

Association of Social Media Usage on Academic Performance among Students at Faculty of Sport Science and Recreation (FSR), Uitm Malaysia

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Abstract

This study aimed to investigate the association between social media usage and academic performance among FSR students at UiTM Seremban 3. A quantitative research design was employed, utilizing a survey method with a questionnaire distributed via Google Forms to 349 FSR students. The Bergen Social Media Addiction Scale (BSMAS), which consists of six items, was used to measure social media usage among students. Additionally, the Academic Success Inventory for College Students (ACICS) was used to assess Skills, Confidence in Abilities, Personal Adjustment, and Concentration and Self-Regulation, with a total of 19 items. Descriptive analysis was conducted to identify how social media usage affected FSR students at UiTM Seremban 3, and to pinpoint which aspects of academic performance were most affected by social media use. Data were analysed using SPSS software version 28.0. The results indicated that the most common reason students used social media was to forget personal problems, with the highest mean score ($M = 3.36$). For the second objective, the findings revealed that skills were the most affected aspect of academic performance among FSR students using social media. Furthermore, there was no significant difference ($p\text{-value} = .361$) between genders concerning academic performance factors, leading to a failure to reject the

null hypothesis. Additionally, there was a significant relationship (p -value < 0.05) between social media usage and academic performance, with a negligible positive correlation ($r = 0.188$). These findings provide a deeper understanding of the relationship between social media usage and academic performance, highlighting that there are no significant gender differences in academic performance among students.

Keywords: Social Media, Academic Performance, Skills, Confidence in Abilities, Personal Adjustment, and Concentration and Self-Regulation.

Social media referred to online platforms, services, and activities that promoted collaboration, the development of communities, active participation, and the exchange of information (Kaplan & Haenlein, 2010; Rathi et al., 2020). In recent times, the widespread influence of social media underwent a significant transformation, becoming a crucial tool for marketing products and sharing information. Specifically, Malaysia experienced a noteworthy 7.7% increase in its social media user base, reaching an impressive 28 million users between 2020 and 2021. According to Purple et al (2022), university students in Malaysia were deeply entrenched in social media, with 76.3 percent actively managing over three accounts each, like Facebook, Instagram, and TikTok, reflecting a widespread trend.

According to Sivakumar (2020), the predominant method of communication at that time was through social media networking, which was utilized by individuals from all walks of life. This surge in social media usage not only revolutionized information dissemination and consumption, but also profoundly influenced education, particularly among university students. As social media became integrated into their daily routines, students emerged as some of the most active users across multiple platforms. This transformation was evident as students began to obtain instant news access, replacing the traditional reliance on newspapers. The simplicity of obtaining information with just a click or two seamlessly integrated stays updated into their daily lives (Purple et al., 2022).

Delving into the educational realm, social networking platforms became pivotal in shaping students' learning experiences (Kolhar et al., 2021). Based on Purple et al (2022), these platforms functioned as dynamic hubs, providing students with opportunities to enhance learning, engage with educational communities, and stay informed about the latest developments. Moreover, the impact extended beyond consumption to the active creation, customization, and sharing of course content, ushering in a new era of collaborative learning cultures that transcended traditional classroom boundaries. However, the pervasive use of social media among students has raised concerns about its impact on their academic performance.

Numerous research projects have delved into skills, confidence in abilities, personal adjustment and concentration and self-regulation and their impact on academic performance. Recent studies by Siraj et al (2021), have highlighted key techniques for skills such as motivation, time management, note-taking, organization, and overall study habits as crucial for students aiming to improve their understanding of course material. Mastering these skills can significantly enhance students' learning processes and academic outcomes. Zhao et al (2021), further emphasize that students' confidence in their academic abilities also plays a pivotal role. Those who are self-assured tend to put more effort into their studies and engage more actively, while those with lower self-confidence may struggle to stay involved

and are more likely to give up. Additionally, personal adjustment during university is a critical phase where students face various challenges that can negatively impact their academic performance.

Offering good thinking skills to students was one of the fundamental purposes of education. Skill was seen as a category of action. Although there had been enormous changes in education from Socrates to the current day, the attempt to offer students the ability to think had always been at the heart of education (Mustafa, 2019). Self-confidence was one of the key features of student life. These notions typically needed conviction in one's own abilities to perform (Chemers et al., 2000; Greenacre et al., 2014). The more generalized sort of self-confidence, where there was a generalized faith in one's skills, was conceptually different from the specific form of self-confidence as applied in this research; wide self-confidence was better represented as self-esteem.

Personal adjustment was characterized by Shaffer (1948), "having positive aspects, inner emotional security, feeling of personal adequacy and of being successful, happiness in personal relations, a realistic evaluation of the self, adaptability and acceptance of one's limitation". Adjustment was the procedure by which a living entity maintained a balance between its demands and the factors that impacted the fulfilling of these needs. According to former researchers, concentration was acquirable and referred to the mental state in which all the senses and thoughts of the human were concentrated on a certain issue (Kumar, 2003; Le, 2021). This was mentioned that if one kept their focus well, all the facts or information supplied to them were received well and not only could they utilize those to cope with the present conditions and subsequently use them in the long term, especially in schooling.

The major findings of the study revealed a bidirectional link between social media and academic accomplishment. Previous studies had revealed the major benefits of social media use for university students (Nagesh & Naveen, 2017). Engaging in scientific debates with classmates and others had been found to boost vocabulary and expand academic comprehension. Furthermore, employing social media for communication among students added to enhanced writing abilities, fewer errors in spelling and grammar, and a broader exposure to material (Hruska & Maresova, 2020). Hence this study will discover the factors that might be affected academic performance among university students while using social media.

Method

The sample for this study was FSR students from UiTM Seremban 3. Currently, the total number of FSR students at UiTM Seremban 3, Malaysia that were still active was (n=1, 237) students based on the contact that had been made directly by researcher to UiTM Seremban 3 Academic Affairs. According to the Krejcie and Morgan table (1970), the sample size of the target population had been (s=291) students. To avoid the unreturned rate, 20% of the original number of students had been added so the actual number of respondents needed was 349 respondents. Non-probability sampling, in which the researcher selected the respondents, was used in this research. The researcher employed descriptive statistics, specifically focusing on frequency, mean, and standard deviation. Pearson Correlation analysis was used to identify the relationship between social media usage and academic performance.

The data for this study was gathered using a collection of questionnaires that were divided into three sections which were Section A, Section B, and Section C. Section A demographic questionnaire was adopted and adapted by the previous researcher. There were four (4) items in this section which were gender, age, education level, and time span on social media. For the section B was adapted from the Andreassen et al (2016), developed the Bergen Social Media Addiction Scale (BSMAS) as a one-dimensional scale for measuring SMA with six items. In this questionnaire, the respondents were given a five-point Likert scale ranging from 1 to 5. The type of rating scale used was 'frequency' and the rating scales were as follow (1 – Very Rarely, 2 – Rarely, 3 – Sometimes, 4 – Often, 5 – Very Often). Based on previous studies shown that the Internal consistency of the BSMAS was good with the value of Cronbach's being Alpha is 0.88. Section C consists of 19-item instrument had 4 factors which were skills, confidence in abilities, personal adjustment and concentration and self-regulation. A Likert-scale of five-point was used using items rated from 1 (Strongly Disagree) to 5 (Strongly Agree). A Cronbach Alpha score for the items is .718. to measure academic performance among students. This questioned was adopted from Prevatt et al. (2011), the Academic Success Inventory for College Student (ACICS).

Findings

Table 1 below presents the descriptive analysis for the independent variable, social media addiction, which consists of six items. The highest mean score is for item 3, with a mean of 3.36 and a standard deviation (SD) of 1.031. This suggests that a significant number of respondents agreed they used social media as a means of escape or distraction from personal issues, indicating this behavior is common among the surveyed group. The lowest mean score is for item 5, with a mean of 2.57 and a standard deviation (SD) of 1.069. This indicates that while some respondents felt restless or troubled when unable to use social media, it was less prevalent compared to other aspects of social media addiction. The reliability coefficient of Cronbach's Alpha based on standardized item was found to be .744.

Table 1

Descriptive of Social Media Usage

	N	Mean	SD	Rank
3. I used social media to forget about personal problems.	349	3.36	1.031	1
2. I felt an urge to use social media more.	349	3.19	.975	2
1. I spent a lot of time thinking about social media or planned use of social media.	349	3.13	.942	3
4. I tried to cut down on the use of social media without success.	349	3.01	.873	4
6. I used social media so much that it has a negative impact on my job/studies.	349	2.74	1.040	5
5. I become restless or troubled if been prohibited from using social media.	349	2.57	1.069	6
Cronbach Alpha				.744

From the table 2 below, showed that the highest mean of variables is Skills with a mean score of 3.45 and a standard deviation (SD) of 0.731, followed by Concentration and Self-regulation with a mean score of 3.29 and a standard deviation (SD) of 0.652 and Confidence in Abilities with a mean score of 3.25 and a standard deviation (SD) of 0.673. Lastly, Personal Adjustment with a mean score 3.12 and a standard deviation (SD) of 0.931.

Table 2
Descriptive of Academic Performance

	N	Mean	SD	Rank	Cronbach Alpha
Skills	349	3.45	.731	1	.746
Concentration and Self-Regulation	349	3.29	.652	2	.741
Confidence in Abilities	349	3.25	.673	3	.709
Personal Adjustment	349	3.12	.931	4	.762

Table 3 showed that there is a significant relationship between social media usage and academic performance which the p-value is less than 0.05. The correlation for these two variables is ($r = .188$). Confidence in abilities correlation coefficient is statistically significant with p-values less than 0.05, indicating a there is a relationship between social media usage and academic performance variables. Specifically, social media usage shows a positive correlation with confidence in abilities ($r = 0.484$). The others, skills, personal adjustment and concentration and self-regulation correlation coefficient is statistically significant with p-values more than 0.05. It indicates there are no relationship between these three variables. Specifically, social media usage shows a no correlation with Skills ($r = 0.004$), Personal Adjustment ($r = -0.003$) and Concentration and Self-Regulation ($r = -0.043$). Overall, there is significance relationship between social media usage and academic performance among FSR student at UiTM Seremban 3 with ($r = .188$) and the p-value more than 0.05.

Table 3
Pearson Correlation for Social Media Usage and Academic Performance

Variables		Social media
Academic Performance	Correlation	.188**
	Significance (2-tailed)	.000
Skills	Correlation	.004
	Significance (2-tailed)	.945
Confidence in Abilities	Correlation	.484**
	Significance (2-tailed)	.000
Personal Adjustment	Correlation	-.003
	Significance (2-tailed)	.961
Concentration and Self-Regulation	Correlation	-.043
	Significance (2-tailed)	.419

Discussion

The findings highlighted a distinct pattern in the responses of the 349 participants regarding the association between social media usage and academic performance. A recent study indicates that students often use social media as an escape from personal issues, a behavior consistent with earlier research showing the mixed effects of social media on well-being. This

finding suggests that the impact of social media is not solely due to the time spent on it but also the anticipation of satisfaction and strong emotional ties associated with its use (Beyens et al., 2021). In their extensive review, Kuss and Griffiths (2011), observed that excessive engagement with social networking sites could manifest symptoms like those seen in substance-related addictions. The persistent desire to interact more with social media, as highlighted by the survey, aligns with Andreassen (2015), characterization of social network site addiction, which includes a preoccupation with and a strong compulsion to use social media. The survey data indicates significant social media engagement among students, with many experiencing a strong compulsion to use it and spending substantial time thinking about or planning their social media activities. Although some students report negative impacts on their work or studies and feelings of restlessness when unable to use social media, these behaviours are less common but still noteworthy.

Skills emerged as the most significantly affected factor. Recent studies have explored the impact of social media use on students' academic performance in higher education. While social media can enhance communication and provide learning resources, it may also be a source of distraction (Khatib & Khan, 2017; Al-Adwan et al., 2020). Research indicates that social media use can positively influence students' perceptions of their academic performance and skills development (Al-Adwan et al., 2020). In examining the factors of academic performance most affected by social media use among FSR students at UiTM Seremban 3, concentration and self-regulation emerged as significant concerns, ranking second. This finding aligns with existing research on the impact of social media on students' academic performance. Wohn and LaRose (2014), discovered that poor self-regulation was a strong predictor of problematic social media usage, which had a detrimental impact on academic achievement. Their study suggests that students who struggle with self-regulation are more likely to experience academic difficulties due to social media use. Cao and Yu (2019) reported that social media multitasking was negatively associated with academic performance, mediated by decreased self-regulated learning. This supports the notion that social media use can interfere with students' ability to concentrate and self-regulate their study habits.

Confidence in abilities emerged as the third most impacted factor. This finding aligns with existing research on the relationship between social media use and academic self-efficacy. Giunchiglia et al (2018), discovered a negative correlation between excessive social media usage and academic self-efficacy, indicating that students who use social media more often may feel less confident in their academic skills. Similarly, Hassell and Sukalich (2016), revealed that there was a negative correlation between social media use and academic self-efficacy, especially when students used these sites for social comparison. The least affected part was found to be personal adjustment, reflecting a range of individual experiences. This result is consistent with previous studies on the link between social media use and students' individual adjustments to academic environments. Lau (2017), demonstrated that social media's effects on academic achievement and adjustment varied based on the specific platforms used and the nature of the activities engaged in, further supporting the diverse responses observed in our study. Additionally, Whelan et al (2020), reported that while social media use can affect students' well-being and adjustment, the relationship is complex and influenced by individual differences in usage patterns and motivations.

The Pearson correlation analysis in Table 3 examined the relationship between social media usage and various aspects of academic performance, specifically skills, confidence in abilities, personal adjustment, and concentration and self-regulation among FSR students at UiTM Seremban 3. According to previous researchers, Mansour et al. (2020) found that social media use and academic achievement were significantly correlated. This connection can be explained by the fact that social media, when used positively, can help youths acquire knowledge that enhances their academic performance. Purple et al. (2022), also notes that students' academic performance can benefit from social media, as it allows them to access more information and data to aid their learning. Hou et al. (2019) discovered that using social media could enhance students' confidence in abilities and engagement in learning, which aligns with our findings on confidence in abilities. Putwain et al. (2017) examined how teachers' communication about exam importance affects students' academic engagement and performance. They found that emphasizing exam failure consequences had varied effects on students' skills, depending on how students interpreted these messages. Thus, it suggests that various external factors, such as teacher communication, play a more significant role in skill development and academic performance than social media usage alone.

Conclusion

This research explores how social media usage affects various aspects of academic performance. It's crucial for students who are active on social media to use it in ways that enhance their academic experience and personal growth. According to this research, social media's influence on academic performance raises an important point, while social media is pervasive, its benefits for academic success appear limited. Given these findings, students might benefit from strategies that encourage mindful and purposeful social media usage. For instance, they could focus on platforms or activities that directly support academic goals, like joining study groups or following educational accounts, rather than spending time on unrelated or distracting content.

However, no significant correlation was found between social media usage and factors like skills, personal adjustment, and concentration and self-regulation, suggesting no relationship in these areas. Therefore, students should balance their social media use to optimize its benefits for their academic journey. It seems that while social media use doesn't directly affect skills like concentration, self-regulation, or personal adjustment, students still face the challenge of managing their time effectively to avoid potential distractions. This research supports the idea that social media's impact on academic success might be more about how students choose to engage with it rather than any inherent benefit or detriment in the platform itself. Encouraging students to strike a balance in using social media intentionally to support learning and personal development without it overshadowing their studies might be a valuable recommendation.

Building on this, our analysis showed that social media has a mixed effect on the academic performance and overall well-being of FSR students at UiTM Seremban 3. Many students use social media as a coping mechanism to escape personal problems, which can lead to potential dependency. This frequent use often results in students feeling compelled to engage with social media more often, which can detract from their academic focus and performance. Despite efforts to reduce usage, students struggle with self-regulation, and some report that excessive social media use negatively affects their studies or work. One potential approach to

address this could involve training in self-regulation skills specifically tailored to digital environments. Time management tools, habit-tracking apps, or guided digital detox sessions might offer support. Additionally, creating awareness around digital wellness and encouraging students to set clear boundaries with social media could help them develop healthier habits.

Furthermore, the research examines how social media usage influences specific academic factors. Skills were found to be the most affected, with students perceiving their skills as notably influenced by social media. Concentration and self-regulation ranked second, highlighting significant effects on focus and study habits. Confidence in abilities was the third most affected, indicating that excessive social media use might decrease confidence in academic capabilities. Personal adjustment emerged as the least affected, reflecting varied individual experiences. Additionally, no statistically significant difference was found between male and female FSR students at UiTM Seremban 3, suggesting that gender does not play a role in academic achievement in this population.

Contribution of Research

This study on social media use and academic performance at UiTM Seremban 3 brings to light some important takeaways for students, parents, universities, and the Ministry of Communications of Malaysia. While social media is linked to increased confidence in students, it doesn't necessarily boost other aspects of academic success. Many students turn to social media as an escape from problems, and their strong desire to stay online can lead to excessive use, which might harm their studies. The study shows that social media has the most impact on students' skills, followed by their ability to concentrate and manage their time. It also affects their confidence and personal adjustment, though no significant difference in academic performance was found between male and female students.

For parents, this means it's vital to pay attention on their children's social media habits and offer guidance on finding a balance between online activities and schoolwork. Having open conversations about responsible social media use and its potential effects on academics can help children manage their online presence more effectively.

Universities also have a role to play. They should think about implementing programs to teach students how to use social media responsibly. Offering workshops and resources that cover social media's effects on academic achievement and providing support for students who struggle with overuse can make a real difference. The Ministry of Communications of Malaysia should consider developing national initiatives that promote healthy social media practices. Collaborating with educational institutions to create awareness campaigns and guidelines on responsible social media use could help mitigate its negative effects on students' academic performance.

In essence, while social media offers some benefits, its overuse can hinder students' learning and concentration. A combined effort from parents, universities, and the Ministry of Communications is crucial to leveraging the positive aspects of social media while minimizing its drawbacks. By creating educational programs and providing guidance on responsible use, we can help students achieve a healthier balance and improve their overall academic experience.

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