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SOCIAL MEDIA USE TOWARD ACADEMIC PERFORMANCE OF DIPLOMA IN INFORMATION MANAGEMENT STUDENTS OF UNIVERSITI TEKNOLOGI MARA (UiTM)

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ABSTRACT

This study investigated the impacts of social media use on the academic performances of Diploma in Information Management (DIM) students from Universiti Teknologi MARA (UiTM) Kedah, Kelantan, Negeri Sembilan, Johor and Sarawak branches. This study examines the types of student addictiveness, purposes and impacts of social media and its influence on their academic performance. The research methodology involved a survey questionnaire with 224 respondents from DIM students, using the Likert scale and a structured interview with five DIM students representing five branches of Universiti Teknologi MARA (UiTM). The result showed that the highest mean ranking of types of student addictiveness refers to delaying study when online with social media. In contrast, the purpose of social media involves obtaining the latest news regarding current affairs. Additionally, the impact of using social media demonstrated that seeking relevant information has helped improve student's grades. Findings from structured interviews also showed the explicit reasons and strengthened the results obtained from the survey questionnaire. In conclusion, social media use has positively contributed to academic performance by considering time management and awareness of negative impacts.

1. Introduction

Social media platforms have become essential tools for educational institutions to connect with diverse audiences effectively. Students can join study groups, share information and resources, and support one another in their academic pursuits. Based on Chang and Lee (2022), social media will facilitate the speedy dissemination of information worldwide. This situation enhanced motivation to succeed and increased the probability of achieving higher academic results. According to Amin et al. (2016), university students who spent significant time socialising on social media performed better academically because they had the opportunity to discuss and develop their thoughts and ideas related to their academics. Students with a higher Grade Point Average (GPA) spend exclusive time on social media platforms because they can manage time adequately. Therefore, the effective use of social media as a platform for collaboration and knowledge sharing can significantly positively impact students' academic performance. Nevertheless, there is also a disadvantage related to social media use among students. According to Nizam et al. (2021), many students start losing concentration in their studies due to their addiction to social media, affecting their academic performance. Students use social media entirely for social networking, communicating, and wasting time. This situation demolishes their study time, and thus, they need more time to complete their homework, assignments or projects (Gorhe, 2019). In addition, students use social media to communicate about everything except their studies, which can distract them from learning (Talaue et al., 2018).

2. Literature Review

Over the last ten years, social media usage has increased dramatically. Numerous popular social media platforms, such as Facebook, Instagram, Telegram, TikTok, etc., are responsible for this development. Social media provide users with tools to update their online status, easily share movies and images, and chat with friends. Similarly, Balanay et al. (2023) asserted that social media platforms are internet-based applications on which several individuals can enhance their ability to create, share, and upload information efficiently to a wide range of audiences. On the other hand, Bhandarkar et al. (2021) mentioned that WhatsApp was used to communicate, create, share information, and make feedback among friends for academic purposes, while YouTube gives free information about education, instructional videos, and tutorials in medical education.

Based on Demirci (2019), social media addiction is characterised by an unhealthy preoccupation with social media sites and an excessive amount of time spent on them, resulting in diminished motivation to participate in social activities, strained relationships, and detrimental effects on mental well-being. According to Mahamid and Berte (2019), individuals, particularly young people, who have not yet fully developed the skills to handle stress in various situations effectively may experience negative consequences. These consequences include missing out on essential opportunities for face-to-face social interactions and academic experiences and the potential long-term effects of excessive social media usage. Adolescents exhibiting addictive behaviour patterns often struggle to develop constructive coping mechanisms that are characterised by healthiness, positivity, and proactive engagement in response to external stresses. Significantly, the primary sources of distraction during study sessions were the social media platform Facebook and messaging. Despite the abundance of empirical data indicating the harmful effects of multitasking on academic performance among students, many students are highly confident in their ability to multitask effectively (Kirschner & Bruyckere, 2017).

Nowadays, students show a preference for using advanced technology. Most students use social media for their education, and using these tools, technology, and techniques improves interaction. Based on Baturay and Toker (2019), university students are receptive to using social media for educational purposes. Specifically, 77% of the respondents indicated their willingness to utilise Facebook as a communication tool, 80% for collaborative purposes, and 72% to share

academic materials and resources with their peers. A similar study by Balanay et al. (2023) also revealed that social media platforms help students answer the given academic tasks and assessments. Additionally, the study demonstrates that students who use Facebook exclusively for academic purposes tend to have a higher GPA. Such students will only employ Facebook for academic-related matters (Baturay & Toker, 2019) and enhance collaborative activities in the teaching and learning process, such as preparation for their examinations (Biton & Segal, 2021). According to Devi et al. (2019), the development of social media platforms has tremendously influenced how students study and educators teach. Nowadays, people like students and instructors work together at universities and colleges to create new knowledge (Devi et al., 2019). Thus, the students can use social media platforms to connect, communicate, exchange social skills and seek out individuals with unique viewpoints (Gikas, 2013).

Social media use has benefits despite the controversy surrounding its potential harm to students. Based on Vivian (2012), the use of social media is becoming unavoidable in a student's life. In addition, rather than engaging in genuine face-to-face conversation, students spend their time on social media. Besides, Jenaabadi and Faterad (2015) observed that students frequently abuse social media, which negatively impacts their academic achievement. Ghulami (2018) stated that the use of social media can influence students' academic performance. According to Wang et al. (2014), each type of social media has a different impact on university students' social media addiction. Rithika and Selvaraj (2013) also state that academic performance can be improved if students use social media correctly for educational purposes. Although social media gives advantages to university students, there are still challenges to handling social media. Besides that, social media platforms can provide access to valuable educational resources, foster student collaboration, and facilitate communication with peers and educators. By leveraging these benefits, students can enhance their learning experiences and develop crucial skills for success in their academic pursuits. However, students and educators must balance the advantages and weaknesses of social media to ensure optimal outcomes in educational settings.

3. Methodology

A mixed method was applied to this study, including a survey questionnaire and structured interview. Hellevik (2019) defined questionnaire surveys, also called interview surveys, surveys, and opinion polls, as the most popular way to collect data in the social sciences. In order to strengthen the findings from the survey questionnaire, a structured interview was applied. Based on Elhami and Khoshnevisan (2022), the structured interview is completely based on pre-decided questions to collect data. Barret and Twycross (2018) also added that a structured interview is easy to administer and analyse. In doing so, the structured interview will connect with a survey questionnaire following the study's objective.

4. Results

There are 224 respondents from 5 UiTM Branches (Kedah, Kelantan, Negeri Sembilan, Johor and Sarawak) who responded to the survey questionnaire. Tables 1, 2, 3 and 4 represent respondent's gender, age, UiTM branch campuses, and current semester of study.

Table 1
Gender of respondents

Gender	Frequency	Per cent (%)	Valid Percent	Cumulative Percent
Male	48	21.4	21.4	21.4
Female	176	78.6	78.6	78.6
Total	224	100	100	

Table 1 shows the distribution of respondents by gender. Most of the respondents were females, occupying 176 (78.6%) out of 224 respondents, followed by males, which contributed 48 (21.4%) out of 224 respondents.

Table 2
Age of respondents

Age	Frequency	Per cent (%)	Valid Percent	Cumulative Percent
<20 years old	92	41.1	41.1	41.1
20-22 years old	114	50.9	50.9	50.9
23-25 years old	18	8	8	8
Total	224	100	100	

Table 2 shows the distribution of respondents by age. Most respondents were between 20 and 22 years old, 114 (50.9%), followed by 92 (41.1%) who were below 20. The fewest respondents were from 23 to 25 years old, which were 18 (8%).

Table 3
UiTM Branch Campuses

UiTM Branch	Frequency	Per cent (%)	Valid Percent	Cumulative Percent
Kedah	48	21.4	21.4	21.4
Kelantan	98	43.8	43.8	43.8
Negeri Sembilan	64	28.6	28.6	28.6
Johor	10	4.5	4.5	4.5
Sarawak	4	1.8	1.8	1.8
Total	224	100	100	

Table 3 shows the distribution of respondents by UiTM branch campuses. Most of the respondents were from the Kelantan Branch, resulting in 98 (43.8%) of the data. Next, the second most respondents were from the Negeri Sembilan Branch as they occupied 64 (28.6%), followed by respondents from the Kedah Branch as they occupied 48 (21.4%). The respondents from the Johor Branch were recorded as 10 (4.5%). The least respondents were from the Sarawak Branch as they occupied 4 (1.8%).

Table 4
The semester of respondents

Semester	Frequency	Per cent (%)	Valid Percent	Cumulative Percent
1	8	3.6	3.6	3.6
2	15	6.7	6.7	6.7
3	95	42.4	42.4	42.4
4	14	6.3	6.3	6.3
5	87	38.8	38.8	38.8
6	1	0.4	0.4	0.4
7	4	1.8	1.8	1.8
Total	224	100	100	

Table 4 shows the distribution of respondents by semester. Most respondents were from semester 3, occupying 95 (42.4%). The second most respondents were from semester 5, occupying 87 (38.8%), followed by respondents from semester 2, who occupied 15 (6.7%). Meanwhile, the respondents from semester 4 were recorded as 14 (6.3%). The least respondents were from semester 6, occupying 1 (0.4%).

Table 5
Types of Student Addictiveness to Social Media

	STATEMENT	N	MINIMUM	MAXIMUM	MEAN	STD. DEVIATION
1.	I ignore academic work and spend more time on social media.	224	1	5	2.78	1.65
2.	My grades or assessments suffer because of the amount of time I spend online using social media.	224	1	5	3.53	1.86
3.	I lose sleep due to late-night access to social media.	224	1	5	3.88	1.95
4.	I always delay my studies when online with social media.	224	1	5	3.93	1.97
5.	I choose to spend more time online than going out with classmates.	224	1	5	3.08	1.75
6.	I feel depressed, moody or nervous when I am offline, which goes away when I am back online using social media.	224	1	5	2.52	1.57
	Valid N (listwise)	224	1	5		

The findings in Table 5 show the types of student addictiveness to social media and its influence on the academic performance of the respondents. The highest mean among these six statements is Statement 4, with a mean score of 3.93, in which respondents agreed with the statement 'I always delay my study when online with social media.' This scenario indicates that a significant proportion of students surveyed exhibit addictive behaviour towards social media, which may have a positive impact on their academic performance. Additionally, the second highest mean is Statement 3, with a mean score of 3.88, in which respondents agreed with the statement 'I lose sleep due to late night access to social media'. Next, the mean for Statement 2, 5 and 1 were 3.53, 3.08 and 2.78 respectively. Meanwhile, analysis of the data reveals that the lowest mean score was Statement 6, with a mean scores of 2.52, in which respondents agreed with the statement 'I feel depressed, moody or nervous when I am offline, which goes away when I am back online using social media'.

Table 6
Purposes of Social Media Use

	STATEMENT	N	MINIMUM	MAXIMUM	MEAN	STD. DEVIATION
1.	I use social media to discuss academic topics with my groupmates.	224	1	5	4.13	2.01

2.	I use social media as it enhances my academic performance.	224	1	5	3.88	1.95
3.	I use social media to do collaborative work.	224	1	5	3.54	1.87
4.	I use social media to post and share media content.	224	1	5	4.03	1.99
5.	I use social media because it helps me to get relief from academic stress.	224	1	5	4.09	1.90
6.	I use social media to become more sociable.	224	1	5	3.65	1.89
7.	I use social media as it allows me to express myself.	224	1	5	3.47	1.85
8.	I use social media to get the latest news regarding current affairs.	224	1	5	4.39	2.08
Valid N (listwise)		224				

The findings in Table 6 show the purposes of social media use and its influence on the respondents' academic performance. The highest mean was Statement 8, with a mean score of 4.39, in which respondents agreed with the statement 'I use social media to get the latest news regarding current affairs'. This scenario indicates that a significant proportion of students were interested in getting current affairs updates via social media, which may positively impact their academic performance. Additionally, the second highest mean was Statement 1, with a mean score of 4.13, in which respondents agreed with the statement 'I use social media to discuss academic topics with my groupmates'. Next, the mean for Statement 2, 3, 4, 5 and 6 were 3.88, 3.54, 4.03, 4.09 and 3.65 respectively. Meanwhile, the data analysis reveals that the lowest mean score was observed for Statement 7, in which respondents agreed with the statement 'I use social media as it allows me to express myself'.

Table 7
Impact of social media use

	STATEMENT	N	MINIMUM	MAXIMUM	MEAN	STD. DEVIATION
1.	Using social media to seek relevant information has helped improve my grades.	224	1	5	3.95	1.97
2.	I use materials obtained from social media to complement what I have been taught in class.	224	1	5	3.92	1.97
3.	Engaging in academic forums on social media increases my understanding of topics discussed in class.	224	1	5	3.80	1.93
4.	Group discussions on social media yield good results as far as my academics are concerned.	224	1	5	3.61	1.88
Valid N (listwise)		224				

The findings in Table 7 show the impact of social media use and its influence on the respondents' academic performance. The highest mean was Statement 1, with a mean score of 3.95, in which respondents agreed with the statement, 'Using social media to seek relevant information has helped improve my grades'. This finding suggests that a significant portion of the student population has used social media wisely, which may benefit their academic achievements. The second highest mean was Statement 2, with a mean score of 3.92, in which respondents agreed with the statement, 'I use materials obtained from social media to complement what I have been taught in classes'. The third highest mean was Statement 3, with a mean score of 3.80, in which respondents agreed with the statement, 'Engaging in academic forums on social media increases my understanding of topics discussed in class'. Meanwhile, the data analysis reveals that the lowest mean score was observed for Statement 4 (3.61), in which respondents agreed with the statement, 'Group discussions on social media yield good results as far as my academics are concerned'.

5. Discussion

Five students were selected as participants for structured interviews to represent each branch campus. According to the survey questionnaire, the result showed that the highest mean ranking of addictiveness refers to delaying study when online with social media. All interviewees agreed that saying 'just a few more minutes' when online with social media is a common behaviour. Mostly, they said that because they want to seek deep information on certain news. Besides, all users were born in the technology era and there is a lot of entertainment content on social media, so they want to have fun. According to Schaw et al. (2007), the most common definition of academic delayed actions is intentionally delaying or postponing an educational assessment that needs to be submitted. Previous research found that delaying students are more likely to use social media during class, which may contribute to problematic digital usage (Rozgonjuk et al., 2018).

Next, the highest mean ranking result for the purpose of social media use refers to acquiring the latest news regarding current affairs. All interviewees explained that many topics dominate social media platforms, but education-related items, such as study materials and syllabuses, were always referred to. Meanwhile, discussions about news and current events are much more common, suggesting various interests and interactions among users on different platforms. These findings were somewhat similar to the study by Howe (2023), who discovered that the top three reasons are discovering information (76.2%), continuing current with news and events (65.8%), and staying in contact with friends and family (64.2%). Findings from Alamri et al. (2020) also related to this study, where the primary motivations of social media users include maintaining consistent communication with family and friends, making new acquaintances, staying updated on news and promotional activities, exchanging opinions and sharing joy, as well as for relaxation and entertainment, among other reasons.

Lastly, the highest mean ranking result for the impact of using social media demonstrated that seeking relevant information has helped improve grades. All interviewees stated that social media benefits academic performance by making it easy for them to communicate with their lecturers and peers. Besides, students also can seek information on course materials and collaborate on assignments and projects. Moreover, social media serves as a repository of information where students can share and exchange ideas, thus contributing to the acquisition of new skills and knowledge enhancement. According to Aghauche and Umeaku (2016), social media is a web-based communication tool that allows people to easily interact with one another by sharing and consuming information, interacting with friends and family members, and getting the most up-to-date information at a rapid pace. Findings from Al-Dheleai and Tasir (2017) also related to these findings, where social media platform facilitates online communication among

students and their peers for academic purposes. Furthermore, social media increases communication between lecturers and students by eliminating ambiguity and misunderstanding, ultimately improving students' academic performance (Oueder & Abousaber, 2018).

6. Conclusion

In conclusion, social media is an effective platform that enables people to share information, knowledge, and experiences with others easily. Social media has become an essential application for daily work, the latest technology in communication, and an internet-based platform that promotes and improves information sharing. Despite this, social media platforms positively and negatively impact students' academic performance. They are mainly used for collaboration, entertainment, and communication. Consequently, they must be adequately managed for educational purposes (Balanay et al., 2023). This study has demonstrated the significant relationship between social media use and academic performance. Currently, social media platforms are gaining popularity among university students as a means of leisure and as a platform for educational and entertaining activities, which helps reduce stress. The majority of respondents in the research had internet-capable mobile phones and were able to understand the potential consequences that social media may cause. So, they were able to improve their awareness and their ability to manage their time to control or limit their use of social media. This research will serve as a reference for university students, allowing them to decide the significance of this research on their academic performance and the effects of using social media. As Nizam et al. (2021) mentioned in their study, social media has been recognised as an essential educational resource. However, students should balance social media use and their studies so they do not get distracted while studying. As a result, the researcher may conclude that social media plays a vital role in acquiring information and keeping people up-to-date on the most recent occurrences. Nevertheless, university students must be aware of social media's negative impacts.

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Authors Contributions

- Author 1 (main author) is responsible for drafting the article's content and is involved in the data collection.
- Author 2 (corresponding author) is responsible for revising the whole content, guiding the research process, and being involved in the data collection.
- Author 3 (co-author) is responsible for revising the survey questionnaire and being involved in the data collection.

Conflict of Interest

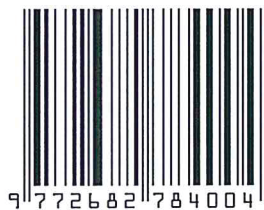
The authors declare that there is no conflict of interest with this publication.

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