stand out for symmetric. A histogram is symmetric when it cut down the middle and the left-hand and right-hand sides like mirror images within each other. Based on this study, the graphs are in bell-shaped and the graph assumes as normality. According to Rumsey, (2021), if the graph is approximately bell-shaped and symmetric about the mean, you can usually assume normality. The shape would be skewed right, and it is looks like a lopsided mound, with a tail going off to the right and skewed left.

The Shapiro-Wilk and the Kolmogorov Smirnov test are usually more sensitive. For sample sizes greater than 100-200, both tests may be extremely sensitive and should be interpreted in conjunction with histograms with normal curves, QQ-plots, and skewness and kurtosis values (Samuels, 2015).

For this analysis, basically the test of normality which are Kolmogorov Smirnov and The Shapiro-Wilk are deviate from normal distribution. Somehow, researcher also use the histogram for another option to see the normality of the test and the result is normal (refer to appendices).

4.5 PEARSON'S CORRELATION COEFFICIENT

Pearson's correlation coefficient is a test statistic that can be used to determine the statistical relationship or association between two continuous variables. Because it is based on the method of covariance, it has been regarded as the most appropriate method of measuring the relationship between variables of intrigue. It reveals the strength of the relationship, or correlation, as well as the direction of the association (StatisticsSolution, 2021). A Pearson's correlation is used when two statistics can be evaluated quantitatively. This means that by comparing quantitative variables to find a linear relationship, a correlation will be used if the variables characterise a nonlinear relationship. If the value is close to ± 1 , it is said to be a perfect correlation because as one variable increases, the other variable increases if positive or decreases if negative.

Table 4.6 Pearson's Correlation Coefficient Analysis measurement (Sedgwick, 2012)

Correlation (r)	Strength of Relationship
0.90 - 1.00	Very high positive correlation
0.70 - 0.90	High positive correlation
0.50 – 0.70	Moderate positive correlation
0.30 – 0.50	Low positive correlation
0.00 – 0.30	Negligible correlation

The table shows the results of the correlation effect between the independent variable (health addiction, time duration and connection to engagement), the dependent variable (academic performance (CGPA)). This analysis is a description of research objective two whereby to

identify the effect between health addiction, time duration and connection to engagement towards the academic performance (CGPA) among higher education students in Malaysia.

Table 4.7 Correlation between Independent and Dependent Variable

		IV1	IV2	IV3	dvmean
IV1 (health addiction)	Pearson	1	.423**	.382**	.016
	Correlation	418	.000	.000	.741
	Sig. (2-tailed)		418	418	418
	N				
IV2 (time duration)	Pearson	.423**	1	.548**	.019
	Correlation	.000	418	.000	.700
	Sig. (2-tailed)	418		418	418
	N				
IV3 (connection to engagement)	Pearson	.382**	.548**	1	.018
	Correlation	.000	.000	418	.706
	Sig. (2-tailed)	418	418		418
	N				

Dvmean (CGPA)	Pearson	.016	.019	.018	1
	Correlation	.741	.700	.706	418
	Sig. (2-tailed)	418	418	418	
	N				

Hypothesis 1

H1 - There is no effect between health addiction on students’ academic performance (CGPA) among higher education students in Malaysia.

The results show in table 4.7 it shows that a p-value of 0.714 is more than 0.05, indicating that there is no significant effect between health addiction on students’ academic performance (CGPA). A negligible correlation coefficient of 0.016 (Sedgwick, 2012) indicates that their relationship is negative. This means that health addiction not effected on students’ academic performance (CGPA). If there is a decrease in health addiction, the changes in students’ academic performance (CGPA) will also decrease. Therefore, H1 is not acceptable.

H2 - There is no effect between time duration on students’ academic performance (CGPA) among higher education students in Malaysia.

The results show in table 4.7 it shows that a p-value of 0.700 is more than 0.05, indicating that there is no significant effect between time duration on students’ academic

performance (CGPA). A negligible correlation coefficient of 0.019 (Sedgwick, 2012) indicates that their relationship is negative. This means that time duration not effected on students' academic performance (CGPA). If there is a decrease in time duration, the changes in students' academic performance (CGPA) will also decrease. Therefore, H2 for the purpose of the first investigation is not acceptable.

H3 - There is no effect between connection to engagement on students' academic performance (CGPA) among higher education students in Malaysia.

The results show in table 4.7 it shows that a p-value of 0.706 is more than 0.05, indicating that there is no significant effect between connection to engagement on students' academic performance (CGPA). A negligible correlation coefficient of 0.018 (Sedgwick, 2012) indicates that their relationship is negative. This means that connection to engagement not effected on students' academic performance (CGPA). If there is a decrease in connection to engagement, the changes in students' academic performance (CGPA) will also decrease. Therefore, H3 is not acceptable.

As the results, the researcher can conclude that there is no effect between independent and dependent variables in this study. In this study proved that the social media has many positive effects on education including better communication, timely information, socializing online, learning, enhancing skills, making a career among others.

4.6 DISCUSSION BASED ON RESEARCH OBJECTIVES

The purpose of this research is to investigate the effect of social media on academic performance among Malaysian higher education students. The goals of this study are to examine the effect of social media on academic performance among Malaysian higher education students in terms of health addiction, time duration, and connection to engagement. There are three effects has been identified that leads to the students' academic performance among higher education students in Malaysia. The key findings of the study include the CGPA students at higher education institutions. Based on the findings, all the hypothesis was not accepted. There are three independent variables were discussed and was proved justification in retail after analysing the data results.

4.6.1 The effect of health addiction on students' academic performance among higher education students in Malaysia.

Previous study found that university students are 'addicted' to social media and experience withdrawal symptoms like substance related addictions. The researcher also found that students using social media platform experience depression and anxiety symptoms (Azizi, Soroush, & Khatony, 2019). Fortunately, in this study researcher found that there is no effect of social media on students' health addiction. This is because most of the respondent which are from public and private students are aware on utilizing social media to prevent their self from being mentally and physically addicted. People nowadays have incredible technology at their disposal that they can use to make a significant difference. It is critical that people use technology in constructive ways. Social media is the best place to start this movement. Twitter, for example, is a hugely popular social media platform that students use on a daily basis. It has the power and potential to raise massive amounts of

mental health awareness. The best way to raise awareness is to place important mental health-related topics on the trending list.

Based on previous studies, basically the overuse of social media by students can contribute on reduced academic performance that can be the factors of students' addiction in using social media (Azizi, Soroush, & Khatony, 2019). In this study, researcher found that the health addiction does not effect on students' academic performance (CGPA) among higher education students in Malaysia.

4.6.2 The effect of time duration on students' academic performance among higher education students in Malaysia.

On previous study, researcher found that there is an effect of time duration on students' academic performance. The study found that some students thought that social media created disturbance and was time intense (Yeboah & Blankson , 2014). But in this study, researcher found that there is no effect of time duration on students' academic performance. For the time duration researcher found that many students for both universities still can manage their time on using social media and academic. Nowadays, technology can be acceptance and they could not be shocked by improvement of the technology. During this days, social media consists lot of education materials that can be used by students and help in their study. Students can learn more about education from the social media to gain their knowledge.

Based on previous study, it states that students who spend more than an hour of free time on social media soon disturbs the time they have for studying (Ratnesh, 2019). But in

this study, shows that the time duration does not effect on students' academic performance (CGPA) among higher education students in Malaysia.

Previous research indicates that there is no significant relationship between time duration on social media platforms and students' academic performance. There is a significant relationship between internet addiction and students' academic performance. This is because the more students are addicted on using social media, the more students are spending their time on it (Mensah & Nizam, 2016). The social media websites seem to bring positive influence to students use these sites as tools to obtain information and resources for their academic planning (Ng, Zakaria, Lai, & Confessore, 2016).

4.6.3 The effect of connection to engagement on students' academic performance among higher education students in Malaysia.

On previous study, researcher found that there is also an effect of connection to engagement on students' academic performance. The study found that, social networking is transforming the behavior of youth, especially students with their parents, and peers (Kircaburun, Ahabash, Betul, Tosuntas, & Griffiths, 2020). While, in this study researcher found that social media give slightly effect on connection to engagement. Respondent believes that most of the social media users spend more time on social media rather than spend with their family or friends. It is common for students of this generation to have hundreds of friends, yet to experiences does not always live up to the hype. This part many of students feel isolated and alone. Although, students may have hundred or thousand online friends' students may have few actual friends in their real life that can rely on.

Based on previous study, the result is students less skill of thinking. In addition, social media development can reduction real human contact, less time to approach people face - to - face that can decrease relational abilities. This proven, when fresh graduate being eliminate from working industry because of less relational abilities with employer (Akram, 2018). But in this study, it is proved that the connection to engagement does not affect students' academic performance (CGPA) among higher education students in Malaysia.

4.7 CHAPTER SUMMARY

In this chapter, researcher discussed on the component about the results and discussion to find out the result and the analysis by using Statistical Packages for Social Sciences (SPSS) version 22 software to analyse the data. To complete this chapter, researcher created the pilot test first to measure the questionnaire whether the questions is suitable or not. Then, researcher started collect the data through google form and it took about 4 weeks to collect the whole data. After that, researcher continue to analyse the data by using SPSS. The demographic section are using descriptive analysis. Besides, researcher using reliability test and also normality test. Apart from that the correlation analysis were done to see whether there is any relationship as state in the hypothesis. Basically, this study is to find the effect of social media on students' academic performance at higher education institutions in Malaysia based on each of research objective.

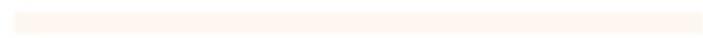
For the next chapter, will discuss about conclusion related to the effect of social media on students' academic performance at higher education institutions in Malaysia. It will further discuss on the previous research.



UNIVERSITI



MALAYSIA



KELANTAN

CHAPTER 5

RECOMMENDATION, LIMITATIONS & CONCLUSION

5.1 INTRODUCTION

On previous study, researcher has gone through details about results and discussion to find the actual results regarding this study. In this chapter, the research will be discussed and explain about the result via Pearson Correlation Coefficient analysis, which show in chapter 4. The summary of the result was creating based on the issues existing in chapter 2. Researcher has deliberated the hypothesis test either study was accepted or rejected. This chapter also discussed the conclusion of the result objective in relation to the research objective discussed in Chapter 1.

5.2 RECAPITULATION OF THE FINDINGS

Research Objectives:

RO1 - To examine the effect of health addiction on students' academic performance (CGPA) among higher education students in Malaysia.

RO2 - To examine the effect of time duration on students' academic performance (CGPA) among higher education students in Malaysia.

RO3 - To examine the effect of connection to engagement on students' academic performance (CGPA) among higher education students in Malaysia.

Table 5.1: Table shows the results from Pearson's Correlation Coefficient

Hypothesis	Results	Conclusion
There is no effect between health addiction on students' academic performance (CGPA) among higher education students in Malaysia.	$r = 0.016$ $p = 0.741$ negligible correlation	Not accepted
There is no effect between time duration on students' academic performance (CGPA) among higher education students in Malaysia.	$r = 0.019$ $p = 0.700$ negligible correlation	Not accepted
There is no effect between connection to engagement	$r = 0.018$ $p = 0.706$	Not accepted

on students' academic performance (CGPA) among higher education students in Malaysia.	negligible correlation	
---	------------------------	--

In this research, it shows that there was no significant effect between social media on students' academic performance (CGPA) among higher education students in Malaysia. Why university students spend a lot of their time on utilize social media? Nowadays, students spend to utilize social media because there is a lot of freedom in these platforms. Students are free to do as they choose and socialise with whoever they like. Through social media platforms, students can form new friendships, precise their views and opinions, and even form 'new identities'. Social media also exposes students to many ways of learning. Research has shown that students who are often utilize of social media are more advanced and show enhanced memory (International, 2018).

Students can communicate and spreads their opinions through various social media platforms whenever and wherever they want to use social media. It is one of the positive effect of students' life. Social media can be an asset for learning, keeping students connected and engaged with their field, course, and peers. Students find easy ways to score on their academic performance. The ability to walk the fine line between productivity and procrastination is the trait (International, 2018).

According to Willbold, (2019), several social media platforms are encouraging more knowledge that can be useful for students. Students can find informational and relevant websites to follow in order to stay in the loop via social media news feeds. Students can find

answers to their questions based on their interests, such as Facebook and Google, which can provide students with motivation for university assignments or projects.

The advantages for academic of using social media platforms help students schematise for essential learning and gain few ideas with best productivity. Social media platforms will bring the new data on numerous university courses which the students can search and see into what is latest issue. In this new era, social media is a Wikipedia for students. Other than that, good benefits of social media in academic is learning in distance traits. More poor students who are not capable to gain official education by joining regular lessons in higher education institution. Along with social media with the help of numerous online implements, educators can fascinate students by distance learning programs. These would be part of our modern education system. Nowadays, presenting live lectures through google meet and Facebook is allow students who live in faraway areas to access education (Willbold, 2019).

5.3 LIMITATIONS

There are some limitations that found throughout the study. First, this research is carried out during covid-19 pandemic. This pandemic caused the researchers cannot proceed the study through face to face and physical. The questionnaires were spread using google form through social media such as WhatsApp, Facebook, and others.

Other than that, the population size of University for public and private universities students are too large. Researcher try to get the accurate number for public and private

universities students in Malaysia through the Ministry of Higher Education websites but the researcher are failed to get one. The researcher also try to contact the staff of Higher Education Ministry but they cannot provide an accurate data due to the huge population. As a result, the researchers decide to use Cochran's formula, which is especially useful in situations with large populations, as a reference to calculate the sample size. Basically, the respondents are 385 students but then the respondents who answered the questionnaires are 418 students and it is enough to run the analysis to get the data. When the sample size are big, the researcher need to wait patiently to collect the data. This is became limitations for the researcher to continue the study.

The process of the research also stands still for a while and makes the timeline slightly disturbed due to pandemic. All the activities that researcher need to do together must through online. Sometimes, the internet connection interrupt the researcher during the study.

5.4 RECOMMENDATIONS

5.4.1 Recommendation for Students at Higher Education Institutions

According to the findings, the recommendations for students should be educated on the effect of social media on their academic performance. Students should plan their study time and avoid distractions like those offered by social media. Students' time spent on social media should be limited. To improve academic activities and avoid delays in students'

academic performance, social media sites should be expanded and new pages created. Students must find a balance between communicating and academic pursuits. Students should focus their use of social media platforms on academic applications rather than using them for negative purposes.

5.4.2 Recommendation for Higher Education Institution (HEI)

Lecturers can create new strategies by guiding students through assignments or discussions on social media platforms to teach them how to use these sites for academic purposes. Students must limit their time spent on social media in order to avoid becoming addicted to these sites for pointless conversation. The university administration should also restrict access to certain social media platforms that have the potential to distract students' attention. Seminars should be planned at various universities to educate students about the benefits of social media use on academic performance.

5.4.3 Recommendation for future Studies

This study provides a basis for future studies on social media and academic performance (CGPA) among Malaysian students in higher education. Similar studies should be conducted in other federation states to improve student academic performance through the

use of social media platforms and to create more pages for research and academic activities, thereby avoiding interruption which leads to diversion from their academic works.

The recommendation for future studies could lead to a few quantitative approaches which is spread the questionnaires to google forms to collect data of the questionnaires. Along these lines, it allows more full understanding of Malaysian university students' measurement of utilizing social media platforms. Other than that, if this research is carried through face to face or physical might be get the accurate data collection with the right time. Finally, researcher also felt that this research still relevant to carried out for all the students at higher education in Malaysia because this population also one of the communities that affected by social media.

5.5 CONCLUSION

Finally, researcher reached to the end of the chapter which is the researcher can conclude the whole chapter in this study. For the chapter one, researcher had future study about what is social media, the functions and the types of social media. So, in this case researcher get to know about the students activities in social media especially in academic performance. For the previous study shows that Facebook is the most popular platforms among university students. Unfortunately, in this research found that WhatsApp is the most platforms among university students nowadays.

For the chapter two, there are three variable which are health addiction, time duration and connection to engagement related to the academic performance (CGPA). The previous

studies found that all the variables has effect on students' academic performance (CGPA) on utilizing social media. Even there is an negative influence, the studies has proved the social media is actually give positive effect on students if they are known on how to use social media well.

In chapter three, the researcher had studied well in research methodology to apply in the chapter 4 which is about results and discussion. In this study also has applied the descriptive and correlation method. Researcher had made the decision that the respondents who involved in this study are the students from both public and private university respectively to complete the questionnaire.

While in chapter four, the researcher has come out with the results analysis and discussion about research objective. Researcher used four analysis which are consists descriptive analysis, reliability analysis, normality analysis and Pearson correlation analysis. At the end, researcher finally got the results of the data. The analysis helped to clear the researchers' doubt about this study.

Based on the overall results, researcher can conclude that there is slightly effect of using social media on students' academic performance (CGPA). In this study, it prove that social media is actually helps students in their academic performance. This is because nowadays students are exposed with the presence of social media and it give more positive effect than negative if the student are realize that social media can be the good influence in their life especially on their academic performance.

REFERENCES

- Akram, W. (2018). A Study on Positive and Negative Effects of Social Media on Society. *Research Gate* .
- AL-Deen, H. S., & Hendricks, J. A. (2013). *Social Media Usage and Impact*. Retrieved from Rowman& Littlefield: <https://rowman.com/ISBN/9780739167304/Social-Media-Usage-and-Impact>.
- AL-DHELEAI, Y. M., & TASIR, Z. (2017). Using Facebook for the Purpose of Students' Interaction and its Correlation with. *The Turkish Online Journal of Educational Technology*.
- Allam, M., & Elyas, T. (2016). Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context. *Research Gate*.
- Al-Menayes, J. J. (2015). Social Media Use, Engagement and Addiction as Predictors of Academic Performance. *Research Gate*.
- Alshehri, O., & Lally, V. (2019). Students' perceptions of the use of social media in higher education in Saudi Arabia. *International Journal Of Educational and Pedagogical Sciences*.
- Alshuaibi, M., Alshuaibi, A., & Mohd Shamsudin, F. (2015). Exploring the Patterns of Social Media Use among Business Students in Malaysia. *Research Gate*.
- Amankwaa, Raymond Owusu Boateng & Afua. (2016). The Impact of Social Media on Student. *Global Journal of HUMAN-SOCIAL SCIENCE: G*, 10.

- American Psychiatric Association . (2020). *What is Addiction?* Retrieved from American Psychiatric Association: <https://www.psychiatry.org/patients-families/addiction/what-is-addiction#:~:text=Addiction%20is%20a%20complex%20condition,it%20takes%20over%20their%20life.>
- Amin, Z., Mansoor, A., Hussain , S. R., & Hashmat, F. (2016). Impact of Social Media of Student's Academic Performance. *International Journal of Business and Management Invention.*
- Ansari, J., & Ali Khan, N. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Springer Open.*
- Armstrong, S. (2014). *Negative Effects of Social Networking Sites for Students.* Retrieved from Business 2 Community: <https://meet.google.com/linkredirect?authuser=0&dest=https%3A%2F%2Fwww.business2community.com%2Fsocial-media%2Fnegative-effects-of-social-networking-sites-for-students-0311887.>
- Awuah, L. (2015). Supporting 21st-Century Teaching and Learning: The Role of Google Apps for Education (GAFE). *Journal of Instructional Research*, 11.
- Azizi, S. M., Soroush, A., & Khatony, A. (2019, May 3). *The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study.* Retrieved from BMC Psychology: <https://meet.google.com/linkredirect?authuser=0&dest=https%3A%2F%2Fbmcpsychology.biomedcentral.com%2Farticles%2F10.1186%2Fs40359-019-0305-0>
- Barnes, C., & Tynan, B. (2007). The adventures of Miranda in the brave new world: Learning in a Web 2.0 millennium. *ALT-J Association for Learning Technology journal .*

- Blewett, C. (2018, February 7). *Facebook plays important roles to play in education*. Retrieved from SAYS: <https://says.com/my/imho/you-may-not-like-it-but-facebook-has-an-important-role-to-play-in-education>.
- Blogs, L. F. (2020). *Why Youtube Is Important For Teachers And Students*. Retrieved from Learn From Blogs: <https://learnfromblogs.com/why-youtube-is-important-for-teachers-and-students>.
- Boateng, R. O., & Amankwaa, A. (2016). The Impact of Social Media on Student Academic Life in Higher. *Global Journal of HUMAN-SOCIAL SCIENCE: G*.
- Brokamp, C., Corum, L., Isberg, J., Walsh, S., & Ward, E. (2012). *Social media and the classroom*. Retrieved from Weebly: <https://socialmediaandtheclassroom415.weebly.com/social-media-issues.html>.
- Bullen, P. B. (2014). *tools4dev*. Retrieved from How to pretest and pilot a survey questionnaire: <http://www.tools4dev.org/resources/how-to-pretest-and-pilot-a-survey-questionnaire/>
- Carey, K., Carey, M., & Fielder, R. (2014). Female College Students' Media Use and Academic Outcomes . *Research Gate*, 219-232.
- Center, L. o. (2017, August 29). *Rush Archives*. Retrieved from Library of Rush University Medical Center: <https://rushu.libguides.com/c.php?g=694134&p=4919625>
- Chukwuere, J. E., & Chukwuere, P. C. (2017). THE IMPACT OF SOCIAL MEDIA ON SOCIAL LIFESTYLE: A CASE STUDY OF. *Research Gate*. Retrieved from Research Gate.
- Com, V. (2008). *Duration*. Retrieved from vocabulary.com: <https://www.vocabulary.com/dictionary/duration>

- Cox, J. (2020, February 3). *How Can Twitter Be Used in the Classroom?* Retrieved from Teach Hub: <https://www.teachhub.com/technology-in-the-classroom/2020/02/how-can-twitter-be-used-in-the-classroom/>
- Cumbria, U. o. (2021). *Why use Social Media: Good Reason to use Social Media.* Retrieved from University of Cumbria: <https://my.cumbria.ac.uk/Student-Life/it-media/Social-Media-Guidance/Why-use-social-media/>
- Devi, K., Eragamreddy, G., & Lakshmi , V. (2019). Role of Social Media in Teaching-Learning Process. *Research Gate.*
- Dhand, N. (2015, June 11). *Descriptive Analysis: Take it easy!* Retrieved from Statulator: <http://www.statulator.com/blog/descriptive-analysis-take-it-easy/#:~:text=A%20descriptive%20analysis%20is%20an,to%20conduct%20further%20statistical%20analyses>
- Dollarhide, M. E. (2020, september 26). *Social Media Definition* . Retrieved september 6, 2020, from Investopedia: <https://www.investopedia.com/terms/s/social-media.asp>
- Edge, W. (2017). *Nursing Professionalism: Impact of Social Media Use among Nursing Students.* Retrieved from researchgate: https://www.researchgate.net/publication/318497510_Nursing_Professionalism_Impact_of_Social_Media_Use_among_Nursing_Students
- GoodTherapy, L. (2007). *What is Friendship?* Retrieved from GoodTherapy, LLC. All rights reserved.
- GUPTA, D., & BASHIR, L. (2018). Social Networking Usage Questionnaire: Development and Validation. *Turkish Online Journal of Distance Education-TOJDE.*

Gupta, P. (2015, July 24). *Importance of social media in higher education* . Retrieved from Ed Tech Review: <https://edtechreview.in/trends-insights/insights/2041-social-media-in-higher-education>

Guru 99. (2020). *What is Pilot Testing? Definition, Meaning, Examples*. Retrieved from Guru 99: <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.guru99.com/pilot-testing.html&ved=2ahUKEwjY-eCcndTtAhVObSsKHUKKAESQFjALegQIJRAB&usg=AOvVaw0SSp04e4fzgeMZDqwAjNBI>

Gurugam. (2019). *Positive and negative impacts on education* . Retrieved from Tula's International School the modern Gurukul : <https://tis.edu.in/blog/positive-and-negative-impact-of-social-media-on-education/>

Hailegebreal, G. (2016). Definitions of attitudes and perception. *Research Gate*.

Hair, J., Celsi, M., Money, A., & Samouel, P. (2015). The essentials of business research methods: Third Edition. *Research Gate*.

Henderson, G. (2020, August 24). *How Much Time Does The Average Person Spend On Social Media?* Retrieved from Digital Marketing Blog.

Ho, K. (2019, April 30). *Malaysians spend almost a quarter of their day on social media*. Retrieved from YouGov : <https://my.yougov.com/en-my/news/2019/04/30/malaysians-spend-almost-quarter-their-day-social-m/>

Hudson , M. (2020, June 23). *What Is Social Media?* Retrieved from The Balance Smb : <https://www.thebalancesmb.com/what-is-social-media-2890301#:~:text=Definition%20and%20Examples%20of%20Social%20Media&text=Matthew%20Hudson%20wrote%20about%20retail%20for%20The%20Balance>

%20Small%20Business.&text=Social%20media%20refers%20to%20websites,%20C%

Hussain , D. (2012). A Study to Evaluate the Social Media Trends among University Students. *Research Gate* .

Hynson, A. (2018, February 6). *What Makes Facebook Stand Out More Than Other Social Media Platforms*. Retrieved february 6, 2018, from Medium: <https://medium.com/@ahynson1/what-makes-facebook-stand-out-more-than-other-social-media-platforms-5a571595fc99>

Lekach, S. (2020, May 8). *I finally get why people obsessively use WhatsApp*. Retrieved from Mashable, Inc. All Rights Reserved: <https://mashable.com/article/obsessed-with-whatsapp/>

IBM Corporation. (2017). *IBM*. Retrieved from IBM Corporation : <https://www.ibm.com/docs/en/spss-statistics/25.0.0?topic=features-reliability-analysis>

India, P. o. (2014, April 29). *Facebook can help students learn better: Study*. Retrieved from Gadgets An NDTV Venture : <https://gadgets.ndtv.com/social-networking/news/facebook-can-help-students-learn-better-study-515764>

International, S. (2018, January 16). *Social Media and its Impact on Student Life*. Retrieved from Student Job Blog: <https://www.studentjob.co.uk/blog/1833-social-media-and-its-impact-on-student-life>

iSixSigma. (2021). *Normality test*. Retrieved from iSixSigma: <https://www.isixsigma.com/dictionary/normality-test/>

- Jain , R., & Chetty, P. (2019, September 24). *How to interpret the results of the linear regression test in SPSS?* Retrieved from Project Guru:
<https://www.projectguru.in/interpret-results-linear-regression-test-spss/>
- Julian. (2017). How to define social media - An academic summary . *Julian Hopkins, PhD.*
- Juneja, P. (2015). *Secondary Data*. Retrieved from Management Study Guide Content Team:
https://meet.google.com/linkredirect?authuser=0&dest=https%3A%2F%2Fwww.managementstudyguide.com%2Fsecondary_data.htm
- Karadkar, A. (2015, September 13). *The impact of social media on student life*. Retrieved from Technician online:
http://www.technicianonline.com/opinion/article_d1142b70-5a92-11e5-86b4-cb7c98a6e45f.html
- Kasturi, S. K., & Vardhan, P. B. (2014). SOCIAL MEDIA: KEY ISSUES AND NEW CHALLENGES - A STUDY OF NALGONDA DISTRICT. *Global Media Journal- Indian Edition*, 12.
- Kettle, P., Gilmartin, N., Corcoran, M., Byrne, D., & Sun, T. (2016). Time Well Spent? A survey of student online media usage. *Maynoth University, National University of Ireland Maynoth*.
- Kircaburun, K., Ahabash, S., Betul, S., Tosuntas, & Griffiths, M. D. (2020). Uses and gratifications of problematic social media use among university students: A simultaneous examination of the big five of personality, social media platforms and social media use motives. *SPRINGER*.
- Koppar, R. (2020, November 26). *Colleges in Karnataka are using social media to bring students back to class*. Retrieved from edex live:

<https://www.edexlive.com/news/2020/nov/26/colleges-in-karnataka-are-usingsocial-media-to-bring-students-back-to-class-16153.html>

Kumar , M., Talib, S. A., & Ramayah, T. (2012). Business Research Methods. In O. University, *Business Research Methods*. Oxford Fajar Sdn. Bhd.

Lambert, B. (2019, October 16). *18 reasons why Instagram better than others social media apps*. Retrieved October 16, 2019, from Feel Guide: <https://www.feelguide.com/2019/10/16/18-reasons-why-instagram-is-better-than-other-social-media-apps/#:~:text=People%20see%20tons%20of%20videos,thereby%20assuring%20better%20customer%20engagement.&text=The%20reason%20why%20Instagram%20outshines,Instagram%>

Lavrakas, P. J. (2008). Target Population. *SAGE Research Methods*.

Lekach, S. (2020, May 20). *why people get obsessively use whatsapp*. Retrieved May 20, 2020, from Mashable: <https://mashable.com/article/obsessed-with-whatsapp/>

Lenhart , A. (2015, AUGUST 6). *Chapter 4: Social Media and Friendships*. Retrieved from Pew Research Center : <https://www.pewresearch.org/internet/2015/08/06/chapter-4-social-media-and-friendships/>

Mackenzie, R. J. (2018, Jul 20). *One-Way vs Two-Way ANOVA: Differences, Assumptions and Hypotheses*. Retrieved from Technology Networks: <https://www.technologynetworks.com/informatics/articles/one-way-vs-two-way-anova-definition-differences-assumptions-and-hypotheses-306553#:~:text=What%20is%20a%20One%2DWay,exclusive%20theories%20about%20our%20data.&text=What%20is%20a%20One%2DWay,exclusive>

- McLeod, S. (2019). *Likert Scale Definition, Examples and Analysis*. Retrieved from Simply Psychology: <https://www.simplypsychology.org/likert-scale.html>
- Mcsherry, C. (2020, November 2). *When Academic Freedom Depends on the Internet, Tech Infrastructure Companies Must Find the Courage to Remain Neutral*. Retrieved from EFF: <https://www.eff.org/deeplinks/2020/11/when-academic-expression-depends-internet-tech-infrastructure-companies-must-find>
- Mensah, S. O., & Nizam, D. I. (2016). THE IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE- A CASE OF MALAYSIA TERTIARY INSTITUTION. *International Journal of Education, Learning and Training*.
- Meymo, S., & Nyström, K. (2017). Why do elderly not use social media? *Department of informatics*.
- Mingle, J., & Adams, M. (2015). Social Media Network Participation and Academic Performance in Senior High School in Ghana. *Lincoln*.
- Minocha, S. &. (2015, April 2). *Handbook of Social Media for Researchers and Supervisors*. Retrieved from Vitae Publication : <https://www.vitae.ac.uk/vitae-publications/reports/innovate-open->
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive Statistics and Normality Tests for Statistical Data. *Annals of Cardiac Anaesthesia*.
- MOATE, K. M., CHUKWUERE, J. E., & MAVHUNGU, M. B. (2017). THE IMPACT OF WIRELESS FIDELITY ON STUDENTS' ACADEMIC PERFORMANCE IN A DEVELOPING ECONOMY. *Research Gate*.
- Mowafy, G. (2018). The Effects of Social Media on the Academic Performance of Nile University Students. *Social Media Effects on the Academic Performance*.

- Ng, S. F., Zakaria, R., Lai, S. M., & Confessore, G. J. (2016). A study of time use and academic achievement. *International Journal of Adolescence and Youth*.
- Owusu-Acheaw, M., & Larson, A. (2015). Use of Social Media and Its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana. *Journal of Education and Practice*, 94-101.
- Pang, H., & Wang, J. (2020). Promoting or prohibiting: Understanding the influence of social media on international students' acculturation process, coping strategies, and psychological consequences. *Research Gate*.
- Pappas, C. (2015, September 14). *8 Important Reasons Why YouTube Should Be Part Of Your eLearning Course*. Retrieved from Elearning Industry: <https://elearningindustry.com/8-important-reasons-youtube-part-elearning-course#:~:text=It%20enhances%20comprehension%20of%20complex,concepts%2C%20procedures%2C%20and%20ideas>.
- Pickens, J. (2005). Attitudes and Perceptions. *Research Gate*.
- Ratnesh. (2019). *How Social Media Affects Student Time Management*. Retrieved from Wordpress: <https://meet.google.com/linkredirect?authuser=0&dest=https%3A%2F%2Fseeromega.com%2Fhow-social-media-affects-student-time-management%2F>
- REIBSTEIN, D. J., LOVELOCK, C. H., & P. DOBSON, R. D. (1980). The Direction of Causality Between. *Research Gate*.
- SAGE Publications, I. (2016). *Pretesting and Pilot Testing*. SAGE Publications, Inc.

Salih, A. A., & Elsaid, D. S. (2018). Students Attitude Towards the Use of Social Media for Learning (Case Study: Al-Baha University, College of Sciences & Arts Biljurashi) . *Journal of Literature, Languages and Linguistics*, 7.

Samuels, P. (2015). Normality testing. *Research Gate*.

Sedgwick, P. (2012). Pearson's Correlation Coefficient. *Scientific Research* .

Segaren, S. (2019, February 1). *The important role of social media in higher education*.

Retrieved from Study International :
<https://www.studyinternational.com/2019/02/01/the-important-role-of-social-media-in-higher-education/>

Solutions, S. (2020). *Pearson's Correlation Coefficient*. Retrieved from Statistics Solutions Advancement Through Clarify: <https://www.statisticssolutions.com/pearsons-correlation-coefficient/>

Statcounter. (2020, November). *Browser Market Share Worldwide* . Retrieved from Statcounter GlobalStats: <https://gs.statcounter.com/>

Statistic How To. (2021). *Correlation Coefficient: Simple Definition, Formula, Easy Steps*. Retrieved from Statistic How To: <https://www.statisticshowto.com/probability-and-statistics/correlation-coefficient-formula/>

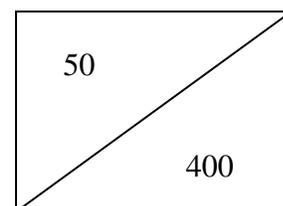
StatisticsSolution. (2021). *Complete Dissertation by Statistics Solution*. Retrieved from Pearson's Correlation Coefficient: <https://www.statisticssolutions.com/free-resources/directory-of-statistical-analyses/pearsons-correlation-coefficient/>

Stats, s. g. (2020, october 1). *social media stats in malaysia* . Retrieved october 1, 2020, from statcounter: <https://gs.statcounter.com/social-media-stats/all/malaysia>

- Stollak, M. (2011). Getting Social: The Impact of Social Networking Usage on Grades Amongst College Students. *ResearchGate*.
- Subramaniam, B. (2014, January 5). *On The Social Media Circuit*. Retrieved from The Star: <https://www.thestar.com.my/News/Education/2014/01/05/On-the-social-media-circuit/>
- Sutherland, K., Davis, C., Terton, U., & Visser, I. (2018). University student social media use and its influence on offline engagement in higher educational communities. *Student Success*.
- Taherdoost, H. (2016). Sampling Methods in Research Methodology: How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM)*.
- Tapsir, D. (2019, May 14). *Harmonising Public And Private Higher Education*. Retrieved from [New Straits Times: https://www.nst.com.my/opinion/columnists/2019/05/488452/harmonising-public-and-private-higher-education](https://www.nst.com.my/opinion/columnists/2019/05/488452/harmonising-public-and-private-higher-education)
- Techopedia. (2020, May 13). *What does google means?* Retrieved May 13, 2020, from Techopedia: <https://www.techopedia.com/definition/5359/google>
- Techopedia. (n.d.). *Google*. Retrieved from Techopedia: <https://www.techopedia.com/definition/5359/google>
- Walsh, J., Carey, K., Carey, M. P., & Fielder, R. (2014). Female College Students' Media Use and Academic Outcomes. *Research Gate*, 219-232.
- WARC. (2020, April 29). *Pandemic lifts social media use, but for how long?* Retrieved from WARC: <https://www.warc.com/newsandopinion/news/pandemic-lifts-social-media-use-but-for-how-long/43552>

- Willbold, M. (2019, April 27). *Social Media In Education: Can They Improve The Learning?* Retrieved from E-Learning Industry: <https://elearningindustry.com/social-media-in-education-improve-learning>
- Williams, E. (2018). What Is the Meaning of Academic Performance? *Chron.*
- Wok, S., & Misman, E. (2015). Matching Types of Social Media Sites (SNS) to Motives and Profiles of Youths in Malaysia. *Research Gate.*
- Woztell. (2020, January 17). *Examples of How To Use Whatsapp In Education.* Retrieved from Woztell: <https://woztell.com/examples-of-how-to-use-whatsapp-in-education/>
- Yeboah, A., & Blankson , H. (2014). Social Media and Use of Technology in Higher Education. *IGI Global .*
- Zikmund, W., Babin, B., Carr, J. C., & Griffin, M. (2014). Chapter 20: Basic Data Analysis: Descriptive Statistics. In W. G. Zikmund, B. J. Babin, J. C. Carr, & M. Griffin, *Business Research Method* (p. 31). Somaiya : Gaurav Dutta, Student at K J Somaiya Institute of Management Studies and Research.

APPENDIXES



UNIVERSITI
MALAYSIA
KELANTAN

THE EFFECT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE AMONG HIGHER EDUCATION STUDENTS IN MALAYSIA

Dear respondent, we are degree student at the Faculty of Hospitality, Tourism and Wellness (FHPK), from University Malaysia Kelantan. We are conducting a study to determine the effect of social media on students' academic performance among higher education students in Malaysia. Dear respondent please be assured that, respondent's name is not required and this survey will be using for academic purpose only. Your kind assistance is vital to success of this study. We are eternally grateful for your assistance in filling out this questionnaire. It will take approximately 10 minutes only to answer all the questions.

SECTION A:

1) DEMOGRAPHIC OF RESPONDENTS

Direction: Choose the appropriate answers

1) Gender

- Male
- Female

2) Age

- 19-23
- 24-28
- 29-33
- 34-38
- 38 and above

3) Race

- Malay
- Chinese
- Indian
- Others

4) Universities

- Public University
- Private University

5) Highest level education

- Certificate
- Diploma
- Degree
- Master
- PhD

2) SOCIAL MEDIA PREFERENCES SURVEY

Direction: Please answering the questions and choose the appropriate answers

1) Preferred Social media (can answer more than **ONE**):

- | | |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Google |
| <input type="checkbox"/> WhatsApp | <input type="checkbox"/> Twitter |
| <input type="checkbox"/> YouTube | <input type="checkbox"/> LinkedIn |

2) Spending time on using social media per/day;

- | | |
|---|--|
| <input type="checkbox"/> Less than 30 minutes | <input type="checkbox"/> 2-3 hours |
| <input type="checkbox"/> 30-60 minutes | <input type="checkbox"/> more than 3 hours |
| <input type="checkbox"/> 1-2 hours | |

3) Purpose of using social media (can answer more than **ONE**):

- | | |
|--|--|
| <input type="checkbox"/> Chatting, calling | <input type="checkbox"/> Fun and Entertainment |
| <input type="checkbox"/> Getting an information | <input type="checkbox"/> Academic purpose |
| <input type="checkbox"/> Others: Photos and videos | |

4) Time to access social media (can answer more than **ONE**)

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> During free time | <input type="checkbox"/> Prepaid |
| <input type="checkbox"/> During class | <input type="checkbox"/> Wi-Fi |
| <input type="checkbox"/> During social occasions | <input type="checkbox"/> Mobile data |
| <input type="checkbox"/> Meal times | |
| <input type="checkbox"/> Any spare moment | |

SECTION B; THE EFFECT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE AMONG HIGHER EDUCATION STUDENTS IN MALAYSIA (Mowafy, 2018)

Direction: Please (/) the scale below to indicate the extend which you agree with it.

- 1= Strongly Disagree**
- 2= Disagree**
- 3 = Moderate**
- 4 = Agree**
- 5 = Strongly Agree**

NO	CONSTRUCT	1	2	3	4	5
1	Social media have impacted my GPA					
2	The usage of social media for research has helped improve my grades.					
3	I follow the latest developments in my field through social media.					
4.	The usage of Wikipedia for research has helped improved my grades.					
5	I use materials gotten from blogging sites to complement what I have been taught in class.					

UNIVERSITI
MALAYSIA
KELANTAN

FYP FHPK

SECTION C:

1) THE EFFECT OF HEALTH ADDICTION ON STUDENTS' ACADEMIC PERFORMANCE (Al-Menayes, 2015)

Direction: Please (/) the scale below to indicate the extend which you agree with it.

- 1 = Strongly Disagree**
- 2 = Disagree**
- 3 = Moderate**
- 4 = Agree**
- 5 = Strongly Agree**

NO	CONSTRUCT	1	2	3	4	5
1	Several days could pass without me feeling the need to use social media.					
2	I feel my social media usage has increased significantly since I begin using them.					
3	I feel using of social media does not give impact to my quality of sleep.					
4.	I often find life to be boring without social media.					
5	I feel fine when someone interrupts me when I'm using social media.					

MALAYSIA
 KELANTAN

2) THE EFFECT OF TIME DURATION ON STUDENTS' ACADEMIC PERFORMANCE IN MALAYSIA (Kettle, Gilmartin, Corcoran, Byrne, & Sun, 2016)

Direction: Please (/) the scale below to indicate the extend which you agree with it.

NO	CONSTRUCT	1	2	3	4	5
1	I have tried unsuccessfully to spend less time on social media.					
2	I have felt a strong need to check my phone to see if anything new has happened.					
3	I find it distracting when other students use mobile devices in lectures /tutorials.					
4	I find myself browsing when I working on an assignment.					
5	I feel fine when I could not check my smartphone while sitting in a lecture/tutorial.					

3) THE EFFECT OF CONNECTION TO ENGAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN MALAYSIA (GUPTA & BASHIR, 2018)

Direction: Please (/) the scale below to indicate the extend which you agree with it.

NO	CONSTRUCT	1	2	3	4	5
1	I use social networking sites to seek help from my lecturers.					
2	I use social networking sites to share new ideas.					
3	I communicate with my friends via social networking sites for preparation of exam.					
4	I use social networking sites for do research work.					
5	I use social networking sites for collaborative learning.					

Dear respondents, thank you for your cooperation and kindness to answer this survey

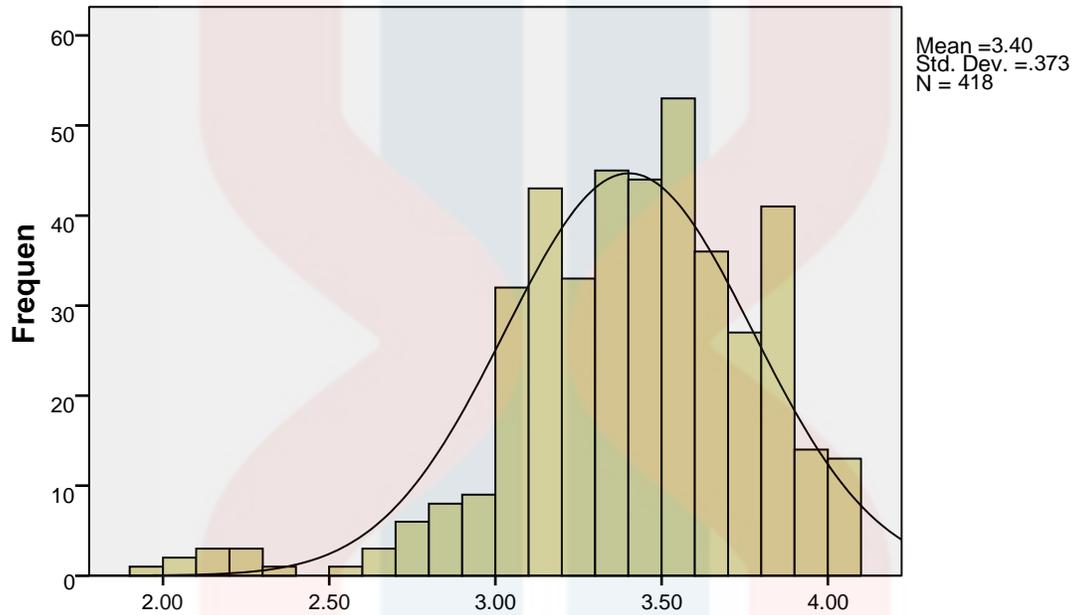
Any inquiries regarding this survey kindly refer to this contact below:

Phone number: 014-7370043 **email:** nabilah.h18a0278@siswa.umk.edu.my

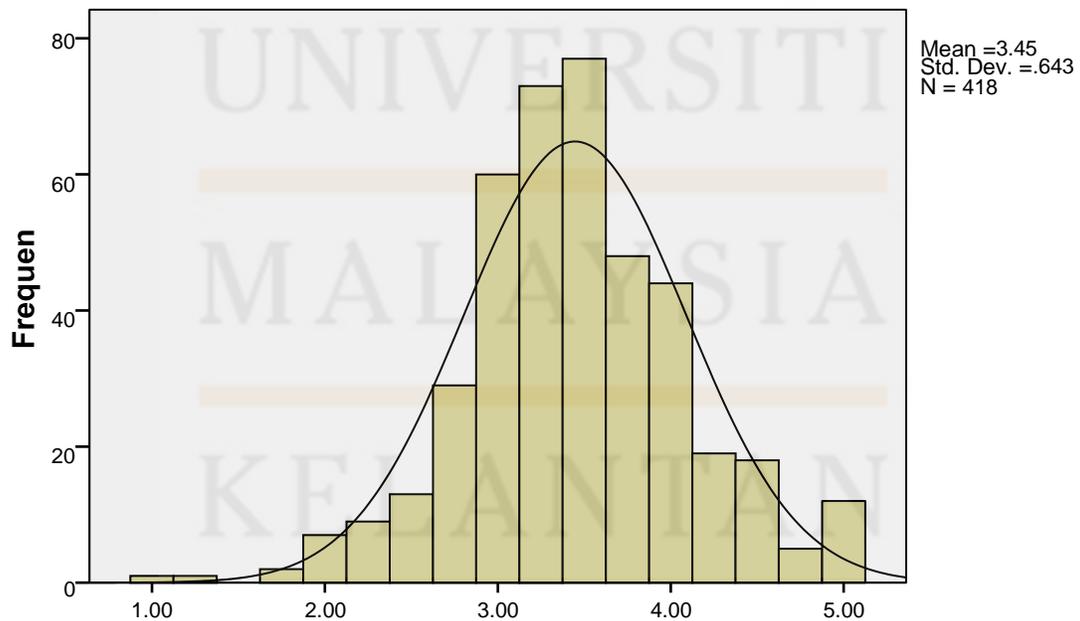
UNIVERSITI
MALAYSIA
KELANTAN

Histogram chart of Normality Test

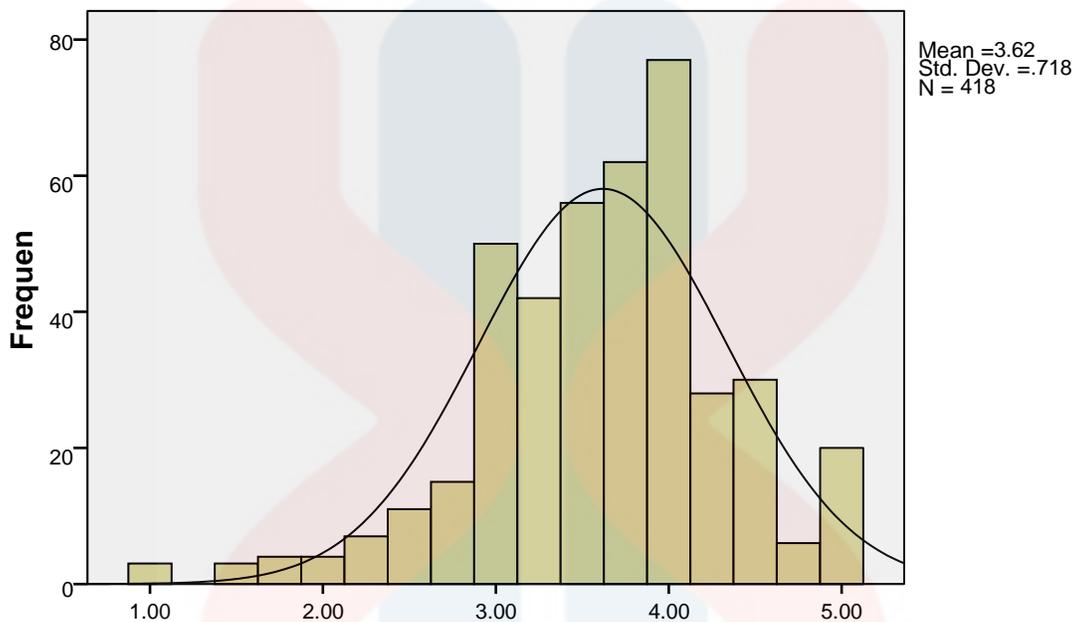
dvmean



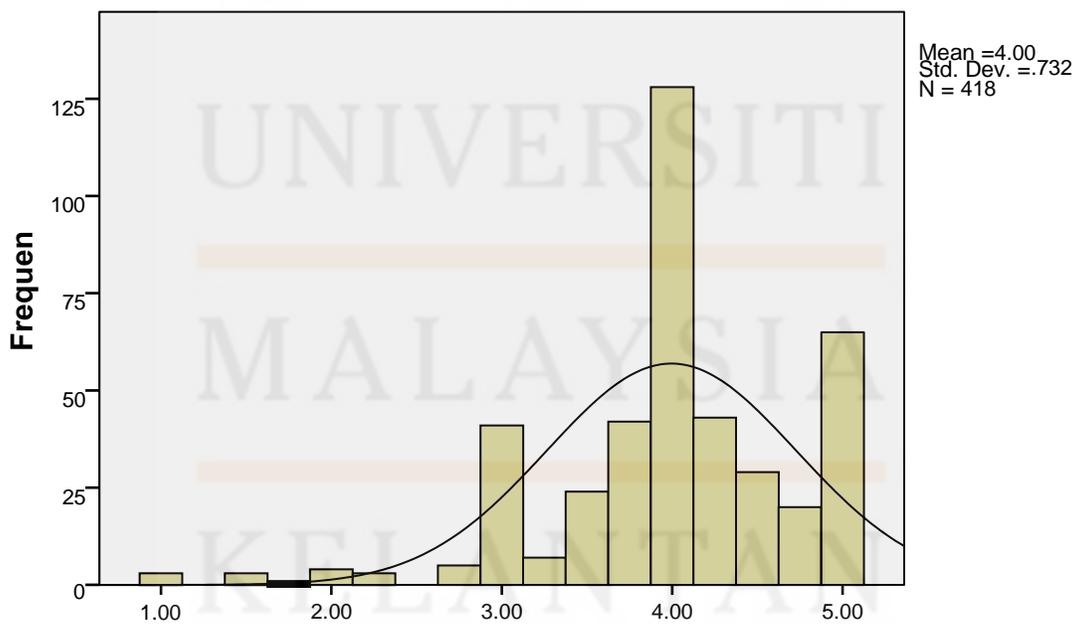
Histogram IV1



Histogram IV2



Histogram IV3



GROUP 11 PPTA

ORIGINALITY REPORT

24%

SIMILARITY INDEX

20%

INTERNET SOURCES

6%

PUBLICATIONS

19%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.utar.edu.my Internet Source	1%
2	Submitted to The Mico University College Student Paper	1%
3	studentsrepo.um.edu.my Internet Source	1%
4	Submitted to Universiti Teknologi MARA Student Paper	1%
5	Submitted to University of Bolton Student Paper	1%
6	www.studentjob.co.uk Internet Source	1%
7	Submitted to Caleb University Student Paper	1%
8	hansvwamy0.typepad.com Internet Source	1%
9	Submitted to Western International College (WINC London) Student Paper	1%