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THE PRELIMINARY STUDY: THE IMPACT OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE

[1]NUR NADIA ROSLYNNA BINTI AHMAD NIZAM
nadiarslynnaa@gmail.com
[2]NUR FAIZA BINTI MOHAMAD AZMAN
faizaazman2908@gmail.com
[3]MUHAMAD SHAMSUL IBRAHIM*
shamsul@kuptm.edu.my

Corresponding author*

[1,2,3] *Kolej Universiti Ploy-Tech MARA Kuala Lumpur*

ABSTRACT

Social media usage such as Facebook, Instagram, Twitter, and Youtube 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 has been conducted to measure the impact of 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. The previous study reported that many students got distracted in learning activities because of social media. Educators also complained that many students failed to complete their tasks because of excessively using social media. For the preliminary study, the study conducted an online survey of 100 respondents to determine the instrument validity and reliability before the actual data collection. The reliability test indicated that the reliability value for each construct is between 0.7 to 0.86. The study also conducted a preliminary analysis to determine the possible outcome in the actual data collection. The finding indicated that all the tested hypotheses are supported with low relationship strength. Thus, for the actual data collection, the study expects a similar result will be obtained as shown during the preliminary study and as suggested by the scholars from the literature.

ARTICLE INFO

1.0 INTRODUCTION

Social Media plays a very important part 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. In the past years, social media websites have become a place of giving young people a new way to interact with each other and communicate with the world. Social media has formed a large portion coming from college students and young adults. It has been found that 72% of all college students have social media with 45% of college students using a social media site at least once a day (Lenhart, 2010).

Social media sites became popular between 2004 and 2006, after Facebook and MySpace were created (Stollak, 2011). For instance, Facebook has over 500 million users and it is still growing, roughly 85% of college students are Facebook users. People use social media sites such as Facebook, Twitter, and Myspace to make and sustain relationships with others (Boyd, 2007). But some of them use social media as a key for them to study or gain knowledge, find facts and information and find data. Also, it became evident that some students were perceptive in their use of the 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 the college students in studying.

However, there is also a darker side related to social media use amongst students. Many students start losing concentration in studies due to their addiction to social media use which affects their academic performance. Students use social media entirely for social networking, communicating and just whiling away their time. This wastes their study time and thus they are not able to complete their homework, assignments or projects on time (Gorhe, 2019). Students use social media mainly to communicate about everything except studies and that they only distract students from the learning process (Talaue, 2018). Instead of students reading their books, they spend their time communicating and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically (Peter, 2015).

Academics is a vital aspect of a student's life. A good academic performance helps to build a successful and secure future. Yet, social media has affected students' focus towards learning so that it has started interfering with their educational performance and thus indirectly their future. By conducting this research, we will know the impact of social media on students' academic performance.

Thus, to find 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 provide a great contribution in knowing the impact of social media on students' academic performance. The result from the survey is important to the study as they will help the management creates new and improved techniques. Thus, students' attitude towards the social media usage creates positive outcome in their academic performances.

2.0 LITERATURE REVIEW

2.1 The Concept of Social Media and Students' Academic Performance

The internet is today the most important source of information and the growing concept of the use of social media by students cannot be underestimated. Social media is a computer-based technology that help sharing ideas and information through the building of virtual networks and communities (Dollarhide, 2019). It 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 youth cannot be over emphasised (Junco, 2011). Another definition of social media is that it is a communication channel which is very popular, extremely fast and wide, has proven to be highly effective, as well as trusted by billions of people, to share and discover content concerning individuals, brands, information and entertainment (Bernard, 2018). As for

us, students and teenagers have especially recognised these social media platforms to contact their friends, share information, change their personality and showcase their social live. 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 sites have more than 100,000,000 registered users.

Academic performance means students' reporting of past semester CGPA/GPA 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 conducted different studies to find out the influence of social media users. For example, a study on ''impact of Facebook on undergraduates' academic performance'', stated that social media platforms have negative impact on students. 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 appropriateness also known as time management is a bunch of practices that help you get more value out of your time with the aim of improving the quality of your life (Misran, 2016). Time management is an important skill that every student should acquire since it is one of the key factors in assuring excellent achievement in academic. Social media have attracted plenteous attention among researchers and scholars due to the student developing popularity and the potential impact on the academic performance (Salvation, 2014). According to Go-Globe (2015), Malaysia is the highest social media user in the Asia Pacific Region. It was contributed mainly by the user aged between 18-24 years old (34.5%).

Study shows that students tend to spend most of their time using social media to communicate and socialise rather than the educational purpose, therefore it affects their academic performances (Yeboah, 2014). Henderson (2013) claims with a piece of evidence from a study that was conducted in the United Kingdom shows that social media are connected with negative impact towards the 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 made social media as top priority and tend to use it more to feel satisfied. Some students may use social media as a platform for them to find out information but when they are taking their breaks, they will use social media for personal use such as playing online games with their friends, streaming videos or movies such as YouTube, Netflix, TikTok, browsing through Facebook, Twitter, and Instagram. Therefore, it can be concluded that students who spend their time on social media can neglect their studies and can affect their academic performances.

2.3 Health Addiction and Students' Academic Performance

Social media addiction can be seen as one form of Internet addiction. People exhibit an impulse to use social media to excess (Griffiths, 2017). Individuals with social media addiction are especially concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen, 2015). Studies have shown that the symptoms of social media addiction 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.

Addiction towards social media is a modern and developing health concern for adolescents, especially those who are currently studying. Various studies show that social media addiction can contribute to mental health problems such as stress, anxiety, and depression (Hou, 2019). These addictions are the cause to mental health problem due to the lack of human communication. When users are attached to social media, their emotions and mental are attached to the applications they are using. The more users prioritise social media connection rather than in-person connection, the more chance they will create, develop and worsen their mood disorders such as anxiety and depression.

2.4 Distraction and Students' Academic Performance

Distraction is something that makes it hard for one 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 attention of an individual from what they're supposed to be doing. According to The Star (2018), many parents worried that the rise of social

media is distracting children from their studies. Social media although has been recognised as an important resource for education today, studies however shows that students use social media such as Facebook for fun, to kill time, to meet existing friends or to make new one (Ellison, 2007). Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing unimportant issues. Hence most students' academics suffer a setback as a result of distraction from the social media (Obi, 2012).
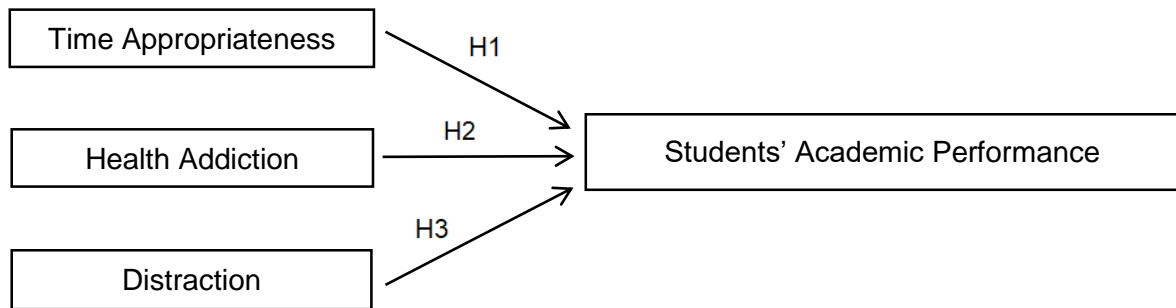

Figure 1: Conceptual Framework

Figure 1 shows the conceptual framework which suggested there is a relationship between the impact of social media and students' academic performance. The variables of social media that may affect the students' academic performance are time appropriateness, health addiction and distraction. With these variables, 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

This study aims to investigate the relationship between the impact of social media and students' academic performance. This study used an online survey to collect respondents' feedback via a questionnaire in Google Form. The questionnaire was distributed to degree students in Kolej Universiti Poly-Tech MARA Kuala Lumpur. There were 40 questions for this survey and have been divided into five sections, namely the demographics and four different variables. This study used 5-point-Likert scales to measure the relationship between the variables. The measurement consists of 1- Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree and 5- Strongly agree. The Likert scale "Undecided" is considered reliable because "Neutral", "Undecided", "Uncertain" or "Not Sure" are indicated to an unbiased response that communicates at the middle of the agreement-disagreement and should not be used as a "don't know" (DK) or non-response. (Lam, 2010).

The unit of analysis for this study is a student from KUPTM KL. This study's respondents are from various background of courses and level of education; Foundation, Diploma and Degree. Hence, for the preliminary study, 100 responses have been collected. Most statisticians agree that the minimum sample size to get meaningful results is 100 (tools4dev, 2014). The study used an online approach to reach potential respondents. The survey was also distributed online because it was cost-efficient, reduced time consumption for the researchers and respondents, and the safest approach during this pandemic. The analysis applied a quota sampling technique to select the respondent. 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). The research conducted a preliminary study before the actual data collection to minimise bias and questionnaire validity and reliability problems. The study conducted a content validity test by sending the proposed questionnaire to the content expert to ensure that they are suitable for measuring the selected variables.

For the reliability test, the study used Cronbach Alpha guidelines to ensure the items are consistent. Using Cronbach Alpha, the reliability was acceptable in the range of 0.7 and above (Taber, 2018). The questionnaire is considered reliable since the reliability test value is 0.69 - 0.86. 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 descriptively, while a correlation test is performed to test the hypothesis.

4.0 FINDINGS AND DISCUSSION

The study performed a descriptive analysis to measure the frequency and inferential analysis to test the research hypotheses.

Table 1: Respondent Demographic Analysis.

Measurement	Items	Percentage
Gender	Female	71.8%
	Male	28.2%
Age	19-22	57.3%
	23-26	42.7%
Course	Bachelor in Corporate Communication (BK201)	32.5%
	Diploma in Accounting and Finance (AA102)	13.75
	Diploma in Computer Science (CC101)	4.3%
	Bachelor in Teaching English as a Second Language (BE203)	11.1%
	Bachelor in Human Resource (AB201)	10.3%
	Diploma in Teaching English as a Second Language (BE101)	2.6%
	Bachelor in Accountancy (AA201)	9.4%
	Bachelor in Business Administration (AB202)	1.7%
	Bachelor in Information Security (CC202)	0.9%
	Bachelor in Applied English Language Studies (BE201)	5.1%
	Bachelor in Early Childhood Education (BE202)	6.0%
	Association of Chartered Certified Accountants (AA211)	2.6%
Semester	1	4.3%
	2	13.7%
	3	5.1%
	4	23.1%
	5	28.2%
	6	14.5%
	7	3.4%
	8	2.6%
	9	5.1%
	Below than 1 hour	2.6%
	1-3 hours	13.7%

| How often do you use social media per day? | 4-8 hours | | | | | | 45.3% |
| | More than 8 hours | | | | | | 38.5% |

Table 1 indicates the respondents' demographic analysis. As shown in the table, the survey is accessible in the age of 19-22 years old groups. 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. For the purpose of comparison, individuals were grouped into categories of heavy, moderate, and light social media users. A heavy social media user, spends more than 16 hours per day. Moderate users, uses 3-16 hours of social media a day. While light users use less than 3 hours of social media (KKF, 2010). Therefore, the respondents are considered as moderate social media users with their social media usage at 4-8 hours per day.

Table 2: Descriptive Analysis for Time Appropriateness

Filtered Questions	Percentage, %					Mean	Standard Deviation
	1	2	3	4	5		
(TA7) I believe that students spend more over an hour on social media daily.	0.0	1.7	8.5	29.1	60.7	4.49	0.727
(TA9) I believe that Twitter and Instagram are among the most popular social networks where students spend most of their times.	0.0	0.90	7.7	39.3	52.1	4.43	0.674
(TA10) I believe that students should limit the time they spend on social media per day and substitute those hours to study.	0.0	0.0	14.5	29.1	56.4	4.42	0.734
(TA5) I believe that time management plays an important role in determining the success and failure of a student.	0.0	1.7	13.7	26.5	58.1	4.41	0.790
(TA6) I believe that students who lack time management can easily be affected to the negative impact of social media.	0.0	3.4	16.2	42.7	37.6	4.15	0.812
(TA2) I believe that students tend to spend more time socializing through social media and spent less time on their studies.	0.0	5.1	14.5	49.6	30.8	4.06	0.813
(TA8) I believe that students spend too much time on Facebook and other social media sites and not have enough time studying.	1.7	12.0	26.5	29.9	29.9	3.74	1.068
(TA3) I believe that immoderate social media use can affect students' academic performance.	1.7	6.0	31.6	39.3	21.4	3.73	0.925
(TA1) I believe that time spent on social media activities impact on students' academic work negatively	2.6	6.8	28.2	47.9	14.5	3.65	0.903
(TA4) I believe that social media will help students manage their time properly in their studies.	2.6	23.9	36.8	24.8	12.0	3.20	1.019

Time appropriateness is one of the key factors in assuring excellent achievement in academic. The respondents lack of time appropriateness because they agreed students spend more over an hour on social media daily (M=4.49, S.D=.727), students spend most of their times on Twitter and Instagram (M=4.43, S.D=.674) and believed they need to limit the time spent on social media per day and substitute those hours to study (M=4.43, S.D=.734). Moreover, they disagreed that social media will help students manage their time properly in their studies (M=3.20, S.D=1.019). It can be concluded most of the respondents are lack of time appropriateness and agreed it affect their studies. The findings are supported by Peter (2015) and prove that students who spent more time on social media tend to neglect their studies.

Table 3: Descriptive Analysis for Health Addiction

Filtered Questions	Percentage,%					Mean	Standard Deviation
	1	2	3	4	5		
(HA1) I believe that frequent usage of social media can trigger mental health problems.	0.0	3.4	12.8	45.3	38.5	4.19	0.787
(HA2) I believe that frequent usage of social media has an effect on physical health.	0.0	2.6	22.2	41.9	33.3	4.06	0.813
(HA10) I believe that social media addiction can cause another type of addiction. (Repulsive buying, Gambling, Pornography)	0.9	5.1	16.2	45.3	32.5	4.03	0.880
(HA9) I believe that addiction towards social media can cause unwanted problem in real life.	0.9	1.7	29.1	40.2	28.2	3.93	0.848
(HA3) I believe that the usage of social media creates a safe space for me to escape form social environment/problems.	1.7	6.8	25.6	41.9	23.9	3.79	0.943
(HA7) I believe that the addiction towards social media can interfere with my daily activities, personal welfare and relationship outside of the virtual world.	0.9	12.8	23.1	34.2	29.1	3.78	1.035
(HA8) I believe that social media plays an important role in reducing stress and increasing satisfaction.	4.3	3.4	24.8	47.0	20.5	3.76	0.962
(HA6) I believe that the frequent usage of social media, can cause difficulties when I am interacting/communicating face-to-face with friends.	6.0	17.1	27.4	31.6	17.9	3.38	1.144
(HA5) I believe that not engaging to any social media platform can trigger a mental health/emotional problem.	13.7	24.8	28.2	17.1	16.2	2.97	1.276
(HA4) I believe that missing out a trend from the social media triggers my emotional health problems.	16.2	23.9	24.8	17.1	17.9	2.97	1.339

Mental and physical health plays an important role in achieving a great score in academic performance. The respondents agreed that frequent usage of social media can trigger their mental health (M=4.19, S.D=.787), and social media has an effect on physical health (M=4.06, S.D=.813). However, they disagree that missing out a trend from social media can trigger their emotional health problems (M=2.97, S.D=1.339). Hence, the findings are supported by O'Reily et al.

(2018), social media can harm users' mental health. It can be concluded that most of the respondents have an unhealthy health addiction towards social media and agreed that it can affect their academic performance.

Table 4: Descriptive Analysis for Distraction

Filtered Questions	Percentage,%					Mean	Standard Deviation
	1	2	3	4	5		
(D1) I believe that students devote more attention and time to social media than they do for their studies.	0.0	3.4	12.8	49.6	34.2	4.15	0.769
(D6) 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	19.7	44.4	35.0	4.14	0.753
(D4) I believe that excessive social media usage may have negative life effects such as distraction towards students' academic performance.	0.0	4.3	15.4	51.3	29.1	4.05	0.786
(D2) I believe that social media distracts students' academic life and affect their concentration during classes and learning periods.	0.0	4.3	17.9	47.0	30.8	4.04	0.814
(D8) I believe that social media can cause individual to have short term of attention towards something.	0.0	2.6	24.8	43.6	29.1	3.99	0.804
(D7) I believe that social media is considered as source of distractions towards students' academic performance.	0.0	3.4	23.1	47.0	26.5	3.97	0.798
(D5) I believe that social media distracts students from completing their assignments and neglect their studies time table.	0.0	12.0	15.4	42.7	29.9	3.91	0.965
(D10) I believe that social media affect students' grades and they tend to get distracted by it.	1.7	6.0	27.4	34.2	30.8	3.86	0.982
(D9) I believe that individuals get distracted by social media because they fear of missing out something.	0.9	9.4	23.1	38.5	28.2	3.84	0.973
(D3) I believe that students can remain away from using social media for a day.	4.3	16.2	21.4	35.9	22.2	3.56	1.133

Being distracted can cause one's attention being strayed away from the task or objectives that they are trying to achieve. The respondents agreed that they do devote more attention and time towards social media (M=4.15, S.D=.769), they are also aware that social media are distraction towards them and consume most of their time (M=4.14, S.D=.753) and believed that excessive usage of social media are distracting them from their studies (M=4.05, S.D=.786). However, the respondent less agreed that they are able to stay away that from social media just for a day (M=3.56, S.D=1.133). It can conclude most of the respondents are distracted from their priorities while they are using social media. Therefore, the findings are supported by Obi, (2012), students spend most of their time being distracted social media can affect their academic performance.

Table 5: Descriptive Analysis for Academic Performance

Filtered Questions	Percentage,%					Mean	Standard Deviation
	1	2	3	4	5		
(AP8) I find that social media helps in gaining information that is related/not related in academic performance.	0.9	1.7	19.7	37.6	40.2	4.15	0.854
(AP10) I find that social media promotes in multitasking while using it for academic purposes.	0.0	4.3	18.8	50.4	26.5	3.99	0.793
(AP6) I find that social media helps other students and the lecturers become equal participants in the knowledge sharing process.	1.7	4.3	17.9	46.2	29.9	3.98	0.900
(AP9) I find that the information and data collection in social media are helpful for academic purposes.	0.0	5.1	20.5	46.2	28.2	3.97	0.835
(AP4) I find that social media plays a helpful role for discussions among students regarding the task assignments.	0.9	3.4	25.6	40.2	29.9	3.95	0.879
(AP3) I find that social media helps me in sustaining interaction among lecturers and students outside of classes and cause effective learning.	0.9	10.3	23.9	37.6	27.4	3.80	0.985
(AP2) I find that social media brings out the help of academic purposes rather than socializing.	0.0	6.0	33.3	36.8	23.9	3.79	0.879
(AP5) I find that social media helps in motivating me to participate in class during the learning process.	3.4	6.0	32.5	29.1	29.1	3.74	1.052
(AP1) I find that social media affects my academic performance/grades negatively.	3.4	14.5	26.5	34.2	21.4	3.56	1.086
(AP7) I find that not having any social media can affect academic performance/grades negatively.	12.0	23.9	23.9	23.9	16.2	3.09	1.270

Academic performance shows how students how well did they do on their studies. The respondents agreed that the usage of social media helps them gain information that is related/not related in academic performance (M=4.15, S. D=.854), social media helps in multitasking while using it for academic purposes (M=3.99, S.D=.793) and social media helps students and lecturers become equal participants in the knowledge sharing process (M=3.98, S.D=.900). However, they disagree by not having any social media can affect their academic performances negatively (M=3.09, S.D=1.270). It can be concluded that most of the respondents agree that having social media plays an important role in their life as well as their academic performances. According to Herrick (2016), respondents can obtain and share various of information that they have gathered on social media.

4.1 Hypothesis Testing

Correlation analysis test the significant relationship between the time appropriateness, health addiction, and distraction towards student's academic performance. To determine the strength of the relationship between the variable, this study will use Guilford's Rule of Thumb.

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

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

			r	$P<0.5$	Result
Time Appropriateness	→	Academic Performance	0.342	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 with academic performance. It is correlated and shows a low relationship. The direction of the relationship is also positive. Based on the descriptive analysis, the respondents agree that they are lack of time appropriateness and it affects their studies.

The possible explanation for this relationship is that respondents who spend more time engaging in social media and use it 4-8 hours per day can affect their academic performance. Therefore, appropriate amount of time while using social media can affect 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	0.409	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 with 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 frequent usage of social media can trigger their mental and health problems and it can affect their studies.

The possible explanation for this relationship is that respondents' mental health is affected when they are using social media for a long time and can cause them to be in a bad mood, having anxiety, and dealing with depression. Therefore, when the respondents' mental health is not well, it may disrupt their academic activities and can affect their academic performance.

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

			r	*P*<0.5	**Result**
Distraction	→	Academic Performance	0.417	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 with 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 is the distraction from them to devote their time for their studies.

The possible explanation for this relationship is that respondents tend to get distracted when they are looking for information or data on social media. They are distracted by the contents that are not important for their study. Therefore, when the respondents get distracted by social media, they will lose track of time in their academic activities and can affect 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. The findings revealed that social media could negatively affect students' academic performance.

The study found that students tend to spend most of their time using social media to socialise rather than for an educational purpose. Students with social media addiction are more concerned about social media and are driven by an uncontrollable urge to log on to social media. Social media has been recognised as an important resource for education today, however students use social media such as Twitter for fun or to kill time.

There are some limitations and suggestions that could be addressed during the process. Among them is because researchers use Google Form as a method to distribute questionnaires. This is because it the respondents procrastinated answering the survey. As a consequence, they tend to forget about the survey.

For future studies, more searches are needed through websites and other resources to examine various aspects related to the title of the study. Also, potential researchers can use other questionnaire delivery methods such as SurveyMonkey, PaperForm and JotForm, aside from Google Form, to build a better research value. Therefore, to ease the procedure, the suggestion of such issues should be taken into account by the prospective researcher.

The study is important for students to know the impact of social media on students' academic performance. Students should try to balance social media use and their studies so that they do not get distracted while studying. When using social media, students should use it oftenly to get or sharing information with classmates or lecturers. They must try to limit social media use for leisure. Besides, the finding will add more understanding and literature to social media impact in education.

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