

THE IMPACT OF SOCIAL MEDIA USAGE AND ADDICTION AMONG STUDENT

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ABSTRACT

The social network, which is one of the key indicators of the technology era, attracts all levels while virtual worlds over real life through the applications it offers. Especially young people show high interest in social media that is an extension of Internet technology. Social media addiction is increasing worldwide. This study aims to examines impact of academic performance in social media addiction among social student. Based on data obtained by the Malaysian Communications and Multimedia Commission (MCMC, 2016), shows that Malaysia's broadband penetration rate reaches almost 78 percent. The study also found that those who are still in school spend the most time online, which is 20.9 hours a week. This this study. The two theories, the diffusion of innovations theory and the process virtualization theory posited that impact social media usage and addiction towards academic performance in student university.

Keywords: *Social Media, Addiction, Usage, Students, Academic Performance*

INTRODUCTION

Over the last few decades, information technology has grown rapidly to make this world connected unrestricted and restricted. Explosion of information technology or just ICT (Information Communication Technology), has brought great changes in our growing lives. The Internet is a widely used information and communication channel. Once the Internet

was only relying on a computer, the Internet was also able to be accessed using a cell phone with wireless software. According to Xu et al., (2012), social media usage is increasing daily and their main benefit and value is due to the user interaction provided. Social networks are the most popular types of web-based social media (Cheng et al., 2010). This is confirmed by a report from Statista (2015) which estimates that in 2016, there will be around 2.13 billion social network users around the globe, which is up from 1.4 billion in 2012. The global social media landscape continues to be dominated by Facebook, claiming 1.366 billion active users in January 2015 (Duggan et al., 2015). Other popular social media include the video sharing channel YouTube with 35 hours of video content posted every minute, Twitter, a micro-blogging site with 200 million users and Flickr which made more than six billion photographs available to users (Madrigal, 2013). According to a report by World Wide Worx (2014) Facebook was the biggest social media network in South Africa in 2014 and had its biggest growth in that year. The use of Twitter showed 129 per cent growth in one year in 2014.

In Malaysia the use of social media is so widespread that many people subscribe to multiple applications and have more than one account. With the creation of groups or communities, uploaded users will be accepted by all members in the virtual group. The news is so rapidly spreading and being a virus as a quick post sent to all members. They will post to friends and members in other groups. Small stories can be like ripple in the water that eventually become a tsunami wave.

Today, Internet is the most important source of information and the growing dimension of social media use by students can not be underestimated. It has been noted that students focus more attention and time on social media than they do for their studies and they cannot pass their exams properly if they do not study (Osharie, 2015). In addition, the study conducted by Maya (2015), revealed that media use contribute to lower academic performance, low self-perceptions and less interest in college. Academic excellence plays an important role in individual life; whether in the family, in social gatherings, in the workplace, in institutions or among peers. Many emphasis is given to academic excellence because its role plays in individual life as far as life and respect are successfully considered in every part of the world. Therefore, many are concerned about how they can improve their academic performance (Kyoshaba, 2009). Research also revealed that social media influenced the use of English language students. They tend to use short handwriting to chat with friends and familiarize them

with copying the same mistakes during the exam (Obi, Bulus, Adamu and Sala'at, 2012).

Other research on the use of media and its effect is on youth (Latiffah, Samsudin & Fauziah, 2009; Safurah et al., 2010) and this may not be used for the general population and ignore other potential groups. Social media is also said to have implications for humanity towards personality, but this variable is not much emphasized in previous studies (Correa et al., 2010; Yoo & Gretzel, 2010). Therefore, it is important to highlight social media implications on the user's personality. Given the issues and challenges faced by the country in the profile of social media use and its implications in view of the personality perspective, it is timely and essential to carry out this study in Malaysia. The aim of this paper is to evaluate previous study on the impact of academic performance in social media addiction among social student.

LITERATURE REVIEW

This section will discuss and review previous studies that have been conducted by researchers on impact of social media usage and addiction towards academic performance. In addition, this chapter also covers the opinion of previous researchers on the theory that have been used in this study. The subtopics discussed in this section are process virtualization theory, diffusion of innovations theory, social media usage, virtual tolerance, virtual communication, virtual problem, virtual information, social media addiction, academic performance, Matrix Between Research Objective and Supporting Theories & Models and research framework. The studies were undertaken because they are consistent with the objectives and hypothesis of this study is relevant for further discussion.

Theoretical Review

Process Virtualization Theory (PVT)

The variables that depend on the process's virtual theory are "virtual ability processes," which describe how an acceptable action of a process is performed without physical interaction between one person or between person and object. The virtual handling process can be measured just like the use of virtual processes or the quality of virtual process results.

In addition, process virtualization theory (PVT) provides a general theoretical starting point for the investigation of factors that affect the virtualizability of a process from the customers' or users' perspective. According to Overby (2012), a virtual process is a process in which physical interaction between people and/or objects has been removed; the transition from a physical process to a virtual process is referred to as process virtualization. According to this definition, process virtualization occurs when a physical process is transitioned to a virtual environment. This characterizes an emerging paradigm in information systems research, such as the transition of education to distance learning environments, the transition of shopping to electronic commerce websites, or the transition of interpersonal relationships to online communities (Boughzala et al., 2010; Overby et al., 2010).

The independent variables of PVT are divided into (a) characteristics of the process and (b) characteristics of the virtualization mechanism. As regards the characteristics of the process, PVT proposes four main factors: sensory requirements, relationship requirements, synchronism requirements, and identification and control requirements (Overby, 2012; Overby, 2008). Each of these requirements is proposed to have a negative effect on process virtualizability; as each requirement increases, the process becomes less amendable for virtualization (Barth and Veit, 2011b; Felden et al., 2010). As regards the characteristics of the virtualization mechanism, PVT suggests three constructs especially for IT-based virtualization: representation, reach, and monitoring capability (Overby, 2012; Overby, 2008). Representation and reach are proposed to have a positive effect on process virtualizability, while the effect of monitoring capability is equivocal and depends on the process under investigation (Overby, 2012). In addition, each of these three constructs also moderates the relationship between process characteristics and process virtualizability (Overby, 2012; Overby, 2008). Figure 1 show that the summary of the constructs and relationships as proposed by PVT.

Other than that, PVT with regard to processability. It considers the factors that affect the virtual from the user's perspective (Barth and Veit 2011). Relevant processes are reflected not only in business processes, such as product development, but also in private processes, such as new language learning (Overby et al., 2010). Therefore, Overby (2008) defines the process in general, as a sequence of steps to achieve a specific goal (Overby 2008). To describe the virtualization process, differentiation is made between physical and virtual processes. In the physical process, various

people or objects interact with each other physically (Overby 2008). The “virtual” process is a process where physical interaction has been eliminated (Overby 2008). The transition from physical to virtual process is called the virtualization process (Overby 2008). This is illustrated by virtual processes such as online shopping, distance learning, or building relationships on social networks (Overby 2012).

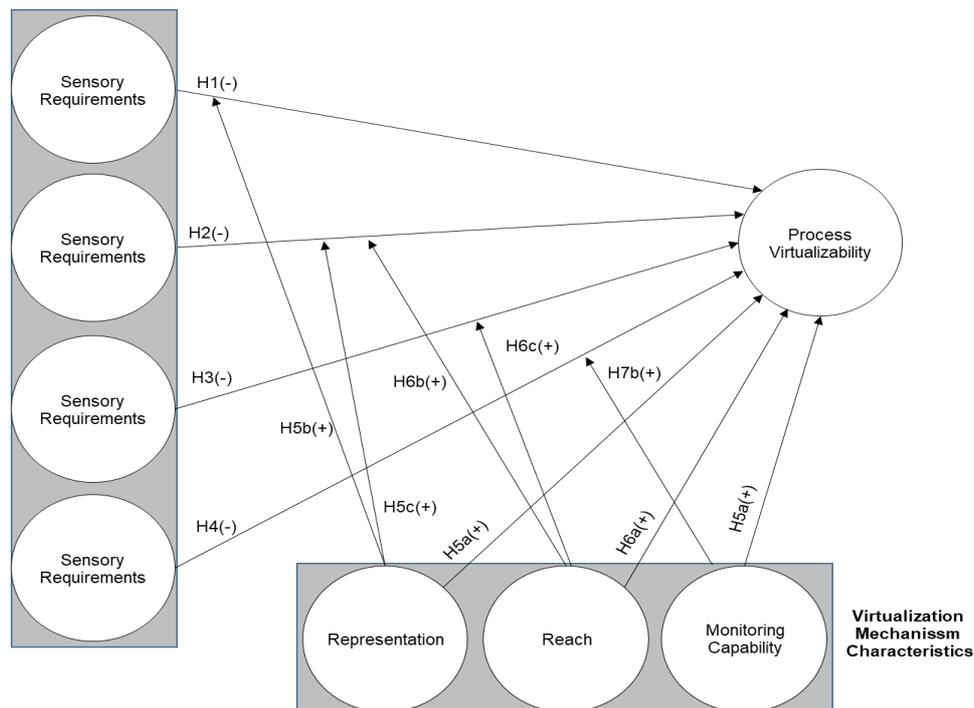


Figure 1. Constructs and Relationships of PVT (Overby, 2012)

Diffusion of Innovations Theory (DIT)

Internet-based applications have risen over the past decade with a growing consumer base. Internet-based applications have grown so popular that they are everywhere and have been buried in all aspects of one’s life. In today’s world, people have been used to rely on internet applications for everything. According to De Choudhary et al., (2010), social media can be regarded as a great innovation. Thus, the dissemination and enhancement of social media use can be linked to each other in the context of the decision-

making process for innovation.

Based on Valente (1996), the diffusion of innovation through social networks can be explained by understanding the primary basis of social networks. Social networks can be defined as complex interconnections between people which provide patterns of friendship, advice, communication and support within the associated group of people in a social system. The earliest approach to adoption of how networks work as tools of diffusion was to identify the number of times any individual was nominated as a partner of the network in order to measure their opinion and leadership. This will then be attributed to innovative measures by the adoption of an innovation (Rogers, 1962). In this network, opinion leaders are defined as people who can reach the largest number of people in their network and therefore they theorize have the most important amount of rate of consumption. It is arguable that such an approach to the spread of innovation may not be usable when considered from the context of social media.

Another approach to social networks and the spread of more structured innovations is identified in relation to social media. Keep in mind that in addition to opinion leaders in the network is important for weaker relationships, those who are closely related to others in the network present to promote their dissemination. It is said that in order to have a cross system spread, weak relationships ensure that sub-groups will produce greater reach (Valente, 1995). It is arguable that such a system may be more relevant to social media in view of the difference in the strength of human relationships.

According to Kwak et al (2010), the use of social media can be linked to individual needs, prior practices, norms and uniqueness of social systems, when social media is considered as innovation. The growing popularity of social media is creating awareness among non-users and making people more curious about social networks. Researcher contends that this leads to individuals wanting to know more about social media and attempting to learn about them as well. Individuals tend to experiment with the different kinds of social networking sites available to them. After this stage, the individual will become psychologically involved with the social media platforms. The individual will then consider the advantages and disadvantages of social networking and will make a decision on whether it is beneficial to them or not. Features like compatibility, complexity, trialability, observability and the relative benefit play an important role in persuading an individual to take to social networking (Koren, 2010). There is a way in which these

characteristics can be handled in relation to the social media platforms. Figure 2 show that the theory of diffusion of innovations theory (DIT) proposed by Koren 2010.

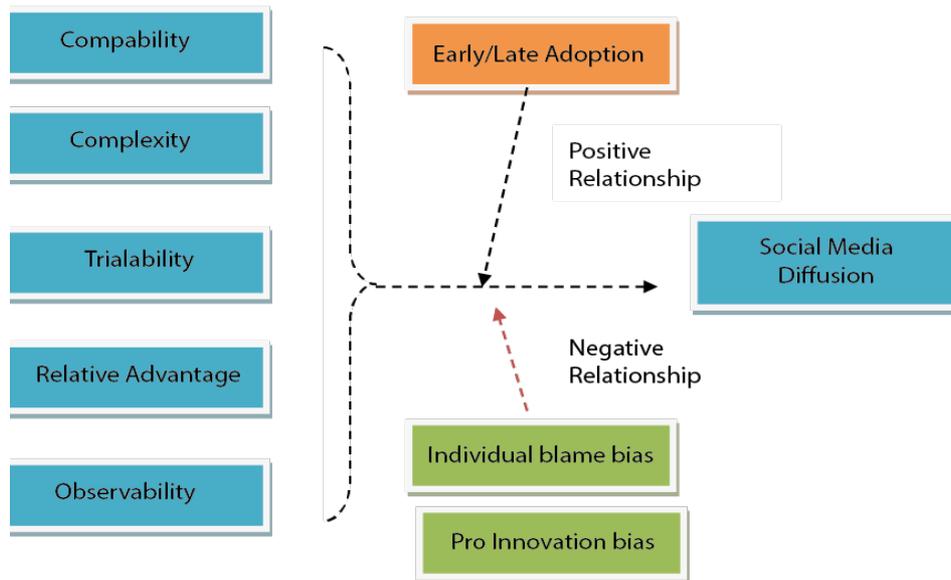


Figure 2. Diffusion of innovations theory (DIT) Model, Koren (2010)

REVIEW ON RESEARCH FRAMEWORK

Academic Performance (AP)

Academic performance plays an important role in individual placement, whether in academic institutions or job placement. Therefore, many are concerned about how they can improve their academic achievement. The emphasis on academic performance which is prevalent throughout the world has encouraged many studies on the conditions that promote it. Kyoshiba (2009) said, the role of academic achievement as one of the predictors of the success of one's life as well as the academic aspects of higher educational institutions and the level of marketability in one's career cannot be avoided. The academic performance, measured by examination results, is one of the

main goals of the school. According to Hoyle (1986), he argues that the school was established with the aim of delivering knowledge and skills to those who through them and behind all this is the idea of improving good academic performance. Academic performance or achievement is the result of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is usually measured by ongoing examination or assessment but there is no general agreement on how best tested or which aspects are most important, knowledge of procedures such as declarative skills or knowledge such as facts (Annie, Howard & Mildred, 1996).

Social Media Addiction (SMA)

The use of this platform has been a source of concern lately because of this phenomenon has prompted many researchers around the world to conduct research in the area from a psychological point of view and communication point of view. Like any other place in the world, social media users in Malaysia can be influenced by social media addiction phenomenon. According to Walker (2011), social media addiction is a term used to describe situations where users spend too much time on social media (such as Facebook, Twitter, Instagram, WhatsApp, YouTube, Skype) so that it negatively impacts other aspects of life everyday like school, work or relationships with others. The addiction as described by the American Psychological Association refers to compulsive behavior that leads to negative effects. In other forms of billing such as drugs, gambling, video games, eating too much and others, people feel attached to certain activities as they become dangerous habits, which then block other important activities in their lives and this is about people who use excessive social media. Other than that, a social media addict can be considered one with the desire to use excessive social media (Pavlicek, 2013). For example, engage in activities such as “frequently checking status updates and posts or” chasing “other users’ profiles for hours” and these behaviors or behaviors are contrary to their daily responsibilities, such as family, school, work or other social obligations.

Social Media Usage (SMU)

There are many reasons why students use social media. According to Nyland (2007), he identified five motives of social media as “meeting new people, entertainment, maintaining relationships, social events and media

creation.” These motives are a joint involvement of university students who use social media as the discovery of several studies. In addition, a study by Hinson (2011) revealed that postgraduate students from the social use of Internet University of Ghana included “sending and receiving e-mails, socializing through social media (mostly Facebook), chatting, and making new friends.” Another study conducted at the University of Education, Winneba in 2013 identified that students use social media to “connect with old friends and family members, find new friends, acquire or share learning materials, receive event updates, publish information and propagate time.” According to Froget et al., (2013), Michaelidou et al., (2011), social media is used in organizations for marketing, organizational branding and for enhancing relationships with stakeholders. The use of social media in higher education learning can improve the effectiveness of communication for learning activities (Tess, 2013). For example, social media can give students a more effective platform to communicate with their friends and lecturers as they can be done anytime and anywhere. Peer support and support is one of the main benefits of using social media usage to achieve learning objectives. Among university students the use of social media is common and students use it during their free time (Dhume et al., 2012). Tess (2013) confirms that social media is widely available and mostly accessed at universities where it is used by students for communication, collaboration and learning. Social media has been used in education to enhance learning for curriculum activities (Hrastinski and Aghaee, 2012) and has proven to make learning more student-centered in IPT (Gikas and Grant, 2013). The social media impact on academic achievement in the context of higher education has been investigated by several studies (Junco, 2012; Junco et al., 2011; Yang and Chang, 2011). Yang and Chang (2011) report that university students using interactive blogs develop positive attitudes towards peer interaction and academic achievement. This argument is supported by the study of Junco et al. (2011) which shows that the use of Twitter masters has a positive impact on academic engagement and achievement. However, in another study (Junco, 2012), results show that time spent on Facebook significantly has a negative correlation with student scores and with the time provided providing class. Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) study the use of student social media sites that have a negative impact on the use of social media sites on student academic performance. The Nielsen Media Research study conducted in June 2010 states that nearly 25% of internet time students

spend on social networking sites (Jacobsen & Forste 2011). The American Education Research Association conducts research at its annual conference in San Diego California (2009), that social media users are less likely to learn and produce low grades (Abaleta et al, 2014).

Virtual Tolerance (VT)

The philosophical debate on the topic of tolerance is extensive. The concept of tolerance emphasized in this article is close to the understanding of Walzer (1997) on tolerance as openness to others, curiosity and willingness to listen and learn the practice of others, and to Fox and Miller (1995) which emphasizes the desire to hear the difference other people. According to Dallmayr (1996) and Young (2000), they define tolerance as openness and willingness to hear the differences of others that are generally understood to extend to various forms of cultural expression which are not limited to verbal, interpersonal arguments in government institutions. Tolerance is not debated in this article as an absolute virtue or serves as a teleological goal. Differentiation tolerance can be useful practice in facilitating multicultural discourse and resolving multiracial conflicts, but it does not suit them. As Walzer (1997) argues, “Toleration makes possible differences, tolerance differences are required.” Defensive tolerance does not necessarily have a defensive difference; usually it is nothing more than argument (Walzer, 1997). The exception of the differences of others may allow the expression of society to cultural differences; However, the involvement of different cultural perspectives may not be the result of the desire of justice, but from the need to resolve conflicts in society.

Virtual Communication (VC)

Social media is created for social interaction and is fully functional. It has enabled communication, faster, cheaper and anytime anywhere. This useful feature is an interpersonal communication problem. People are almost connected to current status on social media pages. But because of the more obsessive update in the virtual world leads to ‘non-communicable’ in the real world. Most netizens are busy with their virtual communications, they cannot find time to talk to those close and friendly now in their physical environment. In our world moving from the real world and living the world of virtual identity and false intimacy. Those who do not really use it because of lack of knowledge, access or disinterest find themselves isolated. To examine critical cyberspace about definition of cyber it is

definitely necessary. From the Webster's Dictionary defines cyberspace as "very close to something that is not true either on computer or on the Internet" and defines communication as "act or process using words, sounds, marks or behaviors to express or exchange information or to express ideas, feelings, and more, to others ". In other word, virtual communication is the process of simulating people who exchange information using a computer or the Internet. According to Cornell (2010), study defines virtual communications using both synchronous (simultaneous) and asynchronous (delayed interaction) methods such as phones, audio and video conferencing, and email. Virtual communication can also be defined as "the process of transferring information, meaning, and understanding between two or more parties, and there are many literatures on how this process can be made more efficient and effective" (Berry, 2011). For the purpose of this study, virtual communications will be defined as people who use technology to communicate with each other when they do not face-to-face in physically.

Virtual Problem (VP)

The model of problematic Internet use advanced and tested in the current study proposes that individuals' psychosocial well-being, along with their beliefs about interpersonal communication (both face-to-face and online) are important cognitive predictors of negative outcomes arising from Internet use. The main concern about the use of social networking sites is privacy. Privacy can be defined as the process of respecting individual desires that are in line with the larger community goals. Privacy is not about what people expect but about what they want. Privacy is not just an individual's right; it is an important component in any developing community. When you're online, it does not mean personal. The problem is that all the information, posts and images displayed online can last a long time. As a result, this post can be shared around the world. In 2007, Pew Internet & American Life concluded from their study that 66 percent of teens restricted their online profile by making it personal. They found 82 percent of teens sending their first names, followed by their own pictures (79%), city names (61%) and e-mail addresses (29%). This situation is different for women. They usually do not send information that can help find their physical location. Over the last decade, academics have been exploring threats to privacy related to social media. Gross and Alliance in 2005 analyzed 4,000 Facebook Facebook profile of Carnegie Mellon and outlined the potential threat to privacy contained in personal information.

Virtual Information (VI)

Social networking websites provide tools that enable people to communicate, share information, and create new connections. With the growing popularity of social networking sites, our social interactions are affected in many ways as we adapt to our growing technology world. The way web users interact and talk to each other has changed and changed. The user is now socializing through the internet and he abolishes himself from the socialization of the person who is forever. According to Asur and Huberman (2010), social networking websites have affected our social interactions by changing the way we interact face-to-face, how we receive information, and the dynamics of our social and friendship groups. According to Blanco et al., (2010), visual information refers to pictures of the products, which may even feature movement or animation. On the other hand, textual information describes the products and their characteristics in words. Therefore, social media as a social environment that allows communication through sharing different forms of information such as pictures and files (Al-Rahmi and Shahizan, 2013). In addition, about the type of information, in advertising research, there are differences between rational and emotional attractions such as first, including factual information and focus on product properties, while the latter refer to information that evokes subjective emotions (Blanco et al 2010, Liu and Stout 1987). Some evidence supports the idea that fact information has a more positive attitude towards products than emotions (Blanco et al, Liu and Stout 1987; Drossos et al 2007), although the effectiveness of the appeal depends on the goals and motivation of the user (Blanco et al., 2010).

CONCLUSION

As a conclusion, this chapter presented and analysed the key methods used for the completion of this dissertation. Moreover, a justification was provided for using each of these methods. It also included the rationale behind the research objectives and hypothesis generated from the literature review. This chapter not only highlights the model that has been used to answer the research question but also details the research ethics and limitations encountered during the course of this dissertation.

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