The Impact of Social Media on Hospitality and Tourism Management Students' Academic Performance

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Abstract
The aim of this study is to examine how social media affects students studying hospitality and tourism management in terms of their academic performance. The study's direction is determined by two objectives, which is exploring the usage and time spent of social media among Hospitality and Tourism Management students and investigating the relationship between social media usage and time spent on Hospitality and Tourism Management academic performance of students. A Google Form was used for submitting surveys to the respondents, and 386 responses were obtained and used for further analysis. Descriptive result of this study reported social media usage frequency is a more significant factor in determining its impact on individuals or society, rather than the amount of time spent on it. Further analysis and interpretation of the regression results could provide more insight into this relationship and the potential implications of these findings. It is proven that social media can be a valuable asset in the learning process when used properly, but it's important for students to be aware of its potential risks and take steps to use it in a responsible and productive manner.
Keywords: Social Media Usage, Academic Performance, Hospitality and Tourism Management Students, Regression Analysis.

Introduction
Media development has caused the world to move from the physical to the virtual world. The website focuses on bringing together people with shared interests. Social media enables people to share their thoughts, opinions, interests, and programming since words may mean different things in different contexts. (Masood et al., 2020). Users of social networking services can trade information in groups, particularly those who share similar interests (Greenhow & Lewin, 2021). Popular social networks include Facebook, Tumblr, Vine, Twitter,

Instagram, and LinkedIn. Social networking internet users value digital messages because they are easily accessible, portable, and inexpensively inspiring, and a lot of texts may be kept on their laptop or smartphone (Hasan & Ibrahim, 2017).

Social media usage by students or members of the education community has significantly increased in addition to that of working people (Raut & Patil, 2016). Given their widespread acceptance, it is not surprising that social media has changed how people interact and live. One of the most recent instances of communication technology that students have extensively accepted is social networking websites like Facebook. As a result, these platforms have the ability to boost students' academic communications and collaborations with teachers. In western environments, students mostly utilise social media to interact with instructors and discuss ideas (Sudha & Kavitha, 2016). Ijaz et al (2015) argued that technological advancements, rising internet use, and the use of social media have become a regular part of our lives. Social media may benefit pupils if it is handled wisely and children acquire information that would help them do better in school

The present study attempts to determine the categories of social media and student performance. This coordinated social media platform might help develop a consensual paradigm that clarifies connections. This research examines the impacts of social media from student and academic perspectives that will benefit individuals, researchers, institutions, and communities, which will expand the knowledge of student performance in light of the tremendous rise and development of social media. The way people now communicate on a daily basis, which is mostly spent on social media, is due to the development of mobile phones as well as the advancement of technology, which has had a tremendous influence. In general, the emergence of these social media sites occurred again in the 1990s (Subburaj, 2016). However, its use is becoming increasingly popular, and it has grown exponentially among today's students, especially in the fields of hospitality and tourism management. The growth of mobile phones and the improvement of media technologies have had a significant impact on how people communicate on a daily basis. The usage of social media among today's youths is increasing dramatically, and it is becoming widely popular among students, including hospitality and tourism management students. Many students become hooked on the use of social media sites because they often engage in one or more activities on the platforms. Due to this rising popularity, there are growing worries about the negative effects of social media use on students' academic performance (Uche & Nonyelum, 2018). Therefore, the question of this study is to answer: how does social media affect a hospitality and tourism management student's academic performance? Thus, exploring the factors of usage and the time spent on social media among Hospitality and Tourism Management students and investigating the relationship between social media usage and time spent on Hospitality and Tourism Management students' academic performance are the objectives of this research.

Literature Review

Academic achievement has been significantly related to the rapid development of social media usage among postsecondary students. Students will spend more time on social media than studying as social media use continues to grow (Boahene et al., 2019). Many studies have found that social media has a beneficial impact on students' academic performance (Bianca et al., 2021; Alam and Aktar, 2021; Ahmad et al., 2021; Beneyam, 2021). Mushtaq (2018) discovered that the majority of students utilise social media as informational and communicational tools for their education. Students can efficiently connect with one another

and acquire university-related information to help them learn better. Social media, according to Boahene et al. (2019), may be efficiently utilised for academic purposes as an innovative method to increase students' CGPA. This is because the tertiary students in this research (Boahene et al., 2019) utilise WhatsApp groups to communicate with their friends. "Creating Educational Media and Software," Lahiry et al. (2019) indicated that 88.58 percent of students in East India use social media for academic purposes and that it has a beneficial effect on their academic performance. The outcomes of these studies showed that using social media for academic purposes improves students' academic performance. Other than that, a study conducted by Sutarno (2019) found that social media has impacted students' GPA positively. Then, the use of social media for class-related research has helped improve students' grades. They also discovered that the majority of students utilised social media for academic reasons such as peer-to-peer knowledge sharing, forming social media groups for some of the courses, and communicating with their lecturers via social media. However, in this study, they find most students disagree and strongly disagree with the statement "Social media is encouraged by lecturers as part of assignments." In addition, Lim et al. (2021) conducted a study on the association between time spent on social media and students' academic achievement. According to Lim et al. (2021), if a student utilises social media for academic reasons, such as creating a discussion forum for classwork, it will improve their academic achievement. However, if a student spends too much time on social networking via a social media site that is unrelated to their academic field, it will have a detrimental effect on their academic achievement (Lim et al., 2021).

On the other hand, Young (2017) conducted a week-long series of interviews and questionnaires with each student 24 hours a day. They discovered that over 83.33 percent of participants value social networking sites and spend about 116 minutes every day on social media, and time spent on social media has a negative impact on academic achievement. Furthermore, Alomari (2019) investigated the time spent on social media platforms by 971 students at a mid-south institution. The majority of the research sample spent between one and four hours on social media platforms, with an estimated average of three and a half hours (mean of hours spent on social media = 3.69). Pearson's correlation coefficient was also employed in this study to demonstrate that there is a strong negative relationship between time spent on social media and students' academic achievement regardless of the reason for use ($r = -0.144$, $p = 0.000$) (Alomari, 2019). Furthermore, research from Abbas et al. (2019) has revealed that students who spend more time on social networking sites are more likely to perform poorly in academics as they prefer to spend their time online conversing and making friends on social networking platforms rather than reading books. This is detrimental to their academic achievement. There have also been studies conducted on the impact social media usage has on academic performance, specifically cumulative GPA. Studies investigating the impact of social media on academic performance were also conducted. In one study, students were asked to fill out surveys about how often they used social media, whether they used social media sites while doing their assignments, which sites they used most often, and their grade point average (GPA) (Peter, 2015). The results revealed that students spent a lot of time on social media during the day and used social media while doing school assignments. The results also showed that using social media more often is linked to doing worse in school overall. But the results also showed that when social media was used for class work, there was no link between using social media and doing poorly in school. In other studies, students rarely said they used social media for academic purposes (Waqas et al., 2016). These results were consistent with those of previous research (Abdulahi et al., 2014), in which students

were given comparable questions about their social media use and overall academic achievement. The findings revealed that the majority of students reported spending a significant amount of time on social networking platforms (i.e., checking or posting on social media). In addition, students spent time on social media instead of or in addition to academic work, which severely impacted their academic performance. Barton et al. (2018) also mentioned that students who often use social media may be oblivious to the influence of their usage on their overall academic performance, as well as the linkages between crucial academic techniques and abilities and social media use. Engaging with social media suggests that students are not removing surrounding distractions to enable them to concentrate, such as regulation of time and study environment. Additionally, selecting a more desirable activity, such as social media, may indicate that they are not motivated or do not stick with the main, study-related work when it gets challenging (effort regulation).

Based on the review of the relevant literature, this study therefore hypothesised that social media usage and time spent on social media influence the academic performance of hospitality and tourism students based on the conceptual framework below.

H1: There is a significant relationship between usage of social media for academic purposes and student performance.

H2: There is a significant relationship between time spent on social media and student performance.
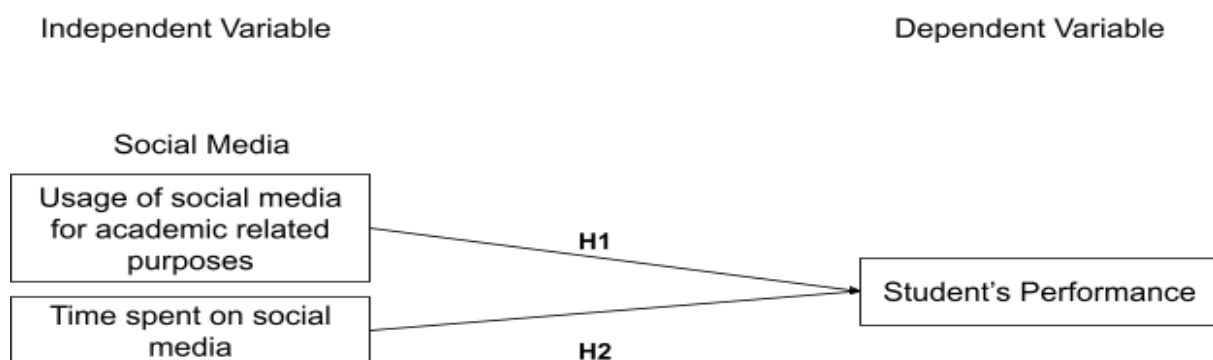

Figure 1: The Conceptual Framework

Methodology

The research was based on primary data acquired from students studying at the Faculty of Hotel and Tourism Management, Universiti Teknologi MARA (UiTM) in Malaysia via a survey questionnaire. This study's population consists of undergraduate students enrolled in UiTM's Faculty of Hotel and Tourism Management, Puncak Alam Campus. The total population is 20,046 students, while the sample size determined for this study is 377 according to Krejcie and Morgan's (1970) sampling size table. A snowball sampling technique was used in this study, in which the researcher provided the questionnaire and encouraged respondents to answer and pass it on to others who were eligible (Oregon State University, 2012). The questionnaires were created using Google Forms and disseminated over social media platforms and applications such as Facebook, WhatsApp, email, and Telegram. The questionnaire items are adapted from a 2016 study by Amin et al. Five items were used to assess students's perceived usage of social media, three items on time spent on social media, and five items were used to measure students academic performance. A five-point Likert scale ranging from (1) Strongly Disagree, (2) Disagree, (3) Moderate, (4) Agree, and (5)

Strongly Agree was utilised. A pilot study by pre-testing the structured questionnaire and reliability test was conducted, and the results of the Cronbach alpha recorded range of 0.827– 0.879 (above 0.70), indicating good reliability. Data collection: 386 replies exceeding the sample size of 377 were recorded from students studying bachelor's degrees in tourism management, hotel management, food service management, and culinary arts management at UiTM Puncak Alam and analysed in total. It was distributed for two weeks in the month of January 2023. Statistical software for the social sciences (SPSS) was used to analyse the data. In addition, descriptive analysis and multiple linear regression were employed to evaluate the aims of the study.

Data Analysis and Result
Descriptive Analysis
The demographic profile of respondents (table 1) indicates that 33.4 percent of these respondents were male, while 66.6 percent were female. 94.8 percent were between the ages of 21 and 23 years, 4.7 percent were between the ages of 24 and 26 years, and 0.5 percent were older than 27 years. 0.8 percent spent less than one hour on social media, 4.7 percent spent 2-3 hours, 39.4 percent spent 4-5 hours, and 55.2 percent spent more than 6 hours. As for the students current cumulative grade point average (CGPA), 47.7 percent of the respondents' CGPA is between 3.50 and 4.00, 51.8 percent recorded a CGPA of 3.00 and 3.49, and 0.5 percent obtained a CGPA of less than 2.99. This reveals that the majority of students obtained good CGPA grades of 3.00 and above and are heavy users of social media.

Table 1
Profile of Respondents (N=386)

No.	Variables	Categories	Frequency	Percent
1	Gender			
		Male	129	33.4
		Female	257	66.6
2	Age			
		21-23 years old 24-26 years old	366	94.8 4.7
		27 years old and above	18	.5
			2	
3	Current level of education		386	100
		Undergraduate (Bachelor Degrees & Professional Qualifications)	0	0
		Postgraduate (Master & Ph.D)		
4	Time allotment of social media access			.8
		Less than one hour	3	4.7
		2-3 hours 4-5 hours	18	39.4
		More than 6 hours	152 213	55.2
5	Current GPA			
		4.00 - 3.50	184	47.7
		3.49 - 3.00	200	51.8
		2.99 - 2.00	2	.5

Table 2 shows the students perceptions of the usage of social media.Based on Table 2, the most important aspect for the usage of social media among students is 3.87: 'encouraged by the lecturer as part of the assignment'. On the other hand, the lowest mean score is 3.64, indicating that respondents follow the latest developments in the field through social media feelings of 'upset because of something that happened unexpectedly' (M = 3.70), and the least important aspect for students is feelings of 'you were on top of things' (M = 3.24). The highest mean score for time spent on social media is 3.73, indicating that most respondents agree that they spend more time online on social media than reading academic content. On the other hand, the lowest mean is 3.65, which is what respondents spent their time on social media taking away from studying. Furthermore, most students agree that social media influences their academic performance, with the highest mean score of 3.90, in which'social media has increased their understanding and exposed them to new information that is related to their field of study'. The results of the descriptive analysis

indicate that in general, students tilt towards a level of agreement, thus the perception of usage and time spent on social media have an impact on their academic performance.

Table 2
Means and Standard Deviations (N=386)

	Mean	SD
Usage of Social Media		
I engage in academic discussion on social media platforms.	3.65	.680
I make use of social media to share information with my classmates	3.86	.640
I follow the latest development in my field through social media.	3.64	.646
	3.75	.645
I usually rely on some information gotten from social media to do my assignment.	3.87	.493
Social media is encouraged by the lecturer as part of assignment	3.65	.679
Time spent on social media	3.73	.665
The time I spent online on social media takes away from my studying.	3.68	.717
The hours I spend online on social media are more than the hours Ispend on reading academic content.	3.75	.591
Once I interrupt my study time with social media, I lose concentration.	3.77	.623
Student Academic Performance	3.68	.636
Engaging in academic related content on social media helps me improve academic performance	3.84	.586
Sometimes I use social media to understand what I have been taught in class.	3.90	.545
Social media has impacted my GPA positively.		
I still can perform well academically if I use social media.		
Social media increases my understanding towards my field ofstudy as it exposes me to new and a		

Regression Analysis

To see whether there is a significant relationship between hospitality and tourism students usage and time spent on social media and their influence on academic performance, a single-step multiple regression was conducted. The eight items in the independent (usage and time spent) dimension and five items in the dependent dimension (academic performance) were collapsed and entered into the equation. The outcomes demonstrated that there is a significant relationship between usage and time spent on social media and student academic performance. The Faculty of Hotel and Tourism students perception of usage and time spent on social media was able to explain 43.6% (R^2 = 0.436, F—change = 148.054, $p < 0.000$) of the variance in academic performance. It evidently shows that Faculty of Hotel and Tourism students' perceptions of usage and time spent on social media are found to significantly and positively influence their academic

performance. Besides that, Table 5 shows the value of the beta coefficients for this study. This study suggests that usage of social media for academic-related purposes (0.640) is the strongest influence on their academic performance. However, time spent on social media has statistically insignificant relationships with students' academic performance.

Table 3
Model Summary

Model	R	R _Square	Adjusted R Square	Std Error of the Estimate
1	.660a	.436	.433	1.81123

a.   Predictors: (Constant), Time Spent, Usage

Table 4
ANNOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	971.402	2	485.701	148.054	.000b
Residual	1256.455	383	3.281		
Total	2227.858	385			

a.   Dependent Variable: Academic Performance   b. Predictors: (Constant), Time Spent, Usage

Table 5
Coefficients

Model	Unstandardised B	Std Error	Standardised Beta	Sig.
Constant	6.339	.803		
Usage for Academic Related Purposes of Social Media	.623	.039	.640	.000
Time Spent on Social Media	.083	.052	.063	.116

Discussion and Conclusion

The results of the descriptive analysis reveal that all of the students (99.5%) obtained a cumulative grade point average of 3.00 and above, indicating good academic performance. The study also reported that perceived usage and time spent on social media among hospitality and tourism students are moderate (M = 3.65 to M = 3.90). The results of the regression analysis reveal that the independent variables, usage and time spent on social media for academic purposes, have a substantial impact on students' academic performance. Between the elements of social media, their usage for academic purposes has the greatest influence on their academic performance. Thus, this study's findings indicate a significant association between usage, time spent on social media, and academic achievement. It implies that when usage and time spent on social media for academic purposes are high, academic performance increases. Students are encouraged to use and spend time on social media for

academic purposes, mainly to complete their assignments as instructed by their lecturers. Most lecturers encourage the usage of social media as part of student assignments, as when students use these platforms effectively, they may exchange information and learn something new every day (Pathak, 2022). This finding, however, contradicts the study by Sutarno (2019), where they find most students disagree strongly with the statement'social media is encouraged by lecturers as part of assignments'. Students also use social media to share information with their classmates. They utilised social media, such as WhatsApp, to exchange information about the courses they were studying and to interact with the lecturer. They also usually have social media groups on some of their courses. This finding indirectly corroborates the findings of Sutarno (2019), where they also discovered that the majority of students utilised social media for academic reasons such as peer-to-peer knowledge sharing, forming social media groups for some of the courses, and communicating with their lecturers via social media. Besides, students are basically utilising social media to search for information and rely on the information that they get from social media for their assignments. Previously, students had to wait to meet with the lecturer and then clarify their doubts; however, all it takes is a search to get the solution to any of their questions (Pathak, 2022). This finding is in line with the study of Sutarno (2019), where they also find that students utilised social media related to the courses learned at the college since they could find many contents of education in the social media. This finding also aligns with a study by Mushtaq and Benraghda (2018), in which they discovered that the majority of students utilise social media as informational and communicational tools for their education. Students can efficiently connect with one another and acquire university-related information to help them learn better. As for the time spent factors on hospitality and tourism students' academic performance, these findings are consistent with previous studies from Owusu-Acheaw and Larson (2015) and Abbas et al. (2019), which found that students prefer to spend their time online conversing and making friends on social networking platforms rather than reading books. This can be detrimental to their academic achievement.

The use of social media has a significant impact on students' academic performance. The study indicates that the usage of social media heavily impacts the CGPA of students with a CGPA above 3.00, demonstrating excellent students. This finding can be supported by a previous study by Boahene et al. (2019), where they discovered that there was a positive relationship between the frequency of usage of social media for educational purposes and the academic performance (CGPA) of tertiary students. This present finding is also in line with a study conducted by Sutarno (2019), which found that social media has impacted students' CGPA positively. This study proves that engaging in academic-related content on social media helps students improve their academic performance. This finding is consistent with a study by Writer (2019), where they found that social media usage helps students improve their grades in ways such as improving their practical skills through informative online videos on social media, and some social media platforms provide up-to-date statistics and survey results on a variety of educational issues, which might help students with research assignments. However, the present study found no significant impact of time spent on social media on academics. This finding contradicts a previous study by Lim et al. (2021), which found there is a significant impact of time spent on social media on student academic performance.

This research will be useful and serve as a guide for authorities in universities and colleges, as well as for recognising the trend and use of technology in student education. For these students' to perform well in their academic performances, universities must continually provide WIFI facilities throughout the university. A good internet connection helps students

access various types of websites and online contents, which can provide them with useful information and help increase their knowledge in their field of study. Furthermore, encourage more usage of social media in the learning process, as social media can help in learning and networking. Learning has evolved outside the classroom; students may use live video, which is available on many social networking sites, to participate in class. In addition, students can exchange study resources using social media sites such as Facebook, Instagram, and even WhatsApp to motivate or encourage them to learn. Since the platform is wide, they can communicate with anyone in the world and even learn about the other different courses that are offered at other institutions throughout the world (Hyuga, 2019).

Students engagement in multiple social media activities on a daily basis, however, may pose growing concern and have a potential negative impact on their academic performance. The development of new social media technologies is predicted; consequently, it is critical to understand how these technologies may support or hinder university students' academic performance, particularly in their usage of social media. Recognising this, higher education authorities could develop instructional approaches to teach students the significance of social media management. Specifically, educational authorities should engage to promote practical education in technology utilization. This will help students maintain control over their use of technology. Administrators of higher education institutions should utilise the findings of this study to develop guidelines for appropriate social media use. The findings of this study shed new light on the influence of social media usage on tertiary students' academic performance and pave the way for future studies in this area (Boahene et al., 2019). of social media usage on tertiary students' academic performance and open the way for future studies in this area (Boahene et al., 2019).

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