

Please cite this article as: Nizam, N. N. R., Azman, N. F. & Ibrahim, M. S. (2021). The relationship between the impact of social media and students' academic performance. *The Asian Journal of Professional and Business Studies*, Volume 2(2).

THE RELATIONSHIP BETWEEN THE IMPACT OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE

¹NUR NADIA ROSLYNNA BINTI AHMAD NIZAM

nadiarslynnaa@gmail.com

²NUR FAIZA BINTI MOHAMAD AZMAN

faizaazman2908@gmail.com

³MUHAMAD SHAMSUL IBRAHIM*

shamsul@kuptm.edu.my

Corresponding author*

^{1,2,3}*Faculty of Business, Accountancy and Social Sciences, Kolej Universiti Poly-Tech MARA Kuala Lumpur*

ABSTRACT

Social media usage such as TikTok, Instagram and Twitter has increased since it was introduced in early 2000. There are many pros and cons to social media. It makes social media study are fascinating. Many studies have been conducted to measure social media usage in society. One of the essential related studies is social media impact on education. It is a popular study among researchers because of the negative impact caused by social media. Social media caused many students to become distracted from their studies. Educators also expressed concern that many students were failing to complete their assignments due to their excessive use of social media. Therefore, this study was carried out to identify the relationship between the impact of social media and students' academic performance. This study used an online survey to gather feedback from respondents via a Google Form questionnaire that was distributed via WhatsApp, Telegram, and Instagram. The study collected 333 responses from the study population. The respondents are millennials from Kolej Universiti Poly-Tech MARA, Kuala Lumpur, in their mid-teens and mid-twenties. The researchers carried out the descriptive and inferential analyses. SPSS was used to determine the reliability and validity of the collected data. The finding indicated that all the tested hypotheses are supported with moderate relationship strength. The study findings revealed that time appropriateness, health addiction and distraction are related to students' academic performance.

ARTICLE INFO

Keywords:

Social Media,
Students' Academic
Performance,
Time
Appropriateness,
Health Addiction,
Distraction

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur.

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

1.0 INTRODUCTION

Social Media plays a vital role in today's life. The usage of social media has become comprehensive, and currently, the most popular social media platforms are Facebook, Twitter, Instagram, WhatsApp, and YouTube. Social media websites have given young people a new way to interact and communicate with the world in the past years. As a result, social media has formed a significant portion of college students and young adults. It has been found that 72% of all college students have social media profiles, with 45% of college students using a social media site at least once a day (Lenhart, 2010).

Social networking became popular between 2004 and 2006 after Facebook and MySpace were created (Stollak, 2011). For example, Facebook has over 500 million members, and it is still growing. Approximately 85% of undergraduate students are Facebook users. People use social media sites like Facebook, Twitter, and Myspace to form and maintain friendships (Boyd, 2007). But some of them use social media to study or gain knowledge, find facts and gather data. Also, it became evident that some students were perceptive in using social network sites to support their learning (Vivian, 2012). Social media does bring a lot of positivity and credible impact in life, but does it play an essential role for college students studying?

However, there is a darker side to student use of social media. Many students lose concentration in class due to their social media addiction, which harms their overall academic performance. Students use social media solely for social networking, chatting, and passing the time. This wastes their study time, causing them to miss deadlines for homework, assignments, and projects (Gorhe, 2019). Students use social media primarily to communicate about everything except studies. Social media distracts students from the learning process (Talaue, 2018). Instead of students reading their books, they spend their time chatting and making friends via social media. This might influence their academic performance (Peter, 2015).

Academics are a vital aspect of a students' life. A good academic performance helps to build a prosperous and secure future. However, social media has affected students' focus on learning. As a result, it has started interfering with their educational performance and their future. By conducting this research, we will know the impact of social media on students' academic performance.

Thus, to find the solution for this problem, the study is addressing the following objectives:

- 1.To identify the relationship between time appropriateness and students' academic performance.
- 2.To identify the relationship between health addiction and students' academic performance
- 3.To identify the relationship between distraction and students' academic performance.

This paper is considered significantly important because it could be contributing to the impact of social media on students' academic performance. Furthermore, the result from the survey is important as it will help the management create new and improved techniques. Thus, students' attitude towards the social media usage makes creates positive outcome in their academic performances.

2.0 LITERATURE REVIEW

2.1 The Concept of Social Media and Students' Academic Performance

The rapid emergence and evolution of the internet have greatly impacted the way students communicate and collaborate. Social media has become an integral part of their daily lives and has immense potential to improve their academic and social development. Users can share ideas, opinions, and information by forming social media virtual communities and networks (Dollarhide, 2019). Social media can also be defined as a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing. The growing use of social media among today's youth cannot be overemphasised (Junco, 2011).

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Another definition of social media is a popular, rapid, and wide communication channel that has shown to be highly effective, and accepted by billions of people, for sharing and discovering content about people, brands, information, and entertainment (Bernard, 2018). Students and teenagers, in particular, have acknowledged these social media platforms as a means of engaging friends, sharing information, changing their personalities, and showcasing their social lives. Some of the most popular social media websites are Facebook (and its associated Facebook Messenger), WhatsApp, TikTok, Instagram, Twitter, Pinterest, YouTube and Snapchat. These social media websites have more than 100,000,000 registered users.

Excessive internet use among students can reduce study time, a significant loss in grades, and a loss of motivation in classes. The usage of social media among students appears to be increasing daily. Many of them rely on social media to benefit them for everyday interactions and communications among friends. However, the effect social media has on academic performance impacts students' writing skills. For example, the frequent usage of short-form, abbreviation, and slang when they write to their friend (Rideout, 2021; El-Bawady & Hashem, 2015).

Academic performance refers to a student's reported CGPA/GPA from the previous semester and their expected GPA for the current semester (Masrom, 2015). Therefore, academic performance can be defined as the extent to which a student, lecturer, or institution has attained their short or long-term educational goals. Researchers have done several studies to determine the impact of social platform users, such as one on the "impact of Facebook on undergraduates' academic achievement," which concluded that social platforms harm academic performance. According to the outcome, students' academic performance is affected the more they use Facebook (Mensah, 2016).

2.2 Time Appropriateness and Students' Academic Performance

Time management, also known as time appropriateness, is a set of practices that work together to help you get more value out of your time to improve the quality of your life. Time management is an essential skill that every student should learn because it is one of the most important factors in achieving academic success (Misran, 2016). Time management is the art of planning, organising, scheduling, and budgeting one's time to increase the effectiveness and productivity of one's work (Adebayo, 2015). Every student should be able to manage their time effectively, including setting goals, prioritising tasks, and utilising time management mechanisms (Alsalem, 2017).

University students spend a lot of their time on social media during the day and night. It can be argued that such technologies play an important role in their daily lives (Kolhar, 2021). Study shows that students spend the majority of their time on social media to communicate and socialise rather than for educational purposes, which impacts their academic performance (Yeboah, 2014). Henderson (2013) claims that evidence from a study conducted in the United Kingdom shows that social media negatively impacts users. A study was conducted in various universities in Nigeria stipulates that students in Nigeria are spending their time on social media rather than their studies (Olowu, 2012).

According to Peter (2015), students have prioritised social media. They tend to use it more to feel satisfied. However, social media has a negative impact on students' academic performance. Students who spend more time on social media are more likely to struggle academically. This is because instead of reading books, they spend their time chatting and making friends on social media, which will have a negative impact on their grades (Talaue, 2018). Therefore, it can be concluded that students who spend their time on social media can neglect their studies and affect their academic performances.

2.3 Health Addiction and Students' Academic Performance

Social media addiction is a type of Internet addiction in which people have an overwhelming desire to use social media (Griffiths, 2017). Individuals addicted to social media are particularly concerned about it and are driven by an uncontrolled need to connect to it and utilise them (Andreassen, 2015). Studies have shown that social media addiction symptoms can be manifested in mood, cognition, physical and emotional reactions, and interpersonal and psychological problems (Balakrishnan, 2013). Therefore, behaviours that drive the person into these actions can be simplified as social media addiction.

According to another study conducted by Suhail & Bargees (2006) regarding the impact of social media on Pakistani students, the Internet Effect Scale (IES) was used to measure the effect of various aspects. Their findings revealed that

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

students' social, educational, psychological, and physical traits had been influenced by their time spent on social media. Frequent usage has also been associated with physical and mental health and can have adverse impact on academic performance. Therefore, behaviours that drive the person into these actions can be simplified as social media addiction.

Addiction to social media is a modern and growing health concern for teenagers, particularly those studying. According to various research, social media addiction has been linked to mental health issues like stress, anxiety, and depression (Hou, 2019). These addictions are caused due to the lack of human communication. When users are attached to social media, their emotions and mental are attached to their applications. The more users value social media connections over in-person connections, the more likely they acquire, aggravate, and trigger mood disorders, including anxiety and depression.

2.4 Distraction and Students' Academic Performance

Distraction is something that interferes with one's ability to think or pay attention. According to Leung (2015), distraction keeps people from maintaining focus and productivity. Distraction can also be defined as the process of diverting the individual attention from what they are supposed to do. Social media is often seen as a distraction, a platform with so much content linked to so many different connections that it quickly distracts users' attention away from their original purpose of visiting or leads them down a number of unproductive paths (Purvis, 2016).

Even though social media is now recognised as an important educational resource, studies reveal that students use social media sites like Facebook for pleasure, kill time, to meet up with old friends, and create new ones (Ellison, 2007). A study released by Ohio State University reveals that college students who utilise Facebook spend less time studying and have lower grades than students who do not use popular social networking sites (Kalpidou, 2011). In response to an open-ended question in the Ericson (2011) study, 29 students stated that socially interactive technology distracts them from studying. Times that ought to be channelled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online discussing unimportant issues. Hence most students' academics suffer a setback due to distraction from social media (Obi, 2012).

Many students use social media for social networking and chatting. This has an impact on their studies, lowering their GPA. Students also check their social media accounts for new updates and notifications while studying. This distracts them and causes them to lose concentration in their studies, which can have a negative impact on their academic performance (Gorhe, 2019). According to Purvis (2016), tutors are concerned that once students are asked to open these online services, they will rapidly get hooked into following the latest "trending" topic and become distracted from their studies.

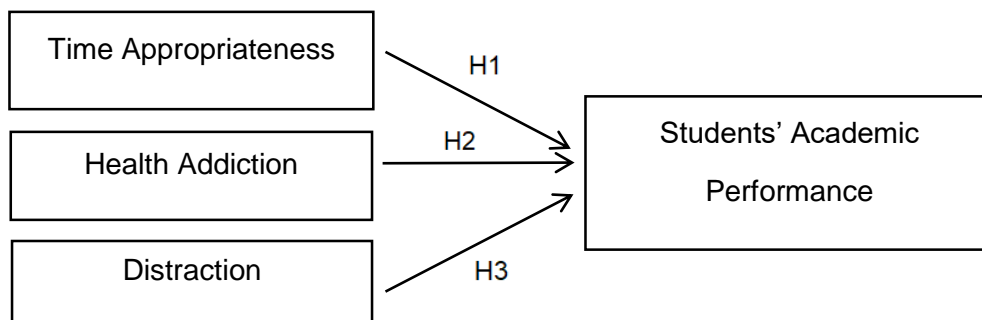


Figure 1: Conceptual Framework

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Figure 1 shows the conceptual framework that suggests a relationship between the impact of social media on students' academic performance. The variables of social media that may affect the students' academic performance are time appropriateness, health addiction and distraction. The present study will identify the impact of using social media on students' academic performance. The following hypotheses are proposed for this study:

H1: There is a significant relationship between time appropriateness and students' academic performance.

H2: There is a significant relationship between health addiction and students' academic performance.

H3: There is a significant relationship between distraction and students' academic performance.

3.0 METHODOLOGY

A survey was conducted to gather data to determine the research objectives further. This study used an online survey to collect respondents' feedback via a questionnaire in Google Form and distributed via WhatsApp, Telegram, and Instagram. The questionnaire was distributed to Kolej Universiti Poly-Tech MARA, Kuala Lumpur students. The questionnaire consists of 47 questions and has been divided into five sections: demographics and four different variables. This study used a 5-point-Likert Scale to measure the relationship between the variables. The measurement consists of 1- Strongly disagree, 2- Disagree, 3- Somewhat agree, 4- Agree, and 5- Strongly agree.

This study's respondents are from various backgrounds of courses and levels of education; Foundation, Diploma and Degree. To ensure the validity and reliability of the questionnaire, a pre-test was conducted on 100 respondents from the targeted group. Most statisticians agree that the minimum sample size to get meaningful results is 100 (tools4dev, 2014). Therefore, 100 responses were gathered for this study to ensure accuracy and avoid any ambiguities or misunderstandings during the pre-test data collection. However, the required number of respondents for this study is calculated using the Israel Table (Israel, 1992). Based on the Israel Table, 333 samples are collected for 2000 populations.

The respondents are millennials from KUPTM, KL who are in their mid-teens and mid-twenties. According to a recent study, this generation uses social networking sites excessively, which harms their academic performance (Khan, 2012). The survey was also distributed online because it was less expensive, took less time for researchers and respondents, and was the safest approach during the pandemic. The analysis applied a quota sampling technique to select the respondents. It is because quota samples only require sample meet of the target number of individuals with specific characteristics, commonly used in market research (Brick, 2014; Azri et al., 2021).

Cronbach Alpha guidelines were used in the reliability test to ensure that the items were consistent. The reliability was acceptable in the range of 0.7 and above using Cronbach Alpha (Taber, 2018; Azlan et al., 2020). The questionnaire is considered reliable since the reliability test value is 0.8.

Skewness and Kurtosis are used to determine the data normality as a basis for further assessment. The Skewness value for this study is between -2 to 2. It is considered normal because acceptable Skewness values range from -2 and 2 (Watson, 2018; George, 2011). The Kurtosis is between -3 to 3. It is considered normal because a normal distribution has Kurtosis exactly 3 (Stan, 2011). Therefore, the data collected is normally distributed and suitable to use correlation tests as statistical analysis to test the hypotheses.

The study used Statistical Package for the Social Sciences (SPSS) to analyse the data. The result was presented in frequencies. A simple statistical analysis is performed to measure the data descriptively. While a correlation test is used to test the hypothesis

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

4.0 FINDINGS AND DISCUSSION

The study performed a descriptive analysis to measure the data frequency and the correlation to test the hypotheses.

Table 1: Respondent Demographic Analysis

Items	Measurement	Percentage
Gender	Female	59.7%
	Male	40.3%
Age	19-22	46.8%
	23-26	51.2%
	27-30	2.0%
Course	Bachelor in Corporate Communication (BK201)	32.8%
	Diploma in Accounting and Finance (AA102)	8.3%
	ACCA Certified Accounting Technician (ACCA-CAT) (AA111)	1.1%
	Bachelor in Accountancy (AA201)	5.3%
	Bachelor of Arts in 3D Animation and Digital Media (CM201)	2.0%
	Bachelor in Human Resource (AB201)	8.8%
	Bachelor in Business Administration (AB202)	3.5%
	Diploma in Teaching English as Second Language (BE101)	9.6%
	Bachelor in Applied English Language Studies (BE201)	10.5%
	Bachelor in Early Childhood Education (BE202)	3.1%
	Bachelor in Teaching English as a Second Language (BE203)	4.4%
	Diploma in Corporate Communication (BK101)	6.3%
	Diploma in Computer Science (CC101)	3.3%
	Bachelor in Business Information Tech with International Business (CT202)	1.1%
	Semester	1
2		6.3%
3		9.6%
4		21.4%
5		33.7%
6		10.3%
7		9.8%
8		3.7%
9		2.4%
Do you have social media?	Yes	100%
What is the type of social media do you use?	Facebook, Instagram, Twitter	0.7%
	Facebook, Tiktok, Instagram, Twitter	1.1%
	Facebook, Youtube, Instagram	3.7%
	Facebook, Youtube, Instagram, Twitter	3.7%
	Facebook, Youtube, Tiktok	0.2%
	Facebook, Youtube, Tiktok, Instagram	2.8%
	Facebook, Youtube, Tiktok, Instagram, Twitter	12.5%
	Instagram	3.1%
	Instagram, Twitter	5.3%
	Tiktok	1.3%
	Tiktok, Instagram	3.3%
	Tiktok, Instagram, Twitter	26.9%
	Youtube	0.9%
	Youtube, Instagram	2.6%
	Youtube, Instagram, Twitter	4.6%
	Youtube, Tiktok, Instagram, Twitter	24.9%
	Youtube, Tiktok, Twitter	2.4%
	Below than 1 hour	1.1%
	1-3 hour	9.2%

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

How often do you use social media per day?	4-8 hour	39.2%
	More than 8 hour	50.5%

Table 1 indicates the respondent demographic analysis. These 333 respondents are Kolej Universiti Poly-Tech MARA Kuala Lumpur students from various courses and levels of education such as Foundation, Diploma and Degree. The respondents are the millennials generation that uses social networking sites excessively, which harms their academic performance. Therefore, it shows that the respondents who participated in this survey are suitable and able to help the study achieve its objectives. As shown in the table, the survey is accessible in the 23-26 years old group. Therefore, it is easier as they can pass on the survey to their peers in the same age group. Hence, it can be seen that the majority of the respondents come from those age groups since they have the highest number.

Table 1 also indicated that the respondents spend the most time scrolling through TikTok, Instagram, and Twitter. TikTok is a short video sharing app downloaded over 1.1 billion times. TikTok is extremely addicting, and with 85 percent of users under the age of 35, being addicted to TikTok is not something their parents want to see their children do. Using TikTok can cause one's attention to become less concentrated, reducing one's ability to learn or perform productively. TikTok is primarily used by adults under the age of 35, according to Shenjie (2021), because this group spends the majority of their time on social media and creating trendy short videos. Instagram has everything, whether it's through Stories, Feed, Live, or IGTV. Instagram is a photo, video, and message-sharing social media app used by more than 1 billion users worldwide (Instagram, 2016). It was proven by a poll conducted by Sidortsova (2019) that 70% of the respondents agree that if they were to disconnect themselves from Instagram, it would be more productive. According to Hern (2018), Instagram harms productivity. It makes it difficult to complete everyday activities, causing students to study less, be sleepless, and spend a good deal of time scrolling through social media. According to Anger et al. (2011), Twitter is a popular microblogging service with over 50 million users. Twitter allows users to post updates known as "Tweets." Users can "retweet," which means repeating a tweet and publishing it for one's followers, to share information from other users. Twitter is also another cause of one to participate less in the real-life world. They are too immersed in scrolling the app until they become less productive and causing them to be distracted with their real-life responsibilities.

Individuals were divided into three categories for comparison: heavy, moderate, and light social media users. A heavy social media user spends over 16 hours each day on the platform. Moderate users spend 3 to 16 hours every day on social media. Light users spend fewer than three hours on social media (KFF, 2010). Therefore, the majority of the respondents are considered moderate social media users.

Table 2: Descriptive Analysis for Time Appropriateness

Filtered Questions	% 3					Mean	Standard Deviation
	1 Strongly Disagree	2 Disagree	Somewhat Agree	4 Agree	5 Strongly Agree		
I believe that Twitter and Instagram are among the most popular social networks where students spend most of their times.	0.0	0.4	7.2	39.8	52.5	4.44	0.647
I believe that students spend more over an hour social media daily.	0.4	0.7	6.1	40.0	52.7	4.44	0.680
I believe that time management plays an important in determining the success and failure of a student.	0.0	0.7	9.2	41.1	49.0	4.39	0.679
I believe that students should limit the time they spend on social media per day and substitute those hours to study.	0.2	0.2	11.4	39.8	48.4	4.36	0.706

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

I believe that students who lack time management can easily be affected to the negative impact of social media	0.0	1.8	10.5	46.4	41.4	4.27	0.718
I believe that students tend to spend more time socialising through social media and spent less time on their studies.	0.2	3.3	12.0	51.9	32.6	4.13	0.762
I believe that immoderate social media use can affect students' academic performance.	0.7	3.9	18.4	47.3	29.8	4.02	0.836
I believe that students spend too much time on Facebook and other social media sites and not have enough time studying.	1.1	5.3	20.1	39.8	33.7	4.00	0.921
I believe that time spent on social media activities impact students' academic work negatively.	1.3	4.8	18.8	45.3	29.8	3.97	0.893
I believe that social media will help students manage their time properly in their studies.	2.6	13.1	23.9	34.1	26.3	3.68	1.079

Time appropriateness is one of the key factors in assuring excellent achievement in academic. According to the table, respondents agree that the majority of them spend most of their time scrolling through Twitter and Instagram (M= 4.44, S. D= 0.647). They also agreed that they spend more than an hour on social media daily (M= 4.44, S. D= 0.680). Respondents believed that time management plays an important role in determining the success and failure of a student (M= 4.39, S. D= 0.679). This finding is supported by Zulauf et al. (1999). Academic performance is prone to be affected by time management abilities since a student with good time management skills would be more effective and efficient while studying. However, respondents do not agree that social media will help student to manage their time properly in their studies (M=3.68, S. D= 1.079). It can be determined that most respondents lack time management skills and agree that this affects their education. Peter (2015) backs up the findings, stating that students who spend more time on social media are more likely to neglect their studies.

Table 3: Descriptive Analysis for Health Addiction

Filtered Questions	1 Strongly Disagree	2 Disagree	% 3 Somewhat Agree	4 Agree	5 Strongly Agree	Mean	Standard Deviation
I believe that frequent usage of social media can trigger mental health problems.	0.0	1.5	9.4	49.0	40.0	4.28	0.693
I believe that social media addiction can cause another types of addiction. (Repulsive buying, Gambling, Pornography)	0.7	2.2	10.9	46.6	39.6	4.22	0.777
I believe that frequent usage of social media has an effect physical health.	0.0	2.4	12.3	46.8	38.5	4.21	0.748

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

I believe that addiction towards social media can cause unwanted problem in real life.	0.4	2.2	14.0	50.1	33.3	4.14	0.763
I believe that the usage of social media creates a safe space for me to escape form social environment/problems.	0.4	4.6	16.0	45.5	33.5	4.07	0.845
I believe that social media plays an important role in reducing stress and increasing satisfaction.	1.1	2.4	16.2	49.9	30.4	4.06	0.811
I believe that the addiction towards social media can interfere with my daily activities, personal welfare and relationship outside of the virtual world.	1.1	5.3	13.8	47.9	31.9	4.04	0.875
I believe that the frequent usage of social media, can cause difficulties when I am interacting/communicating face-to-face with friends.	3.5	9.4	17.1	41.1	28.9	3.82	1.060
I believe that not engaging to any social media platform can trigger a mental health/emotional problem.	5.9	15.1	16.4	34.8	27.8	3.63	1.203
I believe that missing out a trend from the social media triggers my emotional health problems.	9.6	15.1	15.5	31.1	28.7	3.54	1.306

Mental and physical health plays an important role in achieving a great score in academic performance. The respondents agreed that frequent social media usage could trigger their mental health (M= 4.28, S. D= 0.693). They also agree that frequent usage of social can cause another type of addiction such as repulsive buying, gambling and pornography (M= 4.22, S. D= 0.777). They believe that social media affects physical health (M= 4.21, S. D= 0.748). Also, they disagree that missing out on a trend from social media can trigger their emotional health problem (M= 3.54, S. D= 1.306). As a result, according to O'Reily et al. (2018), social media can affect users' mental health. It can be determined that most respondents have a harmful addiction to social media and acknowledge that it harms their academic performance.

Table 4: Descriptive Analysis for Distraction

Filtered Questions	1 Strongly Disagree	2 Disagree	% 3 Somewhat Agree	4 Agree	5 Strongly Agree	Mean	Standard Deviation
I believe that students are aware that social media is distracting and time consuming but they cannot quit visiting it because they like it.	0.0	0.9	10.9	49.5	38.7	4.26	0.682
I believe that students devote more attention and time to social media than they do for their studies.	0.2	1.8	10.9	50.3	36.8	4.22	0.722
I believe that excessive social media usage may have negative life effects	0.0	2.0	11.4	52.3	34.4	4.19	0.708

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

such as distraction towards students' academic performance.								
I believe that social media distracts students' academic life and affect their concentration during classes and learning periods.	0.2	2.4	12.5	48.1	36.8	4.19	0.758	
I believe that social media can cause individual to have short term of attention towards something.	0.2	1.1	15.1	47.3	36.3	4.18	0.738	
I believe that social media is considered as source of distractions towards students' academic performance.	0.2	1.5	14.9	48.6	34.8	4.16	0.743	
I believe that social media distracts students from completing their assignments and neglect their studies time table.	0.7	4.2	12.7	48.4	34.1	4.11	0.826	
I believe that individuals get distracted by social media because they fear of missing out something.	0.4	5.0	15.1	45.5	33.9	4.07	0.853	
I believe that social media affect students' grades and they tend to get distracted by it.	11.1	3.7	17.1	46.4	31.7	4.04	0.857	
I believe that students can remain away from using social media for a day.	3.9	11.2	16.2	38.2	30.5	3.80	1.110	

Being distracted can cause one's attention to be strayed away from the task or objectives one is trying to achieve. The respondents agreed that that social media is a distraction that takes up the majority of their time (M= 4.26, S. D=0.682), they also agree that they devoted more attention and time towards social media rather than their studies (M= 4.22, S. D= 0.722) and believed that excessive usage of social media is distracting them from their studies (M= 4.19, S. D= 0.708). But, the respondents agree that they are able to stay away from social media just for a day (M=3.80, S. D= 1.110). It may also be stated that while utilising social media, the majority of respondents are distracted from their priorities. As a result, according to Obi (2012), students who spend the majority of their time being distracted by social media can have a negative impact on their academic performance.

Table 5: Descriptive Analysis for Academic Performance

Filtered Questions	%					Mean	Standard Deviation
	1 Strongly Disagree	2 Disagree	3 Somewhat Agree	4 Agree	5 Strongly Agree		
I find that social media helps in gaining information that is related/not related in academic performance.	0.2	0.4	14.7	45.5	39.2	4.23	0.724
I find that social media promotes in multitasking while using it for academic purposes.	0.0	1.8	15.1	45.3	37.9	4.19	0.751

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

I find that social media plays a helpful role for discussions among students regarding the task assignments.	0.2	0.9	16.6	45.7	36.5	4.18	0.746
I find that the information and data collection in social media are helpful for academic purposes.	0.0	1.5	15.3	47.7	35.4	4.17	0.736
I find that social media helps other students and the lecturers become equal participants in the knowledge sharing process.	0.4	1.8	16.2	47.9	33.7	4.13	0.770
I find that social media helps me in sustaining interaction among lecturers and students outside of classes and cause effective learning.	0.2	4.6	18.8	42.5	33.9	4.05	0.854
I find that social media brings out the help of academic purposes rather than socialising.	0.2	4.4	21.7	40.9	32.8	4.02	0.861
I find that social media helps in motivating me to participate in class during the learning process.	1.1	3.3	22.5	41.1	31.9	4.00	0.881
I find that social media affects my academic performance/grades negatively.	3.1	10.3	20.4	36.3	30.0	3.80	1.073
I find that not having any social media can affect academic performance/grades negatively.	4.8	13.3	19.3	35.7	26.9	3.67	1.149

Academic performance shows how students how well did they do on their studies. The respondents agreed that the usage of social media helps them in gaining information that is related/not related to academic performance (M= 4.23, S. D= 0.724), social media helps them in multitasking while using it for academic purposes (M= 4.19, S. D= 0.751). They also agreed that social media plays a beneficial role in student discussions regarding the task assignments (M= 4.18, S. D= 0.746). However, they disagree that not having social media can negatively affect their academic performance (M= 3.67, S. D= 1.149). It can be stated that the majority of respondents believe that social media plays a significant part in their personal lives as well as their academic achievements. According to Herrick (2016), respondents can use social media to gather and share various types of information.

4.1 Hypothesis Testing

Correlation analysis tests the significant relationship between the time appropriateness, health addiction, and distraction towards students' academic performance. This study used Guilford's Rule of Thumb to determine the relationship strength between variables.

Table 6: Guildford Rule of Thumb

Value, r	Strength
<0.2	Negligible Relationship
0.2 to 0.4	Low Relationship
0.4 to 0.7	Moderate Relationship
0.7 to 0.9	High Relationship
>0.9	Very High Relationship

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Table 7: Result for correlation test for Time Appropriateness (TA) and Academic Performance (AP)

		r	P<0.5	Result
Time Appropriateness	→ Academic Performance	0.616	0.000	Significant

The findings from Table 7 shows the correlation test between time appropriateness and academic performance. The analysis shows that H1 is supported where time appropriateness is related to academic performance. It is correlated, and there is a moderate relationship between the variables. The direction of the relationship is also positive. According to the descriptive analysis, respondents agree that they lack time appropriateness, which impacts their studies.

People who spend more time on social media and use it for more than 8 hours per day may harm their academic achievement. As a result, the amount of time spent on social media can impact academic performance.

Table 8: Result for correlation test for Health Addiction (HA) and Academic Performance (AP)

		r	P<0.5	Result
Health Addiction	→ Academic Performance	0.689	0.000	Significant

The findings from Table 8 shows the correlation test between health addiction and academic performance. The analysis shows that H2 is supported where health addiction is related to academic performance. It is correlated and shows a moderate relationship. The direction of the relationship is also positive. According to the descriptive analysis, the respondents agree that regular use of social media might cause mental and health issues and interfere with their education.

The possible explanation for this relationship is that long-term usage of social media has an adverse effect on respondents' mental health, causing them to be foul, anxious, and depressed. As a result, if the respondents' mental health is poor, it may interfere with their academic activities and negatively impact their academic achievement.

Table 9: Result for correlation test for Distraction (D) and Academic Performance (AP)

		r	P<0.5	Result
Distraction	→ Academic Performance	0.628	0.000	Significant

The findings from Table 9 shows the correlation test between distraction and academic performance. The analysis shows that H3 is supported where health addiction is related to academic performance. It is correlated and shows a moderate relationship. The direction of the relationship is also positive. Based on the descriptive analysis, the respondents agree that social media distracts them from their time for their studies.

This relationship could be explained by people getting preoccupied when searching for information or data on social media. They are also prone to be distracted by unrelated content to their studies. As a result, if respondents are distracted by social media, they will lose track of time in their academic activities, negatively impacting their academic performance.

5.0 CONCLUSION

This study was conducted to identify the relationship between the impact of social media and students' academic performance. This study shows a significant relationship between time appropriateness, health addiction, distraction and students' academic performance. Overall findings indicated that social media can have a negative impact on students' academic performance.

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

The study found that students tend to spend most of their time on social media to socialise rather than for educational purposes. Students addicted to social media cannot control their desire to use social media. Today, social media is recognised as an important educational resource; however, students use social media platforms such as TikTok, Instagram, and Twitter for fun or to pass the time.

The study encountered limitations while conducting this study. First, researchers use Google Forms to distribute questionnaires. This is due to respondents' procrastination in responding to the survey. As a result, they frequently forget about the survey. Second, more searches through websites and other resources are required for future studies to examine various aspects related to the study's title. Again, it is due to the prominence of the title. It needs to be narrowed down, which is why more research is required.

The results of this study have a significant change compared to the pre-test, where time appropriateness, health addiction, and distraction with academic performance are all low correlated due to differences in the number of samples collected. During the pre-test, 100 responses were collected, and 333 responses were recorded during the actual data collection. The number of samples collected was a key factor in determining the study's outcomes.

Based on the findings of this study, students should be aware of the impact of social media on their academic performance. Students should balance their social media use and their studies to avoid being distracted while studying. Students should use social media frequently to obtain or share information with classmates or lecturers. However, they must make an effort to limit their use of social media for recreational purposes. Furthermore, the findings will contribute to a greater understanding and body of literature on the impact of social media on education

REFERENCES

- Adebayo, F. A. (2015). Time Management and Students Academic Performance in Higher Institutions, Nigeria a case study of Ekiti State. *International Research in Education*, 3(2), 1-12.
- Alsalem, W. S. Y., Alamodi, L. A., Hazazi, A. T. M., Shibah, A. M., Jabri, S. A., & Albosruor, Z. A. (2017). The effect of time management on academic performance among students of Jazan University. *The Egyptian Journal of Hospital Medicine*, 69(8), 3042-3049.
- Andreassen, C. S. (2015). Online social network site addiction: A comprehensive review. *Current Addiction Reports*, 2(2), 175-184.
- Anger, I., & Kittl, C. (2011, September). Measuring influence on Twitter. In *Proceedings of the 11th international conference on knowledge management and knowledge technologies* (pp. 1-4).
- Azlan, N.A.N., Endut, M.E., Ibrahim, M.S. & Anuar, A.Z.A. (2020). The effectiveness of peer tutoring in elevating the academic performance of KUPTM students. *Jurnal Evolusi* 1(2).
- Azri, A., Samsudin, E. I., Ibrahim, M. S., & Yusuf, S. The Preliminary Study: Factors Of Internet Addiction And Academic Performance. *Jurnal Evolusi*, 2(1).
- Balakrishnan, V., & Shamim, A. (2013). Malaysian Facebookers: Motives and addictive behaviours unraveled. *Computers in Human Behavior*, 29(4), 1342-1349.
- Bernard, K. J., & Dzandza, P. E. (2018). Effect of social media on academic performance of students in Ghanaian Universities: A case study of University of Ghana, Legon.
- Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of computer-mediated Communication*, 13(1), 210-230.
- Brick, J. M. (2014, October). Explorations in non-probability sampling using the web. In *Proceedings of the Conference on beyond traditional survey taking: Adapting to a changing world* (pp. 1-6).

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

- Dollarhide, M. (2019). Social media definition. Investopedia. <http://billscomputerpot.com/menus/windows/SocialMedia.pdf>
- El-Badawy, T. A., & Hashem, Y. (2015). The impact of social media on the academic development of school students. *International Journal of Business Administration*, 6(1), 46.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook “friends:” Social capital and college students’ use of online social network sites. *Journal of computer-mediated communication*, 12(4), 1143-1168.
- Ericson, B. E. (2011). The relationship between student use of socially interactive technology and engagement and involvement in the undergraduate experience (Doctoral dissertation, Boston College).
- Gorhe, M. (2019). Impact Of Social Media On Academic Performance Of Students. Social Media As A Tool-Technical Report. University of San Francisco. doi, 10.
- Griffiths, M. D., & Kuss, D. (2017). Adolescent social media addiction (revisited). *Education and Health*, 35(3), 49-52.
- Henderson, M. J. (2013, February 27). 3 Reasons You Should Quit Social Media In 2013. <https://www.forbes.com/sites/jmaureenhenderson/2012/12/29/3-reasons-you-should-quit-social-media-in-2013/?sh=25709b9db4a4>
- Herrick, D. (2016, May). The social side of ‘cyber power’? Social media and cyber operations. In 2016 8th International Conference on Cyber Conflict (CyCon) (pp. 99-111). IEEE.
- Hern, A. (2018, September 17). Instagram is supposed to be friendly. So why is it making people so miserable? *The Guardian*. <https://www.theguardian.com/technology/2018/sep/17/instagram-is-supposed-to-be-friendly-so-why-is-it-making-people-so-miserable>
- Israel, G. D. (1992). Determining Sample Size. *Program Evaluation and Organizational Development*, IFAS, University of Florida. PEOD-6. https://www.researchgate.net/profile/Subhash-Basu/3/post/how_could_i_determine_sample_size_for_my_study/attachment/5ebaa4924f9a520001e613b6/AS%3A890361492811785%401589290130539/download/samplesize1.pdf
- Instagram, I. (2016). Instagram. Facebook. <https://www.instagram.com>.
- Jacobsen, W. C., & Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *Cyberpsychology, Behavior, and Social Networking*, 14(5), 275-280.
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of computer assisted learning*, 27(2), 119-132.
- Kalpidou, M., Costin, D., & Morris, J. (2011). The relationship between Facebook and the well-being of undergraduate college students. *CyberPsychology, behavior, and social networking*, 14(4), 183-189.
- Khan, S. (2012). Impact of social networking websites on students. *Abasyn Journal of Social Sciences*, 5(2), 56-77.
- Kolhar, M., Kazi, R. N. A., & Alameen, A. (2021). Effect of social media use on learning, social interactions, and sleep duration among university students. *Saudi Journal of Biological Sciences*, 28(4), 2216-2222.
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social Media & Mobile Internet Use among Teens and Young Adults. Millennials. Pew internet & American life project.
- Leung, K. (2015). The Effect of Distractions on Task Performance and Enjoyment as Moderated by Regulatory Fit.
- Masrom, M., & Usat, S. (2015). Use of online social networking and academic performance of students. In *Encyclopedia of Information Science and Technology*, Third Edition (pp. 2654-2661). IGI Global.

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

- Mensah, S. O., & Nizam, I. (2016). The impact of social media on students' academic performance-A case of Malaysia Tertiary Institution. *International Journal of Education, Learning and Training*, 1(1), 14-21.
- Misran, N., Zaki, W. M. D. W., Mansor, M. F., & Wahab, H. F. A. (2016). Time Management Skills in Higher Institutions: A Case Study of Electrical, Electronic & Systems Engineering Undergraduate Students. *Journal of Engineering Science and Technology*, 11, 61-68.
- Obi, N. C., Bulus, L. D., Adamu, G. M., & Sala'at, A. B. (2012). The need for safety consciousness among Youths on social Networking Sites. *Journal of Applied Science and management (JASM)*, 14(1), 29.
- Olowu, A. O., & Seri, F. O. (2012). A study of social network addiction among youths in Nigeria. *Journal of Social Science and Policy Review*, 4(1), 63-71.
- O'Reilly, M., Dogra, N., Whiteman, N., Hughes, J., Eruyar, S., & Reilly, P. (2018). Is social media bad for mental health and wellbeing? Exploring the perspectives of adolescents. *Clinical child psychology and psychiatry*, 23(4), 601-613.
- Peter, O. (2015). Social Media and Academic Performance of Students In. Department of Educational Administration, Faculty of Education, University of Lagos.
- Practical tools for international development. (2014). *tools4dev*. <http://www.tools4dev.org/resources/how-to-choose-a-sample-size/>
- Purvis, A., Rodger, H., & Beckingham, S. (2016). Engagement or distraction: The use of social media for learning in higher education. *Student Engagement and Experience Journal*, 5(1).
- Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). Generation M 2: Media in the Lives of 8-to 18-Year-Olds. Henry J. Kaiser Family Foundation.
- Salvation, M., & Adzharuddin, N. A. (2014). The influence of social network sites (SNS) upon academic performance of Malaysian students. *International journal of humanities and social science*, 4(10), 1.
- Shengjie, J. (2021). Tiktok Analysis. *Journal of Frontiers of Society, Science and Technology*, 1(1), 8-12.
- Sidortsova, E. A. (2019). The influence of Instagram on collective and individual mentality.
- Stan, B. (2011, June 29). Measures of Shape: Skewness and Kurtosis. *MRC*. <https://imaging.mrc-cbu.cam.ac.uk/statswiki/FAQ/Simon?action=AttachFile&do=view&target=kurtosis.pdf>
- Suhail, K., & Bargees, Z. (2006). Effects of Excessive Internet Use on Undergraduate Students in Pakistan. *CyberPsychology & Behavior*, 9(3), 297-307.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296.
- Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5), 27-35.
- Vivian, R. J. (2012). Students' use of personal social network sites to support their learning experience (Doctoral dissertation, University of South Australia).
- Watson, P. (2018, August 14). Testing normality including skewness and kurtosis. *MRC*. <https://imaging.mrc-cbu.cam.ac.uk/statswiki/FAQ/Simon>

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

- Yeboah, J., & Ewur, G. D. (2014). The impact of WhatsApp messenger usage on students' performance in Tertiary Institutions in Ghana. *Journal of Education and practice*, 5(6), 157-164.
- Zulauf, C. R., & Gortner, A. K. (1999). Use of Time and Academic Performance of College Students: Does Studying Matter? (No. 371-2016-19323).

Copyright: © 2021 The Author(s)

Published by Kolej Universiti Poly-Tech MARA Kuala Lumpur

This article is published under the Creative Commons Attribute (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>