

UNIVERSITI TEKNOLOGI MARA

**INVESTIGATING SOCIAL MEDIA
ADDICTION, PURPOSES,
BENEFITS AND IMPACT ON
ACADEMIC PERFORMANCE
AMONG THE DIPLOMA OF
INFORMATION MANAGEMENT
STUDENTS AT UNIVERSITI
TEKNOLOGI MARA**

**SHARIFAH NUR SUZYANIE BINTI
SYED HUZAILI**

MSc

February 2026

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Thesis submitted in fulfilment
of the requirements for the degree of
Master of Science
(Information Management)

Faculty of Information Science

February 2026

CONFIRMATION BY PANEL OF EXAMINERS

I certify that a Panel of Examiners has met on 11 April 2025 to conduct the final examination of Sharifah Nur Suzyanie binti Syed Huzaili on her Masters of Science thesis entitled “Investigating Social Media Addiction, Purposes, Benefits and Impact on Academic Performance among the Diploma of Information Management Students at Universiti Teknologi MARA” in accordance with Universiti Teknologi MARA Act 1976 (Akta 173). The Panel of Examiner recommends that the student be awarded the relevant degree. The Panel of Examiners was as follows:

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I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

This qualitative study Investigating Social Media Addiction, Purposes, Benefits and Impact on Academic Performance among the Diploma of Information Management Students at Universiti Teknologi MARA branch campuses (Kedah, Kelantan, Negeri Sembilan, Johor, Sarawak). Guided by three theoretical frameworks: Uses & Gratifications (purposes of use), the I-PACE model (student addiction), and Social Cognitive Theory (learning benefits), the study examines three research objectives: (i) types of student addiction, (ii) purposes of social media use, and (iii) benefits of social media use. Using semi-structured interviews as the primary data collection method, data were analyzed through thematic analysis, resulting in 13 main themes, 33 sub-themes at level 1, and 10 sub-themes at level 2. The findings revealed that the types of students' social media addiction are characterized by time allocation and habitual use. Most students prefer using social media apps late at night, rely on them to boost mood regulation, and tend to reduce their offline socializing because the information and entertainment content on these platforms satisfy their needs. However, they acknowledge that these habits disrupt the learning process, fostering carelessness and contributing to the neglect of assessment tasks. The findings also revealed the purposes of social media use, such as enabling real-time academic collaboration and discussions, allowing quick access to various resources, facilitating the exchange of opinions to enhance assignment quality, improving English pronunciation, providing relaxing entertainment, strengthening in-person communication, and enabling self-improvement through personal expression. In addition, the benefits of social media use in academic contexts include facilitating collaboration on group work, providing rapid and diverse answers, and supporting learning through educational video channels. Social media also benefits learning by enabling the self-directed exchange of educational information within academic settings, strengthening study skills, fostering self-development, and improving overall academic performance. Likewise, social media-based group discussions create a supportive environment that strengthens friendships and enhances communication, information-seeking, and critical-thinking skills. Future research should examine how personality traits and mental health shape the academic effects of social-media addiction. Additionally, it should conduct platform-specific comparisons of all types of social media apps to map the types, frequency, patterns, and differences in academic performance.

ACKNOWLEDGEMENT

Ahamdulillah, first of all, I wish to thank God for allowing me to embark on my study and for helping me complete this long and challenging journey successfully.

My gratitude and thanks go to my supervisor, Assoc Prof Ts. Dr. Asmadi Bin Mohammed Ghazali, for his untiring help, wise suggestions, step-by-step guidance, and constructive criticism from the very early stages of this study, as well as for providing me with valuable insights throughout the journey. Without his continued support and interest, this thesis would not have been completed. Special thanks and appreciation also go to Assoc Prof Ts. Dr. Abd Latif Bin Abdul Rahman for his advice, suggestions, and willingness to share his thoughts in many ways, which greatly enriched this study.

On the other hand, I would like to thank my beloved parents, Syed Huzaili Bin Syed Husin and _____, as well as my brother, Syed Afiq Zarulfinie, for their encouragement throughout my journey to complete this research. Many of my friends have made valuable comments and suggestions on this thesis, which have inspired me to refine it and contribute, directly or indirectly, to its completion.

Finally, I am also grateful to Majlis Amanah Rakyat (MARA) for providing me with a research grant to further my Master's studies. Sincere thanks and gratitude are also extended to all the research participants, especially diploma students from the Faculty of Information Science at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak, for their willingness to share their thoughts and experiences during semi-structured interviews. Finally, I would also like to express my sincere gratitude to all my close friends and colleagues for their invaluable help and unwavering support. Alhamdulillah.

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LIST OF ABBREVIATIONS

Abbreviations

CGPA	Cumulative Grade Point Average
FISPOL	Faculty of Social and Political Sciences
GPA	Grade Point Average
ODL	Grade Point Average
UiTM	Universiti Teknologi MARA

CHAPTER 1

INTRODUCTION

This chapter serves as an outline of the research. It explained the introduction of social media, followed by an analysis of the social media use in relation to the academic performances of Diploma in Information Management students at Universiti Teknologi MARA (UiTM). Next, this chapter outlines the definitions of key terminologies related to the research title, problem statements, research objectives, research questions, the significance of the study, and its scope and limitations. Next, the conceptual framework of the study is presented in the research outline. The chapter ends by providing a structure for study.

1.1 Research Background

Social media encompasses digital platforms that facilitate the creation, sharing, and exchange of information, ideas, and content through virtual networks and communities. These platforms, including Facebook, Instagram, TikTok, and WhatsApp, have revolutionized communication by enabling real-time interactions and global content dissemination. The emergence of social media has profoundly impacted how individuals communicate and share information, exerting a pervasive influence on contemporary society and educational disciplines. In Malaysia, social media usage is notably high, with approximately 28.68 million active users as of 2024, representing 83.1% of the population (Upstack Studio, 2024). According to recent data, Facebook remains the most widely used platform in Malaysia with 22.35 million users, followed by Instagram (17.55 million), TikTok (13.59 million), LinkedIn (7.04 million), and Twitter (6.53 million) (Upstack Studio, 2024). Social media platforms have become integral components of modern digital life, serving as multifaceted tools for communication, collaboration, and the exchange of information. These platforms facilitate not only social networking but also support educational activities such as group discussions, content sharing, and online learning. The widespread accessibility and popularity of social media have transformed how individuals interact, enabling enhanced connectivity and knowledge dissemination across diverse contexts.

Researchers emphasize that social media fosters digital literacy and collaborative learning, making it an essential resource in contemporary education (Siti Maisuroh et al., 2024). As such, social media plays a vital role in shaping communication practices and academic engagement, reflecting the growing reliance on these platforms beyond mere entertainment.

All institutions and constituents use social media for real-world communication, including students, parents, community members, prospective students, and alumni. Social media platforms are the fastest way to share news, express opinions, and learn about the world. Next, Ari et al. (2022) found that social media platforms (SMP) have become integral to daily life as users create content, share photos, choose which postings to like, and participate in games. The digital revolution is significantly influenced by the younger generation, particularly university students, who integrate a variety of social media platforms into their daily routines easily (Chong, S. L., 2022; Mohammed Mansour et al., 2020). In Malaysia, individuals aged 18 to 24 comprise a significant proportion of social media users, accounting for 24.2% of Facebook users. Malaysian university students make considerable use of social media for both personal and academic reasons. According to research by Muhammad Husairi and Abu Bakar (2021), Malaysian university students extensively utilize social media platforms for studying, communication, and information sharing. Furthermore, Zainudin et al. (2023) found that the vast majority of Malaysian university students use social media regularly, with sites such as Instagram and TikTok being particularly well-liked by this group. Sumaya and Mariwan (2023) found that the emergence of online technologies, such as WhatsApp, Telegram, Google Drive, and other social media platforms, has contributed to the development of new mobile features that link various internet-based services, driving this advancement.

According to Ari et al. (2022), the rise of digital technology and social media has led to a rapid transformation in how people connect, especially between educators and students today. Additionally, Syed Hassan et al. (2021) found that a person can create a social media account quickly and easily. Social media comprises a collection of technologies and methods enabling people to share information, ideas, and experiences in real-time. Social media users can access a wealth of information, including health, education, and various other topics. Over the years, social media has gained credibility as a trustworthy source of knowledge and a platform for organizations to communicate with people. According to Andreassen et al. (2017), social media and

the Internet have become integral to many of our daily activities and are now essential parts of our lives. Thus, Abdul Rehman et al. (2022) explained that distance no longer prevents human communication since it is no longer an obstacle. Previous research by Team (2021) has indicated that people spend an average of 2 hours and 24 minutes each day on social media. Furthermore, it has been reported that the world's internet users number 4.021 billion, with social media users regularly totaling 3.96 billion, and an average user having eight social media accounts (We Are Social, 2018; Team, 2021). According to Statista (2021), Nigeria is expected to have 44.63 million social network users by 2025, up from approximately 24.59 million in 2019. According to Johnson (2022), approximately 4.62 billion people were active social media users as of January 2022, out of a total global Internet user population of over 4.95 billion.

According to Díaz-Morales and Escribano (2015), academic performance should be regarded as the outcome of a mix of psychological, social, and economic elements, which further contribute to the appropriate development of students across various fields. The fact that academic performance is based on different perspectives makes it challenging to provide a comprehensive explanation of the term. Academic performance may be defined for some entities as the completion of courses and the acquisition of knowledge and skills. The goal of academic performance is to accomplish a university's educational plan. As a result, there are several components to the complex unit known as performance. A range of factors, including intelligence, personality, motivation, skills, interests, study habits, self-esteem, and the relationship between the lecturer and the student, influences academic performance. A different version occurs when there is a gap between the student's academic performance and their expected performance. In addition, social media platforms have become essential tools for educational institutions to connect with their diverse audience effectively. Social media can support academic learning by connecting students with faculty, other peers, and resources related to their field of study.

Additionally, social media platforms can offer access to valuable educational resources, promote student collaboration, and facilitate communication between lecturers. Students can join study groups, share information and resources, and support one another in their academic pursuits. Furthermore, lecturers can utilize social media to provide feedback, address questions, and foster a sense of community within the classroom. According to recent research by Agrawal and Jacob (2024), a substantial number of potential students consult social media platforms, including Facebook, when

deciding on a college or university to attend. This situation highlights the importance of educational institutions maintaining a strong and engaging presence on these platforms to create a positive impression of their campus life and academic excellence. According to Camacho et al. (2020), Facebook's initial user base was limited to university students; however, as the platform expanded, its user base grew to encompass millions of people from around the globe. Hence, Chang and Lee (2022) concluded that social media can facilitate the swift dissemination of information worldwide.

Social media can be used for enjoyment, commercial, or scholarly purposes. The accessibility of social media has a significant impact on a student's social life, relationships, psychological well-being, and academic performance. While the primary purpose of social media platforms is to foster connections between people, there is an increasing concern about the potential pitfalls and negative impacts. According to Saha and Guha (2019), excessive social media use has been observed to have several adverse effects on psychological activities, including loss of tolerance, depression, difficulties with interactions and compact physical activity, a lack of real-world community contribution, and decreased academic performance. Moreover, the students may become preoccupied or even addicted to these networks, causing their personal lives, mental health, and academic success to suffer. Moreover, the excessive use of social media can lead to addiction and affect the student's ability to concentrate on their studies. Therefore, students need to strike a balance between the amount of time spent using social media and their academic responsibilities.

Furthermore, colleges and universities should establish a consistent brand voice across all social channels to ensure authenticity and guide their audience towards a unified perception. As digital natives, students today rely on social media for information, making it imperative for institutions to fully leverage this powerful tool to effectively target and connect with prospective students. Social media should be used as a teaching and learning tool by educators and students to support and enhance the learning process (Sivakumar, 2020). Social media can help students, educators, and parents gain more relevant knowledge and connect with learning groups and other educational platforms, making education more accessible. According to Moorthy et al. (2019), social media can be utilized in the classroom to enhance communication, promote a love of learning, and increase student participation, with a positive correlation between students' academic performance and their use of social media (Ainin et al., 2015; Al-Rahmi et al., 2018; Lambić, 2016). The use of social media

enables university students to access information quickly. According to Amin et al. (2016), university students who spent significant time socializing on social media performed better academically because they had the opportunity to discuss and develop their academic thoughts and ideas. Moreover, the researchers discovered that these students formed solid collaborative networks, which promoted the sharing of valuable resources and contributed to a greater sense of social belonging. This circumstance enhanced motivation to succeed and increased the likelihood of achieving higher academic results. Students with a high Grade Point Average (GPA) tend to spend more time on social media platforms because they are more capable of managing their time effectively. Therefore, the effective use of social media as a platform for collaboration and knowledge sharing can have a significantly positive impact on students' academic performance.

According to AlFaris et al. (2018), social media helps university students to create, use, exchange, and discuss the content available on the World Wide Web. This online learning method has been utilized in the learning process for schools and university students. The more the university encourages the use of social media in learning, the more enthusiastic students become about using it for academic purposes. Additionally, social media may enhance the university's reputation by combining technology and learning (Fiaz et al., 2019). Lecturers also use social media to share lecture notes and tutorials. This situation may enhance university students' grades, as educational information is readily available. On the other hand, Laura et al. (2017) noted that university students also extensively utilize social media for both personal and academic purposes. Hence, academic performance can be positively or negatively affected, depending on the time spent online and the activities performed there. While some activities may prove beneficial, others involve a student's grades.

Abbas (2019) observed that social media significantly impacts students and communities, especially university students in the current generation, and is increasingly becoming an integral part of modern existence. Though social media presents challenges, such as misinformation and privacy concerns, an adept approach can significantly empower institutions to achieve their goals. Educational institutions incorporate these changes into their systems and rely on collective resources and procedures to enhance students' experiences. Additionally, some respondents utilized social media to support their academic endeavors, as it enabled them to instantly disseminate learning materials and foster direct discussions (Bold & Yadamsuren,

2019). This facility enables lecturers to connect with their university students and understand their needs. Therefore, research studies should be conducted to gain a deeper understanding of the benefits of social media use on the academic performance of university students. It is also essential to understand the various types of online activities students engage in and their impact on academic performance. However, after implementing Online Distance Learning (ODL) in the education system, university students and lecturers have adopted social media to ease the teaching and learning process in their classes.

According to Bharucha (2018), students who over-rely on the internet to find quick and straightforward answers by copying and pasting report that social media use in the classroom makes learning superficial and negatively affects their ability to think independently. Furthermore, social media can also be used to communicate research findings related to teaching materials, conduct university surveys to gauge student satisfaction with university services, and promote campus activities to encourage student involvement (Gori et al., 2020). Based on Lau et al. (2016), social media encourages students' interest in academic subjects and provides an easier way to communicate with working professionals. Dzogbenuku et al. (2019) explored how various types of learning groups utilize these social media platforms to enhance the teaching-learning process. Each social media platform has its functions, culture, standards, and behaviours. For example, Facebook and Twitter are social media platforms that enable university students to share information and stay updated on their classes and assignments. Along with this, Muhammad Imran et al. (2020) and Rouhollah et al. (2020) discovered that students and educators might readily exchange learning-related information and data through social media to enhance academic activities. They also explained that the use of social media in the classroom has the potential to significantly enhance both the learning and teaching experiences for students. Next, Chen et al. (2021) suggested that educators may utilise social media to incorporate digital book reading into their learning activities. By leveraging the social and interactive aspects of these platforms, social media can become even more effective in facilitating and improving students' digital reading literacy. However, it is recommended that students avoid using social media during class (Oueder & Abousaber, 2018).

In conclusion, social media has become an essential tool for daily work, a cutting-edge communication technology, and an internet-based platform that enhances

information sharing. Moreover, the use of social media has become increasingly common in the daily lives of students, both in schools and universities. Balakrishnan et al. (2017) stated that social media helps people easily share information and thoughts, and it also enhances users' reading skills. Free or affordable apps disseminated through app stores have established a social media-focused culture, influencing how users interact, educate, and learn. As a result, social media plays a crucial role in disseminating information and keeping people informed about the latest developments. However, university students need to be aware of the negative impacts of using social media.

1.2 Definition of Terms

Table 1.1
Definition of terms

No.	Term	Definition
1.	Social Media	<ul style="list-style-type: none"> • According to Kaur et al. (2024), social media encompasses digital platforms designed for communication, information sharing, and social interaction among individuals and communities. • Social media is defined as online platforms that enable users to create, share, and engage with content in virtual communities and networks (Ifeanyi & Hisham, 2023). • Social media refers to forms of interpersonal communication in which users develop, disseminate, or trade technological tools to build highly interactive platforms for the exchange, discussion, and adaptation of user-generated content by individuals and communities (Desai, 2022). • The term 'social media' refers to any computer-based technology that enables users to share their ideas and information through virtual networks and communities. Additionally, social media allows users to share a wide range of content, including personal information, videos, and images (Paljug, 2025). • Social media is a virtual interaction platform through which users can communicate, share content, and access information (Sony & Mansi, 2021). • Social media is a collection of applications and websites that enable users to communicate, collaborate, and exchange information in real-time (Sarwar et al., 2019). • Social media refers to a group of programmes that let people share, talk to each other, show themselves, and participate in activities. Additionally, social media encompasses various online communication networks that focus on community interaction, content sharing, and collaboration (Matheson, 2017).
2.	Academic Performance	<ul style="list-style-type: none"> • Academic performance is characterised as an essential

measure of students' success and accomplishment, which influences their engagement with school, good teacher-student relationships, and desire to continue learning (Horanicova, 2024).

- Academic performance refers to a student's achievement in completing short- or long-term educational objectives, which is often quantified via assessments such as tests, assignments, and class participation. It indicates a student's grasp of the content and their ability to use that information effectively (Liu, 2024).
- According to research, academic performance encompasses both the cognitive and behavioral skills that a student develops over time, which are essential for educational success. It is often evaluated through a combination of quantitative and qualitative methods, such as tests, participation, and personal development (Xu et al., 2022).
- Academic performance is defined as the degree of knowledge, talents, and skills that students were able to gain within the area of education, and the grades that were earned in topics that were on the study plan are considered as an assessment point (Bhandarkar et al., 2021).
- Social media is the online-based platforms or websites that let users engage with many activities like information sharing, communication, interaction, and group projects (Ferine et al., 2023; Ira et al., 2023).
- The academic performance of students determines the success or failure of a school. Academic performance is the learning that is measured by a teacher's grading scale and/or by the accomplishment of predetermined learning goals over a specific time frame. They also mentioned that these goals are evaluated through continual assignments or examination results (Anshu & Bilkees, 2016).
- Academic performance of students has a direct impact on the economic and social growth of a country (Singh et al., 2016).

3. Information Management

- According to a recent conference proceeding, information management is the discipline of managing data and information as an asset, facilitating its availability, accessibility, and security across various digital platforms to drive innovation and organizational performance (Garg et al., 2023).
- Information management is how an organization plans, gathers, regulates, secures, utilizes, controls, exchanges, maintains, and disposes of its information. It also refers to any method by which the company ensures that the information's value is recognized and fully used (Information Management, 2022).
- Information management is the process of collecting, archiving, and arranging data in a manner that facilitates easy retrieval and use. The purpose of this system is to ensure that relevant data is accessible to the right people at the right time, enabling efficient decision-making and operational management (Haisam, 2021).

4. Social Learning Addiction
- Social learning addiction arises when students use social media platforms excessively for educational objectives, which might have a negative impact on their academic performance (Olayiwola et al., 2024).
 - Social media serves as a leading platform for educational interactions, allowing students to participate cooperatively and improve their academic performance via shared resources and communication. (Nurul Fatin et al., 2023)
 - Social media in academic environments encourages peer-to-peer engagement and knowledge sharing, which improves collaborative learning. This emphasises the significance of student engagement in promoting academic success (Adelakun, 2022).
 - Social media promotes collaborative learning by allowing students to participate in conversations, exchange resources, and solve issues together. This highlights the benefits of collaborative interactions for assignments and academic success (Liu, 2022).
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1.3 Problem Statement

1.3.1 Type of Students' Addiction to Social Media Use

Social media has emerged as a significant technology in the way individuals use it. Unfortunately, not everyone is aware that using social media excessively can have unfavourable effects like addiction. According to Hou et al. (2019), people suffering from social media addiction are typically overly obsessed with it and motivated by a constant desire to get on and use it. Malaysian university students frequently struggle to manage time effectively due to addictive social media habits, especially when endeavoring to use strategies like planned study groups. Though time-management techniques are prescribed, a study at UiTM found that a lack of self-regulation and unrestrained social media use are significantly correlated ($r = .535$, $p < .001$) with addiction. Previous research suggests that excessive social media use is the root of this problem. Furthermore, Ahmad Jahed and Benraghda (2018) explain how excessive social media usage lowers students' academic performance and academic interest. The uncontrolled usage of social media reduces study time.

Interrupted sleep remains an ongoing issue among Malaysian students, with social media addiction directly impacting their sleep quality and daily productivity. Balan Rathakrishnan et al. (2021) stated that social media addiction significantly reduces sleep quality, subsequently compromising academic performance. According

to Aini et al. (2024), social media addiction and irregular sleep patterns are mediated by loneliness and cognitive strain, which are often associated with study environments characterized by late-night quiet hours or busy daytime schedules. However, limited research categorizes how environmental contexts (lonely, calm, busy) interact with sleep disturbance, highlighting a need to understand the types of environments in which students' addiction is most harmful. Similarly, Aini et al. (2024) informed that worsening sleep quality and loneliness are common among students, limiting their ability to implement strategies like study groups, increasing vulnerability to addictive behaviour. This indicates a gap, while interventions are suggested, few address the distinct needs of students whose addictive tendencies undermine these very strategies.

Malaysian Gen Z students often delay important tasks due to the entertainment attraction of social media, FOMO, and continuous news updates, perpetuating a cycle of procrastination and social withdrawal. Romero Astocondor et al. (2024) found that 43.8% of students admitted to delaying schoolwork due to social media distractions. While such platforms can also boost mood by allowing emotional expression and community support, Boursier et al. (2020) stated that excessive use can lead students to experience anxiety and impaired social interaction. Financial constraints further limit offline socialization, prompting students to spend even more time online. Research has yet to explain these complex forms of addictiveness, highlighting the need for typology-based analysis of Malaysian students. The purpose of this research is to investigate the types of student addiction to academic performance, particularly in distracting online learning environments, to develop supportive study habits rather than behaviors (Victor & Omamomo, 2023). Therefore, this study specifically aimed to investigate the relationship between social media addiction and academic performance among Diploma Information Management students from the campuses of UiTM Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak.

1.3.2 Purposes of Social Media Use

The research gap in the purposes of social media use and its impact on students' academic performance. Initially, social media platforms were intended to facilitate communication, connection, and the exchange of knowledge. Malaysian students increasingly rely on social media for real-time communication and knowledge sharing. However, there is limited empirical research on how these uses actually enhance the

quality of assignments and peer relationships. There is a significant increase in the time students spend on these platforms for recreational purposes, which can lead to distractions from their academic responsibilities. According to Yulian and Asdlori (2023), the gap between the original intent and the current use of social media has been exacerbated by the fact that students now primarily use it for entertainment rather than learning. The attraction of social media often leads to poor time management, causing students to prioritize social interactions over academic responsibilities (Purple et al., 2022). Additionally, Abdigapbarova et al. (2024) noted that although social interactions on social media foster a stronger sense of friendship among students, their impact on academic performance, such as assignment quality and instructional clarity, has been rarely examined. This highlights a critical gap in understanding the educational utility of social media in Malaysian tertiary education.

While Malaysian students frequently use social media for academic coordination, there is a lack of focused studies on its role in structured strategies, such as updating academic activities, enabling quick communication, and scheduling group discussions. Chowdhury (2024) noted that during the COVID-19 movement control order, platforms such as Facebook and Instagram became important channels for academic notifications; however, few studies have examined the effectiveness of these strategies. Furthermore, Du (2024) found that although students planned virtual meetings via Telegram or WhatsApp, there has been minimal research evaluating the impact of these platforms on actual academic collaboration and the timely completion of assignments. The strategic purpose of social media thus remains under-researched in the Malaysian context.

There is scant Malaysian research exploring differences in student activities across platforms, the frequency of daily logins, and engagement with topics such as news, entertainment, and educational content. Xavierine and Shanthy (2024) and González-Mohíno et al. (2024) found that while students primarily used WhatsApp for updates, they also commonly used platforms such as Instagram and TikTok for reviews, entertainment, and news. However, the academic relevance of these platforms was neglected. Purple et al. (2022) explained that Malaysian university students logged into social media eight to ten times daily, yet studies seldom investigate the influence of these patterns on educational outcomes. This points to a knowledge gap in understanding platform-specific behaviors and content preferences among Malaysian students. According to Aldas et al. (2024), although social media may provide a mental

break, the overwhelming abundance of material often results in excessive time spent online, thereby reducing the time allocated to academic work.

1.3.3 Benefits of Social Media Use

The research gap on the benefits of social media use for students' academic performance. While Malaysian students widely use social media, there is limited research on how it explicitly improves essential academic skills, such as critical thinking, information searching, study skills, and communication. Siti Maftuhah et al. (2024) found that platforms like YouTube significantly enhance students' English language skills, suggesting a positive link between social media and educational skill development in Malaysia. However, only a few research studies have examined whether these improvements can enhance critical thinking or improve study skills (Duterte, 2025). Therefore, a comprehensive investigation is needed to understand how social media use fosters these diverse academic skills among Malaysian university students.

Malaysian students often turn to social media to acquire new knowledge, share academic materials, and exchange ideas; yet, empirical evidence on these practices is scarce. Rozainun et al. (2022) discussed how Facebook and Telegram facilitate swift knowledge exchange among Malaysian undergraduates; however, most studies focus on general usage rather than academic value. Similarly, collaborative learning research at Malaysian polytechnics has highlighted that information sharing via social media boosts academic performance; however, it did not delve into specific content types or exchange mechanisms. Research is thus needed to map how students use social media purposefully for academic inquiry and peer collaboration.

Despite social media's potential for academic forums and stress relief, Malaysian research remains underdeveloped in exploring both educational and psychological benefits. Studies show that academic forums on platforms like Instagram and Telegram promote networking and enhance assignment quality; however, precise assessments of their impact in Malaysia are lacking. Meanwhile, social media offers stress relief through enjoyable content and interactive posting, but no detailed Malaysian studies have quantified this benefit for student well-being (Xia & Maizurah, 2024). Therefore, research is necessary to assess the impact of these supportive online environments on both academic success and emotional resilience.

1.4 Research Objectives

Below are the research objectives of the social media use toward academic performances of Diploma in Information Management students of Universiti Teknologi MARA (UiTM):

- i. To examine the types of student addiction to social media towards students' academic performance.
- ii. To investigate the purposes of social media use towards students' academic performance.
- iii. To study the benefits of social media use towards students' academic performance.

1.5 Research Questions

Below are the research questions on the social media use toward academic performances of Diploma in Information Management students of Universiti Teknologi MARA (UiTM):

- i. What are the types of student addiction to social media towards students' academic performance?
- ii. What are the purposes of social media use towards students' academic performance?
- iii. What are the benefits of social media use towards students' academic performance?

1.6 Significance of the Study

Individuals are closely connected to technology and social media, engaging in activities such as online shopping, accessing information and news, enrolling in online courses, and other related pursuits. This study is significant in providing information and knowledge about the types of student addiction to social media towards students' academic performance. This study is crucial as it sheds light on the varying degrees of social media addiction among students, from casual usage to compulsive behaviors that significantly interfere with their academic responsibilities. This study enhances our understanding of the correlation between social media addiction and academic

performance, potentially informing policy formulation in educational institutions. Rini Sefriani et al. (2023) indicated that an increasing need for institutional regulations regarding student social media use to improve academic performance. By understanding these patterns, university students can take specific actions to mitigate the negative impacts of excessive social media use. Understanding varying types of social media addictiveness among Malaysian university students is crucial due to its nuanced effects on academic performance. For instance, the study highlights how habitual checking of social media can ultimately lead to distractions, reduced concentration, and lower academic performance. Additionally, the research provides practical recommendations for students to manage their social media use effectively, including setting specific times for online engagement, utilizing productivity apps to minimize distractions, and leveraging social media as a tool for academic growth. By fostering a deeper understanding of how social media can influence academic performance, this research empowers students to make informed decisions about their online activities, promoting a healthier and more productive academic environment. Overall, the study serves as a valuable resource for university students aiming to optimize their academic performance in the digital era.

This research has significantly enhanced university students' understanding of the purposes of social media use in relation to their academic performance. Discovering these objectives can promote the creation of improved time management and self-regulation strategies in learning settings. Based on Yuan et al. (2023), students used social media for academic purposes to enhance their time management and academic performance. Social media facilitates various applications, such as sharing knowledge, enabling real-time communication, providing instructions and guidelines, enhancing assignment quality, and fostering friendships. For instance, social media has demonstrated its ability to facilitate real-time academic teamwork in Malaysia, with WhatsApp and Telegram groups being utilized to share resources and enhance the quality of assignments (Wajiha et al., 2023; Berlian Nursyanti & Setya, 2023). Similarly, strategies such as enhancing academic activities, facilitating real-time communication, and scheduling discussion times have proven vital for fostering group cohesion and planning projects, as university students rely on platforms for effective management (Wajiha et al., 2023; Berlian Nursyanti & Setya, 2023). Besides, social media is used to facilitate academic networking, resource-sharing, and collaboration; it can also lead to distraction, thereby reducing productivity and focus. Students who

primarily use social media for passive analysis or entertainment tend to exhibit inferior assignment accomplishment. This study highlights the advantages and disadvantages of social media in academic settings, presenting empirical evidence and real-world case studies. Educators can enhance student involvement by incorporating structured group activities into courses, providing time-management training, and establishing explicit communication norms, all while understanding the specific tasks and strategies that students employ. This will serve as a framework for developing strategies that capitalize on the educational capabilities of social media while simultaneously mitigating its distracting effects.

The significance of studying the benefits of social media use toward students' academic performance lies in its ability to provide crucial insights into one of the most pervasive elements of modern student life. Social media platforms have become universal, shaping the way students communicate, access information, and manage their daily activities. This research is vital as it delves into the multifaceted effects of social media, highlighting both its potential benefits and drawbacks. This research is significant in that it has the potential to identify strategies that can mitigate the negative academic consequences of excessive social media use. Chowdhury (2024) argued that institutions can establish policies to help students manage their online activities more effectively by understanding the impact of social media on academic performance. Furthermore, it provides practical recommendations for integrating social media into educational practices in a way that maximizes its benefits while minimizing its risks. This includes implementing digital well-being programs, encouraging mindful usage, and leveraging social media as a tool for academic networking and support. Ultimately, the study underscores the need for a nuanced approach to social media use, one that recognizes its potential to enhance learning while also acknowledging the importance of maintaining a healthy balance. Through this research, stakeholders can better support students in navigating the digital landscape, ensuring that their academic performance is both sustained and enhanced. It has been used to facilitate students' comprehension of various social media platforms and to provide pertinent information for students and other researchers engaged in similar studies.

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daily activities. This research is vital as it delves into the multifaceted effects of social media, highlighting both its potential benefits and drawbacks. This research is significant in that it has the potential to identify strategies that can mitigate the negative academic consequences of excessive social media use. Furthermore, it provides practical recommendations for integrating social media into educational practices in a way that maximizes its benefits while minimizing its risks. This includes implementing digital well-being programs, encouraging mindful usage, and leveraging social media as a tool for academic networking and support. Ultimately, the study underscores the need for a nuanced approach to social media use, one that recognizes its potential to enhance learning while also acknowledging the importance of maintaining a healthy balance. Through this research, stakeholders can better support students in navigating the digital landscape, ensuring that their academic performance is both sustained and enhanced. It has been used to facilitate students' comprehension of various social media platforms and to provide pertinent information for students and other researchers engaged in similar studies. Last but not least, few Malaysian studies have characterized specific content types that effectively boost mood or provide emotional support, leaving a critical gap in mental-health-informed digital policy. This research will help institutions and health experts identify which online communications are beneficial, influencing student support resources, digital good guidelines, and platform design recommendations personalized for Malaysian students.

1.7 Scope and Limitation of the Study

Individuals are participating in a diverse array of digital activities, including online purchasing, information retrieval, news consumption, virtual learning, and social networking, as they become more interconnected through technology and social media platforms in modern society. Within this context, the current study is of great importance, as it aims to investigate the nature and severity of social media addiction among university students and its subsequent effect on academic performance. More specifically, the research endeavors to investigate the extent of dependency that students demonstrate, encompassing compulsive behaviors that disrupt cognitive focus, academic responsibilities, overall productivity, and habitual engagement. Consequently, the investigation of the extent to which academic outcomes and learning

patterns are influenced by the widespread use of social media in a digitally mediated environment.

The study focuses on five branch campuses of Universiti Teknologi MARA (UiTM) that only offer the Diploma in Information Management program: Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak. To ensure alignment with the research aims, these campuses were selected through a purposeful sampling process, which differs from random selection. Due to their academic exposure to a course specifically targeting social media studies in Semester 3, students enrolled in this program were identified as the most relevant population. The purpose of this curriculum element is to improve students' comprehension of digital communication platforms and their social and academic performance. These students are therefore anticipated to have a keen understanding of social media procedures, which makes them a suitable group to study the connection between digital.

i. Curriculum Alignment with Digital Literacy Goals

The implementation of a social media-focused subject in the Diploma in Information Management curriculum indicates UiTM's strategic commitment to aligning educational results with national and international digital literacy goals. This educational method recognises the need to develop students who are adept at handling digital information and critically evaluating the impact of internet media on society. By examining the structure, functionality, and sociocultural effects of social media platforms, the curriculum promotes the development of advanced digital skills beyond technical knowledge. Furthermore, including such knowledge in formal education provides students with the analytical abilities required to understand the workings of digital ecosystems. They acquire the skills to evaluate source reliability, recognise disinformation, and implement ethical concerns in the production or dissemination of digital material. This curriculum design enhances students' readiness for academic research, professional communication, and informed engagement in a progressively digital workforce.

ii. Relevance to Research Context

The academic background of the participants in this study significantly improves the relevance and validity of the research context. Students' ability to coherently inform perspectives on addiction, digital engagement, and the cognitive

consequences of online behavior is enhanced by their prior engagement with both theoretical and applied aspects of social media in their coursework. The more reflective and accurate description of the impact of social media on academic life is facilitated by their familiarity with essential concepts such as algorithmic influence, digital identity, and information overload. This contextual awareness also enables a more nuanced interpretation of behavioural tendencies. Students who understand the mechanisms driving their social media consumption are more likely to recognize patterns of overuse, procrastination, or dependency that could undermine their academic performance. Consequently, this investigation capitalises on the participants' conceptual literacy, which provides a greater understanding of the information and facilitates a more complex analytical process. Additionally, the study's results can serve as an empirical foundation to assess the effectiveness of academic exposure to digital literacy topics in mitigating addictive behaviours and to determine the necessity of complementary interventions, such as behavioural awareness workshops or digital well-being programmes. The research's internal coherence and relevance to current educational challenges are thereby enhanced by the deliberate selection of this academically informed group.

iii. Enhanced Critical Evaluation of Social Media Use

The capacity of students to engage in critical self-assessment of their own digital practices is significantly enhanced by formal education in social media and digital communication. Students learn to distinguish between constructive and detrimental social media usage patterns through project-based learning, guided reflection, and theoretical instruction. This intellectual engagement motivates them to assess the impact of online interactions on their academic concentration, motivation, and time management. Students can reinforce the validity of the study's findings by integrating theoretical understanding with personal experience through critical evaluation, supported by structured academic enquiry. In addition, this evaluative capacity fosters the cultivation of responsible digital citizenship. Students are more likely to adopt mindful digital practices, maintain academic integrity, and employ self-regulation when they can analyse their media consumption. They become aware of the influence of algorithmic design, social validation, and online socialisation on their behaviour and develop coping

strategies to mitigate potential distractions or compulsions. These insights not only enhance individual well-being but also contribute to a more comprehensive institutional comprehension of how higher education can strengthen resilience against digital dependency.

In conclusion, the scope of this study is limited to students who registered in the Diploma in Information Management programme at five UiTM branch campuses. It concentrates on their exposure to social media education and its potential impact on their academic performance. The findings are of significant value in illustrating the intersection between curriculum design, digital literacy, and behavioural adaptation. However, the generalizability of the sample may be limited to other disciplines or institutions due to its purposive nature. This study makes a substantial contribution to the scholarly discourse on the relationship between academic performance and social media engagement in the digital era by highlighting critical evaluation, contextual relevance, and curriculum alignment.

1.8 Structure of Study

The previous sections of this chapter described why the study was selected. This chapter outlines the definitions of key terminologies related to the research title, problem statements, research objectives, research questions, significance, scope, limitations, and conceptual framework of the study. Following this, the research questions were introduced to guide the investigation, with objectives clearly stated to examine the types of social media addiction, the purposes of social media use, and the benefits of social media use towards students' academic performance. A conceptual framework was also discussed, providing a foundation for the study's approach and analysis.

Chapter 2 presents a thorough literature review, surveying the selected studies. This chapter critically examines previous studies, highlighting both the positive and negative impacts of social media on students' academic success. This study identifies gaps in the current literature that it aims to address, particularly in the context of higher education.

Chapter 3 explored the research methodology and procedures employed in the study. The chapter explained that the research used a qualitative method approach,

which was conducted through semi-structured interviews to collect comprehensive data. It details the sampling techniques, ensuring that a representative group of students from the five UiTM campuses is included. It also presents the development of interview questions, which are aligned with the study's objectives to ensure data relevance.

Chapter 4 focused on the qualitative analysis of data collected from semi-structured interviews with students. This chapter discovered the students' personal experiences, perceptions, and motivations regarding their social media use. The qualitative findings provide deeper insights into how social media use affects students' academic performance, complementing the students' perspectives. The analysis reveals both the beneficial and negative impacts of social media as perceived by the students themselves.

Chapter 5 concluded the research by summarizing the key findings and their implications for students, educators, and policymakers. The chapter reflects on the study's contributions to the field of educational research, particularly in understanding the role of social media in academic settings. It also addresses the study's limitations and suggests areas for future research to explore this important topic further. Ultimately, the conclusion provides practical recommendations for managing social media use among students to improve their academic performance.

1.9 Conclusion

In brief, this study investigating social media addiction, purposes, benefits and impact on academic performance among the Diploma of Information Management students at Universiti Teknologi MARA campuses in Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak. This study demonstrates how the use of social media has become integral to daily life and education, serving as both a valuable resource for academic collaboration and a potential distraction that can impact students' academic performance. Key terms, such as social media, academic performance, and information management, are defined from various perspectives to provide a comprehensive understanding. The problem statement identifies a research gap in understanding the situation between social media use and academic performance among Malaysian university students. The research focuses on Diploma in Information Management students from five UiTM campuses, using semi-structured interviews for data collection. The research is significant because it raises awareness about the adverse

effects of excessive social media usage while also highlighting its advantages, therefore assisting students in balancing social media with their academic tasks.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a literature review on the use of social media in relation to the academic performance of university students, ranging from a broad perspective to a more in-depth examination. This study begins with a description of previous academic research related to this topic, which includes the types of student addiction, the purposes of social media use, and the benefits of social media use for students' academic performance, specifically among Diploma in Information Management students. This chapter also presents a study of experts' perspectives on the benefits of social media for the academic performance of university students.

2.1 Introduction

The number of social media users worldwide has increased by almost 10% in the last year, reaching 4.62 billion in 2022. This statistic represents 58.4% of the global population (Kemp, 2022), and adolescents often engage in social media usage (Besharat Mann & Blumberg, 2022; Cheng et al., 2021). Recent numbers show that more than 2 billion people use SM around the world. In the United States, Pew says that almost 70% of students and adults (Pew Research Center, 2019). The Pew Research Center's analysis indicates that students use several social media sites, with YouTube being the most popular, at 95%, followed by TikTok at 67%, Instagram at 62%, Snapchat at 59%, and Facebook at 32% (Pew Research Center, 2022). Additionally, a 2022 study by the Pew Research Center found that 35% of teens use at least one of these platforms almost constantly, while just 8% spend very little time on them. Social media platforms enable users to establish both public and private profiles, communicate with and meet contacts, and share narratives, photos, and videos (Boursier et al., 2020; Toma et al., 2020). According to the We Are Social (2020a) study, 3.8 billion people worldwide, or 49% of the entire population, have utilized social media platforms. In Turkey, 64% of the 54 million population utilizes social media, which is higher than the global average (We Are Social, 2020b). Based on the age range of people using social media globally and in Turkey, it can be concluded that young people use it more frequently. According to

a UK Office of Communications study on social media use, 51% of 4-year-old children used various social media platforms. Thus, the corresponding figures for ages 5-7, 8-11, and 12-15 were 64%, 74%, and 89%, respectively. The rise in social media use among young people has significantly influenced their lives (Dennen et al., 2020). Regarding its educational importance, the researcher believes it is essential to investigate social media, which plays a significant role in the lives of younger generations.

Students commonly access these social media platforms for group discussions, online learning, content sharing, and social engagement. The high user base highlights the significance of social media in students' digital lives, shaping how they communicate, collaborate, and manage academic tasks. As such, social media is not only a tool for social networking but also a strategic resource for information access and academic development. These platforms serve as essential tools for communication, collaborative learning, and the sharing of information. Their accessibility and popularity highlight the growing dependency of students on social media, not only for entertainment but also as a medium to support academic engagement and digital literacy in higher education.

Other than that, college students who frequently used social media to interact with peers and establish genuine connections were perceived as more skilled social media users. Social media users who typically engage with friends, family, and groups want to encounter unique people in their daily lives (Imad, 2020). According to Liu et al. (2017), users of social media who are considered to be 'digital natives' belong to the current generation and are the most prevalent users of social media. Furthermore, university students who consistently used social media to engage with peers and nurture genuine connections were considered more proficient users of social media (le Roux et al., 2021). The disadvantages of utilizing social media among students become apparent alongside the benefits. The benefits of social media usage and multitasking on the academic performance of Malaysian university students are currently found to be significantly overwhelming (Mahir Tahrir et al., 2021). Social media access has become a regular part of students' daily lives. The current study aims to shed light on this irregularity by developing a unified, integrated conceptual framework to examine and connect social media use, multitasking, and students' self-efficacy concerning their academic performance in Malaysian universities (Bhandarkar et al., 2021).

Besides, Shearer (2018) observed that more Americans used social media as a

news source than traditional newspapers in 2018. Social media platforms are becoming increasingly widespread because they facilitate the transfer of text, images, audio, video, and information among social media users, particularly university students. This platform includes forums, microblogging, social networking, bookmarking, and social curation. Several research studies have observed that the use of social media can influence the behaviour of the young generation, especially university students. Moreover, social media is an excellent tool for creating virtual networks with peers and lecturers, as well as accessing class content. Additionally, Hinojo-Lucena et al. (2020), Ali Ahmadian et al. (2020), and Reinhardt (2019) found that social media can help university students create a social network that enables them to share responsibilities, knowledge, abilities, and ideas. Next, social media helps enhance university students' self-confidence and information sharing, aids in problem-solving, and improves efficiency in the learning and teaching process. Md. Sadiqul and Md. Shahrear (2025), Shamdeep et al. (2019), and Valdez et al. (2020) demonstrated that social media enhances university students' communication skills, self-learning abilities, and personal and professional development throughout their educational process. Furthermore, Balakrishnan et al. (2017) stated that social media enables people to share information and thoughts easily, and it also enhances users' reading skills.

In addition, Bamigboye and Olusesan (2017) stated that social media enables students to develop basic skills, broaden their horizons, and enhance their sociability, which is essential for participating in and understanding their surroundings. Many studies stated that social media could improve academic performance by sharing information and ideas. On the other hand, previous studies have shown that using online social media platforms can improve students' creativity and provide encouragement and motivation for their studies (Vilarinho-Pereira et al., 2021). Lin (2025) emphasized the importance of social media in fostering teamwork and facilitating the exchange of opinions between lecturers and students during the learning process. According to Ilyas and Munir (2022), lecturers should emphasize the impact of social media use on increasing university students' awareness of the adverse effects of excessive or misused social media, including its potential for criminal activity. Both researchers suggested that university students can limit their daily use of social media.

Furthermore, Abbas et al. (2019) examined the connection between both the positive and negative aspects of social media and the learning attitude of university students towards sustainable education. The social Gratification Theory was used to

examine the behaviour of students while using social media. The study employed a cluster sampling technique and identified 18 negative and positive social media factors based on prior research. The positive aspects of using social media include creating awareness, sharing lectures, facilitating simple communication, aiding in maintaining contacts, reducing the cost of purchasing literature, increasing confidence, enhancing social and communication skills, expanding knowledge, and lowering anxiety. The negative aspects included a lack of critical thinking, waste of time, disruption of writing skills, disruption of study connectivity, an increase in cyberbullying, passiveness among students, depression, difficulty in interactions, and health risks in student life.

Researchers from a previous study disseminated 1,013 surveys to bachelor's and master's degree candidates in five regions. The findings showed that social media in Pakistan has a negative impact on student behavior, outweighing its positive influence.

According to Hilary and Olannye-Onkonofua (2021), social media does not accurately describe reality. Students often publish their everyday activities to increase their popularity in their area, and therefore, they do not always reveal their genuine social status. Drakel et al. (2018) discovered that social media impacts social contact among Sam Ratulangi University FISPOL students. They added that students are increasingly focused on social media throughout the teaching and learning process, with essentially no contact between them outside the classroom. This situation demonstrates that students have unwittingly encountered the rapid effect of social media, which might obstruct social connections. Based on this, academics are interested in investigating the effect of social media on social interaction and its impact on students at the Faculty of Social and Political Sciences at Universitas Airlangga.

Additionally, Koranteng and Wiafe (2019) examined the relationship between social media site usage, academic activity, and knowledge exchange on websites specifically designed for educational purposes. They made a questionnaire based on the social capital theory and gathered information from 336 respondents. Their findings demonstrated that engagement encourages information sharing and that discovery is the only significant predictor of engagement. Next, the research was based on a Spanish study (Santoveña Casal, 2019). This research study comprises a sample of 1,960 undergraduate and graduate students enrolled in one of two courses. The research used qualitative (data analysis) and quantitative (descriptive analysis and ANOVA) methods. Only 411 of the sample's students participated in the social media activity, while the rest engaged in the more conventional learning activity. The research found that

students who used social media performed better. Their participation had a positive influence on students' academic performance in social media-related activities.

On the other hand, the research from Saudi Arabia (Talaue, 2018) involved 60 students from the Business Administration and Management Information Systems program who frequently use social media. It was carried out during the summer semester of the 2017-2018 academic year. The study employed qualitative research methodologies, with primary data collected from sixty students. The study's factors included the respondents' access to social media, the frequency of their social media use, and their use and perception of social media. The Shikawa model was used as the study's framework. The findings revealed a two-pronged effect of social media on academic performance, highlighting the need for a responsible and mature approach to students' usage of the network. The study concluded that educational institutions should devote more effort to promoting social media as a tool for learning, rather than solely for communication and enjoyment.

Moreover, Abbas (2019) conducted a study in Pakistan to examine the correlation between positive and negative attributes of social media and the learning disposition of university students in the context of sustainable education. The social gratification theory was applied to analyze students' behavior when engaging with social media platforms. The research used the cluster sampling technique to examine and analyze various characteristics associated with social media, as described in earlier scholarly works. A total of 18 components, including both antagonistic and constructive aspects, were found and considered in the study. The positive characteristics identified in this study include creating awareness, sharing lectures, facilitating contact maintenance, reducing costs of book purchases, enhancing confidence, improving social and communication skills, augmenting knowledge, and alleviating stress.

On the other hand, the harmful elements included a deficiency in critical thinking abilities, a squandering of time, a disruption of writing proficiency, a deterioration in study connectedness, an escalation in cyber-bullying incidents, the cultivation of indolence among students, and the induction of despair, difficult communication, and health risks in the lives of students. Thus, the surveys were delivered to a sample of 1013 bachelor's and master's degree students from five different areas. The study's findings indicate that social media in Pakistan has a predominantly detrimental impact on students' behavior, with only limited positive effects.

2.2 Academic Performance

Education is a vital element of a person's life. For every student, education is more important than anything else. In recent years, social media platforms have become an inescapable part of society, and students are among the most significant users. Although social media is excellent for connecting with friends and family, spending too much time on it can hinder academic performance due to procrastination and distraction. However, social networks can harm academic performance. Therefore, limiting social media usage, balancing it with study time, and setting aside dedicated studying periods without distractions are essential. However, most students who use social media spend an extended period interacting with friends and reading new postings while avoiding the harmful effects of bad behaviour (Dhir et al., 2018).

Academic performance refers to the performance of university students in tests, coursework, and examinations. In other words, the common phrase 'academic performance' may be defined as learning new information, developing one's abilities, earning good marks and other scholastic accomplishments, advancing one's profession, and maintaining a dedication to furthering one's education. Furthermore, when attempting to gather data on students' academic performance, the previously discussed types of academic performance are most significant for academic accomplishment, followed by the knowledge acquired and the skills and talents developed (Singh, 2021). The student's academic performance is essential because it produces intelligent and capable leaders, thereby contributing to the country's social and economic growth. According to Nur Liyana Akilah et al. (2024) and Chandrasena and Ilankoon (2022), most university students are now knowledgeable about using social media for both academic and leisure purposes. Some researchers observed that social media platforms benefit academic performance.

Moreover, Amin et al. (2016) argued that the entertainment created on social media platforms enables university students to stay connected with their classmates and lecturers, and to stay updated with new tasks or assignments. Likewise, Monia & Inam (2018) also agreed that social media enhances communication between lecturers and university students, as there is no doubt that miscommunication on social media may ultimately impact the academic performance of students. Furthermore, Adam and Jesper (2018) and Huang et al. (2019) mentioned that people now have easy access to a wide range of information due to the development of social media and mobile communication

devices. Social media is critical to learn and use in both academic and communication fields. According to Yasemin (2022), social media is a tool that helps users connect. It lets users show what they are connected to and see who else is connected to them. Scholars and professionals have paid close attention to social media as a rapidly expanding medium for disseminating and consuming news. Social media has become an actively used resource by academics for improving training, learning, and personal interests.

On the other hand, Irfan et al. (2022) noted that the effect of social media use on the academic performance of undergraduate students was examined using a qualitative approach. The Structural Equation Modeling (SEM) analysis was performed to test the proposed hypothesis. They found that using social networks for purposes other than schooling lowers students' academic performance. They also found that multitasking on social networks had a slight impact on the academic performance of college students. Similarly, Hosen et al. (2021) described the benefits of social media use on student performance in education using SEM analysis. They created a questionnaire and gave it out to Malaysian university students. Their study has empirically demonstrated that social media skills and individual motivation are key elements that promote information sharing and enhance students' learning and performance. In addition, Alnjadat et al. (2019) found that social media use improves university students' academic performance. This finding is supported by Balakrishnan et al. (2017), who also agree that the culture of university students influences the adoption of social media platforms in college and university institutions. The study provides insight into the relationship between social media usage and academic performance, particularly as a supporting tool for classroom learning. Although social media provides students with access to more information and the ability to connect with learning groups, it also makes education more convenient. Additionally, social network tools provide students and institutions with more opportunities to enhance their learning methods. This tool has enabled greater access to information and connections with other students and educators, resulting in improved learning environments. Consequently, education has become a more convenient experience, enabling students to learn from anywhere and at any time. Therefore, university students agreed that social media helps them stay connected with their friends and institutions.

According to Garcia et al. (2015), the widespread use of social media technologies by students can positively impact academic performance and be a critical

factor in improving summative grades and passing courses early. Balakrishnan et al. (2017) argued that social media may have a negative impact on the academic performance of university students. Besides, Flanigan and Wayne (2015) also agreed that excessive use of social media could interrupt the university student's learning process and negatively impact their academic performance. Further studies and investigations are needed to understand the impact of social media on students' academic performance.

On the other hand, Shahen and Marwan (2020) also conducted research at Halabja University to investigate the connection and impact of social media on students' academic performance. Their study aimed to investigate the positive and negative impacts of social media and technology tools on the academic performance of undergraduate students. The researchers used survey questionnaires to collect data from 320 students at Halabja University's College of Education. They discovered that students use social media applications extensively when studying for academic courses. They also showed the relevance of social media platforms in students' lives. Specific resources in social networks can help students enhance their academic knowledge. Besides, Fasaie and Adegbilero-Iwari (2016) also discovered that students usually use social media for entertainment and communication rather than learning purposes because many media sites often share fascinating and hilarious stuff, such as Facebook and Instagram, and there are also popular video sites such as YouTube and Netflix, which have many engaging and enjoyable videos. Other than that, Mashaal Suwailem et al. (2021) stated that students use social media to express dissatisfaction, report complaints, criticize authorities or management, and quickly access information. The idea was tested using SEM analysis. They created a questionnaire and gave it out to Malaysian university students. Their study has empirically demonstrated that social media skills and individual motivation are key elements that promote information sharing and enhance the learning and performance of students. Uncontrolled use of social media platforms can give rise to many problematic impacts, which can lead to anxiety and depression (Seabrook et al., 2016), disrupted sleep (Garett et al., 2018), reduced subjective happiness (Patwari & Seth, 2022), and poor academic performance (Yue et al., 2023). Addiction is particularly susceptible to such adverse effects (Seabrook et al., 2016; Andreassen et al., 2016; Ujala et al., 2023).

Soon after the introduction of the Internet, social media platforms emerged. These platforms have transformed communication by making it faster and more

straightforward, eliminating physical distances and disseminating information with a single finger tap in under half a second. According to Afaq (2022), social media is essential for university students to learn and develop in their educational, communication, and behavioral aspects. However, the negative impact of social media platforms may decrease the growth of young people. It may affect their academic performance, physical health, and growth and development. However, Farah et al. (2016) stated that addiction to social media is characterized by excessive and irresponsible use of social media, which causes problems in people's daily lives.

On the other hand, Manjur et al. (2021) found that most university students partially use social media for academic purposes, while also using it for discussions unrelated to educational activities. For instance, social media platforms allow students to access information, collaborate on projects, and engage in meaningful conversations about their academic interests. It also offers opportunities for developing critical thinking and communication skills through online debates and activities. Moreover, these platforms' global reach helps promote cultural awareness and the exchange of diverse knowledge among students from different backgrounds. Ultimately, while there are downsides to social media, its potential for enhancing academic success should be noted. However, the excessive use of social media due to addiction can distract students from entirely focusing on academic performance, even though it has a negligible impact. Oberst et al. (2017) found that the excessive usage of Internet-based social media has a negative impact on youth psychological health, and it also contributes to emotional health issues.

University students are increasingly using social media for academic purposes, including participating in online study groups, watching instructional videos, and sharing research materials. These platforms provide students with diverse educational opportunities and facilitate the exchange of information across multiple fields. Fatawu et al. (2023) stated that social media platforms, when utilized effectively, can significantly enhance collaborative learning and increase access to educational resources. Nonetheless, reconciling academic and leisure activities is a challenge, as many students struggle to manage distractions. Thus, Saini and Sajad (2023) emphasized that while social media offers educational benefits, the allure of entertainment content often distracts students from their academic objectives.

The rapid technological advancements on the internet have enabled access to social media platforms from anywhere (Griffiths & Kuss, 2017; Vannucci et al., 2020).

Among students, particularly those attending university, social media serves as a primary medium for communication, information gathering, and entertainment. A study by Kamisan and Mohd Syuhaidi (2021) highlighted that during the Movement Control Order, Malaysian university students increasingly relied on social media for academic purposes and maintaining social connections. Similarly, Zainudin et al. (2023) found that social media platforms have a significant impact on the daily lives of Malaysian students, influencing both their academic and personal spheres.

University students mostly use social media during nocturnal hours, a pattern shaped by their daytime academic responsibilities. In Malaysia, this trend is observable among pre-university students at Universiti Kebangsaan Malaysia, with 52% indicating they use social media more than seven times daily, mostly during their leisure time in the evenings (Chen et al., 2022). This nighttime use often prolongs into the late hours, resulting in postponed bedtimes and inadequate sleep. Research by Zainudin et al. (2023) indicated that excessive overnight social media use among Malaysian students led to academic weariness and decreased attentiveness in class. The appeal of incessant material and social engagement on platforms such as TikTok and Instagram leads to extended screen time, interfering with students' sleep cycles. As a result, many students experience daily sleepiness, which impacts their academic performance and overall well-being. These results underscore the importance of promoting knowledge and initiatives that foster healthy social media practices among university students.

2.3 Types of Student Addiction

Over the past decade, social media usage has increased significantly. Numerous popular social media platforms, such as TikTok, Facebook, Instagram, and others, are responsible for this development. Social media provides users with functional building blocks to update their online status, easily share videos and images, and chat with friends. Consequently, individuals become increasingly captivated by using social media platforms during work, family meals, and even travel (Wang et al., 2022). According to Lai and Bower (2019), a significant worry for educators as the learning environment continues to develop is the phenomenon of academic distraction. Also, Abdul Habeeb et al. (2020) stated that the primary concerns of students about the use of social media are addiction and distraction. Besides, İmran Aslan, & Mehmet Emin YAŞAR (2020) also mentioned that even though using social media has numerous

positive aspects, it has also brought attention to a new addiction issue. Next, Hatice et al. (2018) stated that even though social media makes life easier in many ways, it can become an addiction if used too much and without thinking about it. Behaviors that drive an individual to participate in social media excessively might be classified as addiction. In addition, Hou et al. (2019) found that excessive social media use may be perceived as a manifestation of social media addiction. Individuals afflicted with social media addiction often exhibit an exaggerated preoccupation with it and engage in compulsive behavior, driven by an irresistible urge to log in and use social media platforms. Also, the fact that many people use mobile devices and can access social media tools from anywhere at any time has made social media addiction more common. Social media addiction research shows that students are more likely to acquire addiction symptoms (Mohammad Dalvi et al., 2019).

Based on Demirci (2019), social media addiction is characterized by an unhealthy preoccupation with social media sites and an inordinate amount of time spent on them, resulting in diminished motivation to participate in social activities, strained interactions, and detrimental effects on mental well-being. According to Fayeze Azeze and Denise Ziya (2019), individuals, particularly young people, who have not yet fully acquired the necessary abilities to cope with stressors in various situations may experience negative consequences. These consequences include missing out on important opportunities for face-to-face social interactions, academic experiences, and potential long-term effects resulting from excessive social media usage. This circumstance is attributed to their limited repertoire of well-developed problem-solving strategies to deal with environmental stressors later in life. Adolescents exhibiting addictive behavior patterns often fail to develop constructive coping mechanisms that are characterized by healthiness, positivity, and proactive engagement in response to external stresses. According to reports, the primary sources of distraction during study sessions were the social media platform Facebook and messaging. Despite the abundance of empirical data indicating the adverse effects of multitasking on academic performance, a notable prevalence of unwarranted self-assurance in its efficacy persists among many students (Kirschner & Bruyckere, 2017).

According to Upadhyay and Guragain (2017), some students have been interviewed on the issue of 'addiction' and the students said that excessive social media usage causes inadequate sleep and affects their focus levels in the classroom during lectures, which may lead to poor academic performance (Rathakrishnan et al., 2021).

Abdelsalam et al. (2019), Ndubuaku et al. (2020), and Behzad et al. (2022) observed that this finding is consistent with previous research, which has shown that social media addiction is adversely associated with academic performance.

According to Iffath Ahmed et al. (2023), the most common definition of academic delayed actions is the deliberate postponement or avoidance of work that needs to be done in a classroom. The educational sector has become more concerned about it, especially in light of the current pandemic (Hong et al., 2021). Furthermore, previous research has found that students who are delayed are more likely to use social media during class, which may contribute to problematic digital usage (Rozgonjuk et al., 2018). According to Klingsieck (2013) and Garcia-Perez et al. (2020), students who receive their education remotely exhibit lower levels of motivation, poorer self-regulation, and worse time management skills. Self-regulation becomes even more important in this circumstance, and one of the most common student problems is poor time management. Ineffective time management may be caused by multitasking, being too distracted, and not having a schedule while homeschooling. Because of this, academically delayed learners struggle with self-regulation, which negatively impacts their performance in online courses (Muhammad Imran et al., 2020).

The incidence of social media addiction has been increasing, particularly among learners, as shown by studies conducted by Yakut and Kuru (2020) and Marengo et al. (2022). Social media has several benefits, including facilitating the exchange of knowledge among students and promoting collaborative learning (Adjin-Tettey et al., 2022). Similarly, prior studies suggest that social media enables learners to exchange educational materials rapidly. When used effectively, this may enhance the learning process of students (Okeke & Anierobi, 2020; Adjin-Tettey et al., 2022). Based on an earlier investigation, it has been demonstrated that social media and the internet positively impact students' academic performance and social well-being (Sandeep et al., 2019). Furthermore, Ali Asghar et al. (2020) found a significant correlation between social media addiction and academic delay in medical students at Shiraz University. Male students have a greater propensity for internet use compared to their female counterparts. The Uztermur (2020) research revealed that there is a negative correlation between social media addiction and academic performance, whereas there is a positive correlation between social media addiction and academic delay.

Thus, the types of student addiction to social media and their impact on students' academic performance are a topic of concern. Overusing social media platforms may

lead to distractions and reduced attention, even though these platforms offer university students various advantages, such as access to educational materials and opportunities for collaboration. When students spend more time on social media, they have less time to devote to studying, which negatively impacts their ability to excel in their academic pursuits. This problem focuses on the need to balance using social media as a valuable educational tool with managing its potential adverse impacts on students' academic performance.

2.4 Purposes of Social Media Use

The purposes of social media are to facilitate communication, connection, and interaction between individuals or groups through digital platforms. It serves as a medium for sharing content, ideas, and experiences, as well as for networking and staying informed about current events and trends. Ausat (2023) and Hizbul Khootimah (2023) stated that social media enables individuals and groups to generate, modify, and distribute content in various forms, including text, images, videos, and audio, to other members of their social network. Social media can be used for various purposes, including socializing, networking, business, marketing, education, activism, news consumption, entertainment, and more. According to Karneli (2023) and Sudirjo (2023), the various social media platforms may each have their own unique focuses or objectives. In addition, a study by Alamri et al. (2020) also revealed that the primary motivations of social media users include maintaining consistent communication with family and friends, making new acquaintances, staying updated on news and promotional activities, exchanging opinions, sharing joy, relaxation, and entertainment, among other reasons. In the context of this study, most participants preferred to obtain information for educational purposes rather than entertainment and news. Besides, Rulli (2015) and Pollett and Rivers (2020) found that most internet users also use social media to watch videos, re-share other people's posts, place selfies, and share food images. Social media, such as Twitter, serve to distribute news. A survey questionnaire conducted by Baturay and Toker (2019) reveals that university students are receptive to using social media for educational objectives. Specifically, 77% of the respondents indicated their willingness to utilize Facebook as a communication tool, 80% for collaborative purposes, and 72% to share academic materials and resources with their peers.

Additionally, the study demonstrates that students who use Facebook exclusively for academic purposes tend to have a higher-Grade Point Average (GPA). Such students can only employ Facebook for academic-related matters (Baturay & Toker, 2019). Howe (2023) found that the top three reasons are discovering information (76.2%), staying up-to-date with news and events (65.8%), and maintaining contact with friends and family (64.2%). According to Devi et al. (2019), the development of social media platforms has tremendously influenced how students study and educators teach. Nowadays, people, including students and instructors, work together at universities and colleges to create new knowledge (Devi et al., 2019). Thus, there is no doubt that social media has its problems. However, it is also important to recognize that it has considerable hidden potential that can be leveraged to facilitate collaboration, making it easier for people to work together, share information, and help learning communities grow naturally (Yulian & Asdlori, 2023).

Social media facilitates communication among university students, enabling them to maintain connections with their peers beyond the confines of the classroom. On the other hand, Manu et al. (2021) stated that students' academic and social lives are enhanced by the ability to stay connected with peers via social media. Social media serves as a platform for communication, collaboration, and access to information, playing a multifaceted role in the lives of university students. Social media allows students to engage in real-time discussions, fostering a collaborative learning environment. According to Ye and Li (2024), social media platforms enable students to participate in live conversations, promoting a cooperative learning environment. The students' academic performance improves through their frequent sharing of notes, resources, and study materials. By using social media for educational purposes, students can create study groups and receive quick feedback on assignments, enhancing their learning outcomes. Additionally, XhoMARA and Sharko (2023) emphasised that students who are actively engaged in online discussions frequently show enhanced comprehension and retention of course material. This suggests that social media improves students' academic performance by fostering interactions and engagement with others. However, students must strike a balance between social media usage for academic purposes and potential distractions, as excessive use can lead to procrastination and reduced efficiency. Social media helps university students by offering support, sharing information, and facilitating collaborative learning, which can boost their grades.

Saini and Sajad (2023) emphasized that social media enables students to stay informed about significant academic trends and events, thereby enhancing their understanding of course material. This real-time information not only broadens students' knowledge but also promotes critical thinking and engagement with current concerns in their fields of study. Additionally, the majority of students use social media to access academic materials. According to Jamal and Nawab (2020), social media platforms offer university students an effective means of exchanging study materials and collaborating on assignments. Based on their study, 30% of students employed social media platforms to interact with their peers, tutors, and acquaintances. Furthermore, over 52% of students utilized social media for classroom-related activities, such as video sharing and discussion. The use of social media presents both advantages and disadvantages. However, the benefits primarily pertain to accessing and applying course materials, video excerpts, and transmitting academic notes. Students generally believe that social media platforms offer the most expedient and economical means of acquiring essential information (Jamal & Nawab, 2020).

The purposes of social media use vary among university students, which can influence their academic performance. According to Tasir and Al-dheleai (2017), social media platforms facilitate online communication among students and their peers for academic purposes. Some students may primarily use social media for educational purposes, such as accessing academic resources and communicating with professors and classmates about coursework. This targeted and focused use of social media can enhance students' learning experience and facilitate academic success. Conversely, other students may primarily use social media for recreational purposes, such as connecting with friends, sharing personal experiences, and consuming entertainment content. In addition to their primary role as communication and connectivity platforms, social media platforms act as extensive stores of digital content, including a diverse array of visual imagery, textual expressions, and interactive commentaries, all of which significantly impact the complex processes of self-image formation, value system development, and the integration of societal norms that regulate interactions among students (Allioui & Mourdi, 2023).

Thus, social media users have the ability and flexibility to actively seek information and a variety of relevant and advantageous ideas (Aisar et al., 2016). However, the benefits of social media use toward the academic performance of university students are also a topic of great worry. The widespread use of social media

platforms has undoubtedly brought about both positive and negative effects on students' academic performance. On the one hand, social media can serve as a valuable educational tool, allowing students to access information, collaborate with peers, and engage in discussions. On the other hand, excessive use of social media can lead to distractions, decreased focus, and reduced study time.

2.5 Benefits of Social Media Use

Social media use has benefits despite the controversy surrounding its potential harm to students. For example, one analysis discovered that Facebook aids their studies, as it was found to be a helpful learning tool for engaging in topic conversations, accessing lecture notes and evaluations, and even socializing with their peers (Tess, 2013). Nevertheless, negative impacts can certainly arise from excessive usage of social media. An addiction problem is one of the negative aspects of social media. The use of social media has been identified as a contributing factor to subpar academic performance. Students engage in online gaming activities via these platforms, leading to distractions from their studies (Ahmad Jahed, 2018). Besides, Armstrong (2020) found that individuals' self-esteem is affected by social media sites. Furthermore, they explained that their diminished self-esteem is not due to the time spent on social media, but instead to how they occupy their time on these platforms.

According to Muhammad Azeem (2021), the use of social media is becoming unavoidable in students' lives. In addition, rather than engaging in genuine face-to-face conversation, students choose to spend their time on social media. Additionally, Hossein et al. (2015) noted that students frequently misuse social media, which ultimately has a negative impact on their academic performance. Hassan Rahnoward Ghulami et al. (2018) stated that the use of social media can influence students' academic performance. According to Dumitrescu et al. (2023), each type of social media has a different impact on university students' social media addiction. Additionally, Muhammad Abuzar and Shah (2024) noted that academic performance can be enhanced if students utilize social media effectively for educational purposes. Although social media gives advantages to university students, there are still challenges in handling it. Additionally, social media platforms can offer access to valuable educational resources, promote collaboration among students, and facilitate communication with peers and educators. By leveraging these benefits, students can enhance their learning experiences and develop crucial skills

for success in their academic pursuits. However, students and educators must strike a balance between the advantages and drawbacks of social media to ensure optimal performance in educational settings.

Next, Muhammad Imran et al. (2020) discovered how college students used social media. A total of 383 respondents from various universities participated in the survey, which was used to gather data. Their findings reveal a relationship between students' social media usage and their creativity and engagement through knowledge-sharing behavior. Also, they found that cyberbullying has a limiting effect. They concluded that the permeated connection could be better for students who experience cyberbullying. Another finding by Shirumisha et al. (2021) focused on the benefits of social media activities on knowledge sharing in 2020. They conducted a poll and gathered information from Tanzania's telecommunications company. Using the information gathered, they conducted an SEM analysis. Their research concluded that social media is used informally to control the dissemination of knowledge.

Social media can be a helpful way for college students to manage stress. Connecting with classmates and having fun conversations can really help create a sense of community that eases the stress of schoolwork. Griffioen et al. (2021) noted that social media platforms provide students with a platform to share their experiences and express frustrations, which can be highly beneficial. Additionally, Sun et al. (2023) noted that engaging in online discussions about shared interests can foster a sense of belonging, which can significantly reduce stress levels for students. Being able to share feelings and get support from friends or online groups can really help with mental health. Additionally, many students frequently use social media as a source of entertainment and relaxation, providing a necessary escape from the stresses of their studies (Feng et al., 2019). This break can be significant for mental health, providing students with a chance to rest before returning to their studies. However, we need to use these platforms carefully so we do not get overwhelmed by negativity or toxic interactions. Therefore, Feng et al. (2019) noted that achieving a balance in how we use social media is crucial for reaping its benefits in reducing stress.

University students are increasingly relying on social media to access information relevant to their academic performance. These platforms are a valuable resource for accessing instructional information, current research updates, and expert insights across various sectors. Chromey (2016) highlighted that social media affords students instantaneous access to an abundance of material that may enrich their

educational experiences. Platforms like Twitter and LinkedIn enable students to monitor academic discourse and engage with thought leaders, thereby broadening their knowledge base. Fatawu et al. (2023) emphasized that students who actively engage with academic information on social media tend to develop a deeper comprehension of their subject matter. Furthermore, social media enables students to engage in online forums where they can inquire and receive feedback from their classmates and instructors. Afef (2022) stated that these online interactions often facilitate important discussions that improve critical thinking abilities. Students must critically evaluate the material they see, since not all content disseminated on social media is reliable. Suraya et al. (2016) observed that the difficulty is in distinguishing credible sources from falsehoods. Consequently, while social media serves as a potent resource for knowledge acquisition, it requires careful navigation to retain academic integrity.

Social media is a valuable tool for students seeking to develop various skills essential for their academic and career success. Students can find a wide range of tutorials, webinars, and interactive content on these platforms, covering everything from soft skills such as communication and teamwork to hard skills like coding and graphic design. Next, Fatimawati et al. (2020) found that social media offers an interesting approach for students to acquire new skills through interactive content and tutorials led by their peers. Furthermore, Rita Suswati et al. (2019) noted that social media plays a significant role in boosting creativity, as it enables students to share their work and receive constructive feedback, which helps improve their skills in real-time. According to Jamal and Nawab (2020), the collaborative nature of social media enables us to work together on projects, helping us develop our teamwork and leadership skills. Additionally, participating in online workshops and webinars available on social media can significantly enhance students' chances of securing employment. According to Olowo et al. (2021), individuals who seek skill development opportunities on social media tend to be better prepared for the job market. Thus, Bridgstock (2019) noted that it is essential for students to take the initiative in selecting high-quality content and resources to ensure they are developing relevant skills. In conclusion, social media serves as a valuable resource for improving skills, providing college students with the tools and chances necessary for academic and professional success.

2.6 Conceptual Framework

A conceptual framework is a visual or written model that illustrates the primary ideas, variables, and relationships guiding a research study. This provides a framework for understanding the main components and their relationships in a specific situation. In educational research, a conceptual framework could examine how using social media affects academic performance by identifying key factors such as study habits, social interactions, and time management. Additionally, a conceptual framework can be described as a set of ideas, assumptions, and theories that guide the research process by helping to identify variables and their interactions. According to Luft et al. (2022), a well-constructed conceptual framework provides researchers with an organized strategy for identifying the key components of their subject and their relationships. According to Rafiu et al. (2023), the conceptual framework serves as a roadmap for the researcher, providing a structured approach to address the research problem and its associated questions. This helps clarify the research focus and ensures that the study aligns with existing theories and literature. Additionally, Töhönen et al. (2022) emphasized that a robust conceptual framework is essential for understanding complex relationships among variables, particularly in multidisciplinary studies. This framework illustrates how everything is interconnected, enabling us to understand the research topic more clearly and making our analysis more concise. A solid conceptual framework is essential for organizing and guiding the research process. It helps keep the investigation focused and grounded in theory. The researcher can determine that the conceptual framework in this study acts as a map outlining the concepts, assumptions, expectations, beliefs, and theories related to the use of social media. The diagram's conceptual framework explains how several intermediary variables moderate the relationship between social media use and academic performance. The foundation of the framework is social media, which acts as the point of study. The use of social media by students has become widespread, and this framework attempts to analyze its complex effects on their academic lives. Subtitles 2.6.1 to 2.6.3 discussed the process of developing a conceptual framework by applying three models/theories.

2.6.1 Types of Student Addiction Adopted from the I-PACE model (Interaction of Person–Affect–Cognition–Execution)

Types of student addiction addresses the different forms of addiction that can develop from social media use. This form of addiction includes behavioral, emotional, and cognitive forms of dependency. Behavioral addiction refers to compulsive actions, emotional addiction pertains to the emotional reliance on social media for gratification, and cognitive addiction involves the preoccupation with thoughts about social media. The I-PACE model (Interaction of Person–Affect–Cognition–Execution) by Brand et al. (2016) and Brand et al. (2019) was a robust theory-driven model for examining student addiction in this study. I-PACE explains how addictive distinct patterns emerge and differentiate across specific online activities in social media and smartphone use in students. It posits that person factors (such as impulsivity, coping style), affective responses (such as stress relief, mood regulation), cognitive processes (such as use-expectancies, attentional bias, craving), and execution functions (such as inhibitory control, decision-making) interact with platform cues to produce loss of control, persistence despite harm, and conflict (Brand et al., 2016; Brand et al., 2019). Based on the conceptual framework of this study, these components neatly unpack the ‘types of student addiction’ into observable sub-patterns (for example, cue-reactive, mood-regulatory, and control-failure types) that can be captured qualitatively through interviews with the research participants. Recent student studies reveal who is most vulnerable, what triggers the spiral, and how it affects academic performance. Work on Instagram and smartphones finds that certain person traits (such as neuroticism/impulsivity), an intense fear of missing out (FoMO), and weaker self-control are reliably associated with more addictive symptoms (such as checking compulsions, craving, difficulty stopping), a pattern that fits the I-PACE elements of person factors and affect/cognition (Kircaburun et al., 2018; Mehmood et al., 2021; Liu et al., 2023). Complementing this, research with undergraduates shows a clear executive-control route where higher addictive use is linked to poorer attentional control, which then predicts academic procrastination, capturing I-PACE’s execution/control component (Xie et al., 2023). Taken together, these findings support types of student addiction in this study along with the I-PACE dimensions.

2.6.2 Purposes of Social Media Use Adopted from Uses and Gratification (U&G) Theory

The purposes of social media use explore the numerous reasons why students use social media and how these reasons may drastically change its impact on students. For example, the purposes of using social media for academic reasons may vary from those of using it solely for entertainment. The purposes of social media use within the academic environment can be better understood through this purpose-driven approach. According to Katz et al. (1974), the Uses and Gratifications (U&G) theory explains social media behavior by focusing on the needs and motives that users seek to satisfy. The core of U&G motives includes (i) information seeking, (ii) social interaction and coordination, (iii) entertainment or passing time, and (iv) identity or self-expression. Aligned with this research's objectives, these motives directly influence the purposes of social media use and assist students' platform choices in academic contexts, such as WhatsApp/Telegram for coordination and YouTube/TikTok for learning exemplars. U&G offers a process link from the purposes of social media use, practices, and perceived benefits (for example, more efficient groupwork, rapid access to tutorials, and a sense of belonging). Additionally, U&G clarifies how ostensibly non-academic motives, such as relaxation and casual browsing, can influence study periods, diluting time and attention. A study by Bhatiasevi (2024) using U&G theory, testing five motives: (i) purposive value (doing tasks), (ii) self-discovery, (iii) entertainment, (iv) social enhancement, and (v) keeping in touch. It revealed that purposive value, entertainment, social enhancement, and maintaining connections increased social media use, while self-discovery decreased it. In turn, greater social media use was linked to better social relationships and higher psychological well-being. A qualitative study using interviews with college students by Falgoust et al. (2002) also applied U&G Theory. By interviewing college students, they found six main reasons people use TikTok and take part in challenges, such as for entertainment, easy/wide communication, more social interaction, social support, seeking/sharing information, and escape from everyday life. Foundational U&G studies with student users reinforce and broaden these motive sets. A study by Whiting and Williams (2013) that explicitly applied U&G identified the elements of core gratifications for social media, such as information, social interaction, passing time, entertainment, relaxation, expression, and convenience, based on in-depth interviews. Complementing this, Quan-Haase and

Young (2010) compared gratifications from Facebook and instant messaging among university students. The findings revealed that several factors were extracted, including pastime, sociability, affection, and sharing. In conclusion, all previous studies (Bhatiasevi, 2024; Falgoust et al., 2002; Whiting & Williams, 2013; and Quan-Haase & Young, 2010) directly anchor the purposes of social media use in this study.

2.6.3 Benefits of Social Media Adopted from Social Cognitive Theory

The benefits of social media use include the overall outcomes of engagement. This variable is broad, encompassing both positive and negative impacts. Positive impacts might include increased access to information and networking opportunities, while negative impacts could involve distractions, reduced study time, and exposure to harmful content. By examining the benefits, the framework offers a comprehensive understanding of how social media impacts students' lives. According to Bandura (1986), Social Cognitive Theory (SCT) explains the benefits of social media in learning as products of three interacting mechanisms (i) observational learning (students model strategies they see peers/creators use), (ii) self-efficacy gains (confidence increases after vicarious success and feedback), and (iii) reciprocal determinism (behaviours, social peers, and platform features co-shape one another). Previous studies with university students shows these mechanisms translating into academic advantages, for example, (i) when communities use social media purposefully (such as backchanneling, sharing exemplars), (ii) students report higher engagement and improved performance, consistent with efficacy-building and modeling effects (Junco et al., 2011); (iii) students' participation in Facebook study networks is associated with greater bridging social capital practical access to information which supports problem solving and persistence (Ellison et al., 2007); and (iv) students describe social network spaces as sites of informal learning where observing and trying out practices fosters new literacies and a stronger sense of academic competence (Greenhow & Robelia, 2009). In this study, Social Cognitive Theory maps directly to the benefits of social media variable by providing (i) observational learning (such as faster strategy acquisition, and effective study techniques), (ii) social feedback and peer modeling (such as stronger self-efficacy and willingness to attempt tasks), and (iii) peer dynamics (such as sustained collaboration, information access, and coordination).

2.6.4 Social Media Use Toward Academic Performance as a Dependent Variable and the Connection with the Three Theories/Models

Academic performance is the dependent variable that represents the framework's objective. Synthesizing the study's lenses, U&G theory specifies the purposes of social media use that lead students to study (such as information seeking, coordination, entertainment/relaxation, identity), showing that motive configurations shape what students do on each platform and thus the direction of effects on academic work (Quan-Haase & Young, 2010; Whiting & Williams, 2013; Falgoust et al., 2022; Bhatiasevi, 2024). Secondly, I-PACE Model explains when and why those purposes of social media use translate into either productive or problematic patterns: person factors (e.g., impulsivity, FoMO), affect/cognition (craving, expectancies), and executive control interact with platform cues to yield types of student addiction (cue-reactive, mood-regulatory, control-failure), which can displace time and fragment attention undermining academic performance (Brand et al., 2016, 2019; Kircaburun et al., 2018; Mehmood et al., 2021; Liu et al., 2023; Xie et al., 2023). Finally, Social Cognitive Theory explains the benefit of social media whereby purpose-aligned use fosters observational learning (access to exemplars/strategies), self-efficacy (feedback, vicarious success), and reciprocal peer–platform dynamics (coordination, information access), which together support engagement and performance (Bandura, 1986; Greenhow & Robelia, 2009; Junco et al., 2011). In short, U&G frames the purposes of students' use of social media, the I-PACE Model clarifies how students' addictive patterns can convert those uses into distraction and poorer outcomes, and Social Cognitive Theory specifies how purposes and addiction practices yield benefits of social media, jointly explaining variation in the dependent variable, which is social media use towards academic performance. Figure 2.1 shows the proposed conceptual framework of this study.

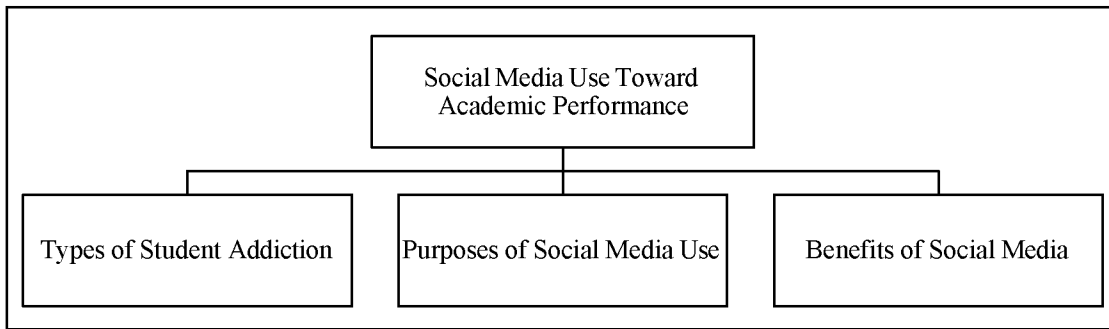


Figure 2.1 Conceptual Framework

2.7 Conclusion

In conclusion, the literature review plays a crucial role in providing a comprehensive understanding of social media use towards academic performance, particularly among Diploma in Information Management students. By exploring existing research, the literature review sheds light on the various dimensions of social media engagement, including the types of student addictiveness experience and how these behaviors influence students' academic performance. The researcher investigated the purposes for which students use social media, such as for education, social interaction, or entertainment, and how these different uses impact their studies either positively or negatively. The literature review helps clarify the complex relationship between social media use and academic performance, identifying both the potential benefits, such as enhanced access to information and collaborative learning opportunities, and the drawbacks, including distractions and procrastination. Moreover, it emphasizes the need for a particular approach to grasp the connection, considering elements such as the degree of social media usage, the specific platforms used, and personal variations among students. By synthesizing findings from various studies, the literature review not only provides a theoretical foundation for the current research but also identifies gaps in the existing knowledge that this study aims to address. Overall, the literature review is instrumental in framing the research questions and objectives, guiding the investigation into how social media usage patterns and motivations influence academic performance among students. The next chapter presents the research methodology employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter investigates the thoughtful selection of the research strategy and methodology for this study. It begins by exploring a range of research methodologies supported by literature and explains the rationale for choosing a case study approach that integrates diverse data collection and analysis techniques. The chapter is structured around several key topics, including research design, target population and sampling, data collection methods, questionnaire design, and the data analysis method. Each section contributes to a comprehensive understanding of how the study was meticulously planned and executed.

3.1 Research Design

A well-constructed research design serves as the blueprint for the entire study, guiding researchers through each stage of the investigation. It ensures that the study is systematically conducted, allowing for consistent and reliable results. By clearly defining the methods and procedures, the research design helps maintain focus on the research objectives. It ensures that the collected data is relevant and helpful in addressing the research questions. Ultimately, it is the research design that transforms a set of research questions into actionable steps, leading to meaningful insights and conclusions. A research design, also known as a research strategy, is a plan for addressing a set of research questions (McCombes, 2021). It is a framework that consists of the methods and procedures for collecting, analyzing, and interpreting data. In other words, the research design explains how the researchers investigated the study's fundamental problem and is therefore an integral part of the research. The research design also describes the other component aspects of a study, including variables, hypotheses, experiments, methods, and statistical analysis (Creswell & Plano Clark, 2018). A well-planned research design helps ensure that the processes align with this research's aims and employ the correct approach to analyze the gathered information (McCombes, 2019).

A researcher must be able to address the study problem and help collect the required data to inform the choice of a research plan. This study does not include any experiments, treatment modifications, a control group, an intervention, or any conclusions about the cause of the phenomena. It used one mediator to analyze three different objectives simultaneously. The first objective is to examine the types of student addiction to social media and its impact on students' academic performance. The second objective is to investigate the purposes of social media use in relation to students' academic performance, while the third objective is to examine its benefits.

Based on this study, the qualitative approach focuses on gathering in-depth insights through semi-structured interviews. Semi-structured interviews involve a set of pre-determined questions that are asked in the same order to all participants, ensuring consistency in data collection. This method enables a more in-depth exploration of the research topic, capturing the complexities and nuances of participants' experiences and perspectives. In this study, the researcher conducted an online interview via Google Meet to accommodate participants from UiTM Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak.

3.2 Target Population and Sampling

The researcher conducted a semi-structured interview, ensuring consistency and comparability across all participants. The sample comprised five participants from each campus, allowing the researcher to gather diverse insights while maintaining a manageable scope. Each interview session lasted approximately one hour, providing sufficient time for detailed discussions and capturing comprehensive data. In qualitative research, defining a clear target population and selecting an appropriate sampling strategy are key to ensuring the depth and significance of findings. According to Willie (2024), the target population refers to the larger group about which the study seeks to gain an understanding, while the sample is the subset chosen from this group for detailed examination. Unlike quantitative studies that emphasize statistical generalizability, qualitative research aims for analytic generalization, where findings illuminate patterns, meanings, and experiences. Thus, Palinkas et al. (2015) stated that sampling focuses on information-rich cases rather than representativeness. This method is more relevant when exploring complex behaviors, such as student social media addiction and its

impact on their academic performance, where an in-depth understanding is valued over broad numerical representation.

In Malaysia, purposive and criterion-based sampling methods are frequently employed in qualitative research to target participants who can offer profound, contextually specific insights. Based on Maiss and Wilkins (2024), a framework for purposive sampling in qualitative research is presented, emphasizing that participants should be selected according to an arrangement that aligns with the research objectives and their ability to provide rich, insightful information. Similarly, implementation-focused qualitative research recommends merging purposive sampling with overload principles to ensure sufficient breadth of perspectives while maintaining analytical accuracy (Sbicca et al., 2025). These frameworks guide researchers in selecting participants not by convenience, but by their significance and ability to contribute meaningful data.

3.2.1 Target Population

Shukla (2020) defined a population as a collection or group of all units to which the study findings have been applied. In other words, a population is a grouping of all the units with the variable attribute that is the subject of the study, and for which general conclusions have been drawn. The target respondents for this study are limited to Diploma of Information Management students at Universiti Teknologi MARA (UiTM) Malaysia. There are five UiTM campuses: UiTM Kedah, UiTM Kelantan, UiTM Negeri Sembilan, UiTM Johor, and UiTM Sarawak. The targeted students were believed to be more exposed to social media use in their daily routine activities. For instance, a study by Tesorero (2019) found that 70% of university students in the United Arab Emirates (UAE) spend at least five hours per day on social media.

The target population of this study includes students enrolled in the Diploma in Information Management program at five UiTM campuses who have achieved a semester CGPA above 3.00. This academically high-performing group is expected to provide transparent and reflective insights into their experiences with social media and its impact on their academic performance. Selecting such students ensures that the narratives collected are informed and grounded in academic accuracy, minimizing perplexing factors such as academic disengagement. In Malaysia, a study focusing on high-achieving students has proven effective. For example, Lim (2024) purposively

selected student leaders with strong academic performance to explore leadership progress, resulting in rich qualitative data.

Moreover, sampling one student per UiTM campus ensures variation in campus contexts such as differences in campus culture, resource accessibility, and peer dynamics while maintaining consistency in academic criteria (GPA > 3.00). This strategy allows the study to capture both common and branch-specific patterns in social media usage and its impact on their academic performance. Similar sampling designs have been employed in Malaysian qualitative research, as demonstrated by Nasir et al. (2022), who selected international students at risk of academic dropout based on purpose-driven criteria to explore dropout tendencies across diverse campus contexts.

3.2.2 Sampling

Sekaran and Bougies (2020) defined sampling as the process of selecting a specified number of respondents from the target population, which is a tangible representation of the entire sample. Sampling is also described as choosing a sample from a population. A sampling technique is a method for selecting a sample. According to this study, the researcher employed stratified purposive sampling, treating five UiTM campuses offering the Diploma in Information Management program as strata. Within each stratum, this study applied an eligibility criterion of a CGPA of 3.00 or higher and selected one participant (with equal allocation; total $N = 5$). This approach ensured campus coverage while focusing on high-achieving students who are likely to exhibit effective academic performance and social media practices. As suggested by Patton (2015) and Palinkas et al. (2025), this approach aligns with qualitative guidance to (i) use stratified purposive sampling to capture variation across key subgroups and enable comparisons, and (ii) use criterion sampling to include cases meeting specific conditions. According to Malterud et al (2016), in qualitative interview studies, sample adequacy is guided by 'information power' and fewer interviews can be sufficient. Based on this study, the chosen participants are highly relevant to the sampling, as they meet the criteria of a CGPA of 3.00 or higher, indicating they are likely to be experienced students. The researcher sought assistance from the Heads of the School/Centre of the Faculty of Information Management at the five campuses to select suitable students according to the previously specified criteria.

This study employs a small and information-rich sample (N = 5), consistent with qualitative principles that suggest sample sufficiency depends on the ‘information power’ of participants (Malterud et al., 2016). Since the study recruits high-achieving and criterion-eligible students (CGPA \geq 3.00) from each campus (stratified purposive sampling), the sample is particular to the research questions and therefore adequate for a semi-structured interview. Other guidance for intensive qualitative designs that support a small number of participants commonly range from 5 to 25 participants (Creswell & Poth, 2018; Polkinghorne, 1989), and from 3 to 6 participants (Smith, Flowers, & Larkin, 2009).

3.3 Data Collection Method

According to Hamed (2021), considering data collection as the first stage in the research process may improve the quality of the findings by reducing the potential mistakes that can occur throughout a research project. Therefore, in addition to having a suitable design for the research, substantial amounts of quality time must be invested in data collection to obtain acceptable results. This is because having inadequate or wrong data prohibits one from ensuring that the findings are accurate. This study highlights the types of student addiction, the purposes of social media use, and its benefits on the academic performance of Diploma in Information Management students. Table 3.1 presents the various data collection methods used in this study.

Table 3.1
Type of Data Collected Methods

No.	Research Objectives	Data Collection Methods	Participants
1.	To examine the types of student addiction to social media towards students’ academic performance.	Semi-structured Interview	Five participants of the Diploma in Information Management represented each of the campuses.
2.	To investigate the purposes of social media use towards students’ academic performance.		
3.	To study the benefits of social media use towards students’ academic performance.		

3.4 Development of Semi-Structured Interview Questions

The semi-structured interview questions were established based on past studies on social media addiction and academic performance in Malaysia. According to Lim et al. (2023), the semi-structured interview method enhances validity because participants tend to reflect more deeply when guided by open-ended yet systematic questions. Similarly, Noor and Hassan (2022) emphasized that section-based interviews allow researchers to manage themes effectively, particularly in exploring student behaviors related to social media use. The interview has been conducted online to circumvent transportation and distance constraints, as the participants are drawn from various UiTM branches. Online semi-structured interviews have demonstrated efficacy in student-based research in Malaysia, particularly in post-pandemic academic settings (Azlan et al., 2021). The semi-structured interview schedule was organized into three sections. Section A focused on students' addiction to social media and its influence on academic performance (Questions A1–A6), Section B focused on the purposes of social media use and its influence on academic performance (Questions B1–B10), and Section C concentrate on the benefits of social media use and its influence on academic performance (Questions C1–C5). Tables 3.2, 3.3, and 3.4 summarize the questions for each section.

3.4.1 Students' addiction to social media and the influence on students' academic performance

Table 3.2
List of Questions for Students' Addiction to Social Media Use

No.	Questions	Sources
A1.	What strategies can you use to reduce your dependency on social media and increase your focus on academic work?	Samari et al. (2022)
A2.	How does spending time online using social media impact your grades or assessments?	Jameel et al. (2019). Özlem Cakmak Tolan (2023)
A3.	Why do you access social media late at night instead of during the day?	Samari et al. (2022), Jameel et al. (2019), Dai et al. (2021)
A4.	Do you think saying 'just a few more minutes' is a common behavior among social media users? Why?	Samari et al. (2022), Jameel et al. (2019)
A5.	Why do you choose to spend more time online rather than going out with your classmates?	Özlem Cakmak Tolan (2023)
A6.	Why do you rely heavily on social media for mood regulation?	Samari et al. (2022), Dai et al. (2021)

3.4.2 Purposes of social media use and the influence on students' academic performance

Table 3.3
List of Questions for Purposes of Social Media Use

No.	Questions	Sources
B1.	How has social media helped you in discussing academic topics with your groupmates?	Fuchs (2022), Iqbal Ahmad et al. (2023)
B2.	What strategies do you employ to ensure efficient and organized academic discussions with your groupmates on social media platforms?	Fuchs (2022)
B3.	How does social media enhance your academic performance?	Fuchs (2022)
B4.	How has the use of social media for collaborative work impacted the overall quality of your projects?	Fuchs (2022), Iqbal Ahmad et al. (2023)
B5.	How often do you post and share media content on social media?	Fuchs (2022), Özlem Cakmak Tolan (2023)
B6.	How does using social media help you relieve academic stress?	Fuchs (2022), Özlem Cakmak Tolan (2023)
B7.	How has social media influenced your ability to communicate with others in person?	Fuchs (2022), Özlem Cakmak Tolan (2023)
B8.	How has social media helped you express yourself?	Fuchs (2022), Özlem Cakmak Tolan (2023)
B9.	Are there any specific social media platforms that you find most helpful in expressing yourself?	Fuchs (2022), Özlem Cakmak Tolan (2023)
B10.	What are the most popular topics on social media among students?	Moreton & Greenfield (2022)

3.4.3 Benefits of social media use and its influence on students' academic performance

Table 3.4
List of Questions for Benefits of Social Media Use

No.	Questions	Sources
C1.	How has social media benefited your academic performance in seeking relevant information?	Fuchs (2022)
C2.	In what ways has social media usage positively influenced your educational journey?	Fuchs (2022), Iqbal Ahmad et al. (2023)
C3.	What tips or strategies do you use to effectively integrate social media materials into your classwork or assignments?	Fuchs (2022)
C4.	How can academic forums on social media contribute to your learning experience in class?	Fuchs (2022)
C5.	How has a group discussion on social media positively impacted your academic journey?	Fuchs (2022), Iqbal Ahmad et al. (2023)

Table 3.5 summarizes previous studies that mirror the list of questions for (i) students' addiction to social media, (ii) the purposes of social media use, and (iii) the Benefits of social media use on students' academic performance.

Table 3.5

Summary of the Development of questions from previous studies

No.	Previous Studies	This Study
1.	Samari et al. (2022) explicitly ask youths to recount negative experiences, triggers, mood states, and harm-reduction strategies (such as breaks, limiting time)	Aligning with questions on addiction signs, late-night use, 'just a few more minutes,' and strategies to cut down (A1, A3, A4, A6)
2.	Jameel et al. (2019) structured interviews around the components model of addiction, such as salience, mood modification, tolerance, withdrawal, relapse, and conflict.	This study's probes on the effects of overuse on grades/assessments, compulsion, and self-management (A2, A3, A4) are mapped.
3.	Özlem Çakmak Tolun (2023) inquired about the time spent, apps used, feelings experienced when online/offline, the impact of friendships, and the problems caused.	Directly supporting this study's items on why staying online vs. going out, effects on relationships, and mood differences (A2, A5, B5, B6, B7, B8, B9)
4.	Dai et al. (2021) focused on well-being correlates and explored smartphone habits, stress/relief cycles, and sleep-related routines.	Reinforcing late-night and mood-regulation questions in this study (A3, A6).
5.	Fuchs (2022) asked undergraduates to describe how social media supports coursework, group coordination, exchanging materials, contacting lecturers, and their perceived benefits/limitations.	Aligns tightly with discussion, organization strategies, collaboration quality, and performance prompts (B1, B2, B3, B4, B5, B6, B7, B8, B9, C1, C2, C3, C4, C5).
6.	Moreton and Greenfield (2022) used qualitative methods with university students. They derived the most popular topic-themed codes (such as body image/fitness/lifestyle, as well as social acceptance), explicitly analyzing the types of social media topics when discussing the purposes of social media.	Grounding question on seeking the most popular topic on social media (B10)
7.	Iqbal Ahmad et al. (2023) include guide items on the purposes of use and effects on academic performance.	Echoing integrative focus (B1, B4, C2, C5)

3.5 Thematic Analysis

The data reduction process in this study was conducted through thematic analysis. Thematic analysis is one of the most widely applied methods in qualitative research for identifying, analysing, and interpreting patterns of meaning which are referred to as themes within qualitative data (Braun & Clarke, 2022). For this study, thematic analysis was explicitly employed as it provides systematic techniques for generating, structuring, and interpreting qualitative data. The analytic process followed the procedures introduced by Saldana (2016), in which research data were progressively developed into themes. The process began with capturing significant points in the data relevant to the research questions, which were then organised into smaller units referred to as Sub-Themes Level 1 and 2. These Sub-Themes subsequently served as the building blocks for the main themes. Together, all themes provided a structured framework that enabled the researcher to organise, interpret, and coherently report the findings. To support this

process, NVivo 14 software was employed for data management and analysis. The software facilitated the systematic organization and handling of extensive qualitative data, enabling the researcher to conduct in-depth analysis.

3.6 Validity of Data Collected Using the Kappa Coefficient

In this study, the researcher utilised the Kappa coefficient to assess the degree of agreement between two coders for data collected from semi-structured interviews. The Kappa statistic was chosen for its ability to measure inter-rater reliability while accounting for chance agreement. This method ensures robust validation of the data, thereby enhancing the reliability and accuracy of the research findings (McDonald et al., 2019). Cohen (Cohen, 1960) suggested that the Kappa coefficient is vital for ensuring the reliability of inter-coder agreement, describing the degree of correspondence between coders. The Kappa coefficient has been widely used to assess agreement, ensuring that independent coders evaluate and reach the same conclusion consistently (Belur et al., 2021). To measure agreement using the Kappa coefficient, the researcher selected two professionals as independent coders for this study, as suggested by Tinsley and Weiss (2000). Both coders had relevant academic credentials and experience, ensuring consistency, reliability, and validity in the coding process. Both coders were senior lecturers from the Faculty of Information Science and had more than 18 years of experience in academic matters. The first coder was involved in conducting qualitative research on various projects, while the second coder was the lecturer in charge of the Social Media Literacy course.

The following Cohen's Kappa Coefficient (κ) formula has been used:

$$\kappa = \frac{P_o - P_e}{1 - P_e} \quad (3.1)$$

Where:

- P_o (Observed agreement) is the proportion of agreements between the two coders on coding quotations.
- P_e (Expected agreement by chance) is the proportion of agreements that would be expected by chance alone.

To measure the agreement between the two coders on the personal factors, Cohen's Kappa Coefficient (κ) was calculated. With a high level of agreement between the coders (both coded "Yes" for all quotations), the kappa coefficient was found to be 1, indicating perfect inter-rater reliability. This high level of agreement underscores the

reliability of the coding process. The researchers used 21 quotations, gathered through semi-structured interviews. These quotations were used to calculate the kappa coefficient as a representative sample. The use of 21 quotations was strategic as each one was closely tied to the key areas of focus in the research, covering 13 main themes, 33 sub-themes at level 1, and 10 sub-themes at level 2. The researcher has applied two categorizations of Kappa statistics: Landis & Koch (1977) and Altman (1991), as shown by Tables 3.6 and 3.7.

Table 3.6
Landis & Koch (1977) Categorization

Kappa Statistic	Agreement
< 0.00	Poor Agreement / No Agreement
0.00 – 0.20	Slight Agreement
0.21 – 0.40	Fair Agreement
0.41 – 0.60	Moderate Agreement
0.61 – 0.80	Substantial Agreement
0.81 – 1.00	Almost Perfect Agreement

Table 3.7
Altman (1991) Categorization

Value of K	Level of Agreement	% of Reliable Data
< 0.20	Poor	0 – 4%
0.20 – 0.40	Fair	4 – 15%
0.40 – 0.60	Moderate	35 – 63%
0.60 – 0.80	Good	64 – 81%
Above 0.80	Very Good	82 – 100%

3.6.1 Degree of Reliability between Coder A and Coder B

Table 3.8 shows the agreement figure between Coder A and Coder B for semi-structured interviews. According to this table, both coders agree on YES in 25 references and agree on NO in 1 reference.

Table 3.8
Agreement of Coder A & B for Semi-Structured Interview

CODER B	CODER A		Total
	YES	NO	
YES	19	0	19
NO	1	1	2
Total	20	1	21

Observed Agreement (Po) represents the proportion of actual agreement between the raters and is calculated by dividing the sum of positive agreement (a) and negative agreement (d) by the total number of observations (N). Based on the calculation, the observed agreement value is 0.95238, indicating a very high level of agreement.

Expected Agreement (Pe) refers to the level of agreement that would be expected to occur by chance alone. This value is calculated using the marginal probabilities of each category. The resulting expected agreement is 0.86621, suggesting a relatively high level of chance agreement.

Cohen's Kappa (K) is then used to measure the degree of agreement between raters while accounting for agreement occurring by chance. Using the formula $K = (Po - Pe) / (1 - Pe)$, the computed Kappa value is 0.64407. This value indicates Substantial Agreement according to Landis and Koch (1977) and Good Agreement based on the interpretation by Altman (1991).

Observed Agreement (Po)

$$\begin{aligned} Po &= a + d / N \\ &= 19 + 1 / 21 \\ &= 0.95238 \end{aligned} \tag{3.2}$$

Expected Agreement (Pe)

$$\begin{aligned} Pe &= [(n1/N) \times (m1/N)] + [(n0/N) \times (m0/N)] \\ &= [(20/21) \times (19/21)] + [(1/21) \times (2/21)] \\ &= [(0.95238) \times (0.90476)] + [(0.04762) \times (0.09524)] \\ &= 0.86167 + 0.00454 \\ &= 0.86 \end{aligned} \tag{3.3}$$

Applying the Kappa (K)

$$\begin{aligned} K &= (Po - Pe) / (1 - Pe) \\ &= (0.95238 - 0.86621) / (1 - 0.86621) \\ &= 0.08617 / 0.13379 \\ &= 0.64407 \end{aligned} \tag{3.4}$$

Result = Substantial Agreement (Landis & Koch, 1977) and Good Agreement (Altman, 1991).

3.6.2 Consistency of the Coding Process

Table 3.9

Data from the Coding Process in Semi-Structured Interview

Coder	Total of Unit Analysis (N)	Frequency of Agreement (fa)	Frequency of Chance (fc) (50% of N)
A	21	20	10.5
B	21	19	10.5

The Kappa coefficient was calculated using the formula $K = (fa - fc) / (N - fc)$, where fa represents the frequency of observed agreement, fc refers to the frequency of agreement expected by chance, and N denotes the total number of references coded.

For the consistency of coding between Coder A and the researcher, the observed agreement frequency was $fa = 20$, with an expected chance agreement of $fc = 10.5$ out of $N = 21$ references. Substituting these values into the formula resulted in a Kappa value of 0.90476, indicating an Almost Perfect Agreement according to Landis and Koch (1977) and a Very Good Agreement based on Altman (1991).

Similarly, for the consistency of coding between Coder B and the researcher, the observed agreement frequency was $fa = 19$, while the expected chance agreement remained $fc = 10.5$, with $N = 21$ references. The calculated Kappa value of 0.89473 also reflects an Almost Perfect Agreement as classified by Landis and Koch (1977) and a Very Good Agreement according to Altman (1991).

The formula for Kappa:

$$K = (fa - fc) / (N - fc) \quad (3.5)$$

(Where 'fa' is the frequency of agreement; (fc) is the frequency of chance, and (N) is the total of references.

Consistency of Coding Between Coder A and Researcher

$$\begin{aligned} K &= (20 - 10.5) / (21 - 10.5) \\ &= 0.90476 \end{aligned} \quad (3.6)$$

Result = Almost Perfect Agreement (Landis & Koch, 1977) and Very Good Agreement (Altman, 1991).

Consistency of Coding Between Coder B and Researcher

$$\begin{aligned} K &= 19 - 10.5 / 21 - 10.5 \\ &= 0.89473 \end{aligned} \quad (3.7)$$

Result = Almost Perfect Agreement (Landis & Koch, 1977) and Very Good Agreement (Altman, 1991).

Based on this study, the reliability and consistency of the coding process between both coders and the researcher had reached a value of at least 0.61 to 0.9. Based on the results obtained from the analysis, the Kappa's values were between a 'Substantial Agreement' to 'Almost Perfect' Agreement (Landis & Koch, 1977), and a 'Good Agreement' to 'Very Good Agreement' (Altman, 1991). According to Wood (2007), for research purposes, a general agreement for Kappa's value should be at least 0.60 or 0.70.

CHAPTER 4

FINDINGS FROM SEMI-STRUCTURED INTERVIEW

This chapter presents the findings from semi-structured interviews with five diploma students from the Faculty of Information Science at five UiTM campuses. The topic for the interview is based on the three objectives of this study. Qualitative data collection and analysis, derived from semi-structured interviews, were employed to fulfill all three objectives of the study. A list of main and sub-themes emerged from analysis, and relational analysis is also explained in this chapter.

4.1 Introduction

To fulfill all three objectives of the study, a qualitative approach was employed to investigate how Diploma in Information Management students from the Faculty of Information Science use social media in relation to their academic performance. There were five participants from Diploma in Information Management students, each representing UiTM Kedah, UiTM Kelantan, UiTM Johor, UiTM Negeri Sembilan, and UiTM Sarawak campuses. NVivo 14 was used to manage and analyze themes derived from qualitative data. The subsequent sections outlined the themes discovered from semi-structured interviews, which included two phases of coding methodologies. The first phase is dedicated to the main themes, while the subsequent phase focuses on the sub-themes at Levels 1 and 2. The researcher has chosen to use thematic analysis, a specific category of analysis technique. This section covers the 13 main themes, 33 sub-themes at level 1, and 10 sub-themes at level 2.

4.2 Semi-Structured Interview

The researcher provided the participants with a description and explanation of the study's objectives during the introductory phase. Approximately two months were required to gather data through in-person interviews, depending on the participants' availability. Each interview session was recorded with the participants' prior

permission. Following the transcription of the data, five transcriptions (from five participants) were examined to gain insight into the experiences and perceptions of the participants. The transcriptions were transformed to NVivo 14 for the analysis process. The purpose was to identify suitable themes that correspond to the social media use among Diploma in Information Management students in relation to their academic performances. The researcher utilised the term ‘sub-theme’ in this study to represent each central theme as a tree node in a hierarchical structure. For confidentiality, each participant is referred to by a pseudonym (R1–R5), corresponding to the five campuses. These pseudonyms are used in brackets after each verbatim quotation throughout this chapter. Table 4.1 shows the profile of participants.

4.2.1 Demographic Profile

In Section A, the respondents were asked about their demographic characteristics, including age, campus, semester, GPA and CGPA. The purpose of this section was to gain an understanding of the background of the respondents and to see how these factors might relate to the findings of the study.

Table 4.1
Demographic profile

No.	Questions	Participants 1	Participants 2	Participants 3	Participants 4	Participants 5
A1.	Name	R1	R2	R3	R4	R5
A2.	Campus	Kedah	Kelantan	Negeri Sembilan	Johor	Sarawak
A3.	Semester	3	3	3	3	3
A4.	GPA	3.43	3.50	3.50	3.73	3.3
A5.	CGPA	3.28	3.64	3.64	3.83	3.49

4.2.2 Students' Addiction to Social Media toward Students' Academic Performance

In Section B, the respondents were asked about the types of social media addiction among students toward their academic performance.

B1: What strategies can you use to reduce your dependency on social media and increase your focus on academic work?

R1:

"The strategy is taking a break, which is we do a short break during study season, so prevent burnout. So, use a break to re-check if social media is needed, but set a timer to avoid excessive use." (R1, UiTM Kedah)

R2:

"Next, my strategies that I used to reduce my dependency on social media and increase my focus on academic work is that I balance my use of social media and my work. I will limit playing on the phone and I will try to limit playing my phone instead of doing the task." (R2, UiTM Kelantan)

R3:

"Yang ini yang saya gunakan untuk mengurangkan penggunaan media sosial untuk tumpukan perhatian kerja akademik ialah menggunakan teknik ataupun aplikasi khas yang digunakan untuk yang menggunakan teknik Pomodoro, dia secara amnya membolehkan kita untuk set timer dan menghalang kita untuk mengakses media sosial dan membuat kita membuat kerja-kerja akademik yang kita mahukan." (R3, UiTM Negeri Sembilan)

R4:

"Strategi yang saya gunakan, saya akan belajar selama dua jam dan berehat 30 minit. Dengan cara ini, saya boleh meningkatkan fokus saya untuk belajar akademik." (R4, UiTM Johor)

R5:

"Strategi yang saya guna ialah saya lebih suka membuat study group dengan rakan-rakan. Lepas tu kalau macam tak tahu, saya try tanya diorang je. Lepas tu guna idea sendiri." (R5, UiTM Sarawak)

B2: How does spending time online using social media impact your grades or assessment?**R1:**

"So, menghabiskan masa dalam talian dengan menggunakan media sosial dapat menjejaskan grade ataupun tugas saya kerana saya mengulangkaji, notification selalu masuk. So, dia selalu mengganggu waktu saya mengulangkaji." (R1, UiTM Kedah)

R2:

"Menghabiskan masa dalam talian dengan menggunakan media sosial menjejaskan grade ataupun tugas saya dengan saya terlalu lalai, saya terlalu leka bermain dengan media

sosial hingga yang terlupa untuk membuat assignment ataupun task yang perlu saya submit. Oleh sebab itu, saya punya grade dengan assessment mungkin akan dapat markah yang kurang." (R2, UiTM Kelantan)

R3:

"Penggunaan media sosial ataupun melayari media sosial melebihi had yang sepatutnya menyebabkan saya punya akademik akan menurun kerana kebanyakan masa akan digunakan semata-mata untuk menggunakan media sosial dan hal ini akan menyebabkan saya punya study ataupun untuk membuat assignment semakin kurang. Hal ini juga membuatkan saya punya kualiti assignment, kualiti study kurang daripada yang sepatutnya dan dapat dicapai. Daripada saya punya aspek." (R3, UiTM Negeri Sembilan)

R4:

"Saya menghabiskan banyak masa dalam talian menggunakan media sosial untuk mencari sesuatu yang membolehkan saya release stress tetapi perkara itu juga dapat mengurangkan kepantasan saya untuk menghabiskan kerja yang pensyarah berikan." (R4, UiTM Johor)

R5:

" Kalau bagi saya, saya pun mudah terleka dan terlupa kalau main media sosial. Dia macam mengganggu saya punya concentrate in our assignment." (R5, UiTM Sarawak)

B3: Why do you access social media late at night instead of during the day?

R1:

" The particular reason why I tend to access social media late at night because at night it is often a quieter, peaceful and solitary environment. Making it easier to focus on social media without interruption." (R1, UiTM Kedah)

R2:

"For me, I tend to access social media late at night instead of during the day because during the day, I am too busy to attend class, to attend discussions with my classmates about assignments. That is why I used to use social media at night instead of during the day." (R2, UiTM Kelantan)

R3:

"Saya lebih suka menggunakan media sosial pada waktu malam disebabkan pada waktu siang saya kebanyakannya saya menggunakan pada waktu berikuit untuk hal-hal akademik ataupun saya punya pembelajaran. Boleh dikatakan untuk hadir kelas, jumpa

dengan classmates, buat group assignment dan saya dapati pada waktu malam lebih ramai orang berstatus online, macam berborak ataupun berbincang ataupun just borak kosong." (R3, UiTM Negeri Sembilan)

R4:

"Salah satu sebab kenapa saya tengok sosial media di tengah malam sebab di siang hari saya akan lebih fokus kepada akademik dan bukan sekadar melayari sosial media dan salah satu reason lain tengah malam tu sunyi. So, tiada gangguan yang ada untuk kacau kita." (R4, UiTM Johor)

R5:

" Bagi saya, saya cenderung pada sosial media pada waktu malam sebab waktu siang saya sibuk dengan kelas. Lepas tu kalau dekat rumah mungkin banyak buat kerja rumah waktu siang. Jadi waktu malam je free." (R5, UiTM Sarawak)

B4: Do you think saying 'just a few more minutes' is a common behavior among social media users? Why?

R1:

"Dari pendapat saya, menyatakan hanya 'beberapa minit lagi' adalah tingkah laku yang biasa untuk generasi Z. Sebab generasi Z dilahirkan memang gajet di hujung jari. So if cakap hanya 'kejap la' memang tak akan stop main sosial media." (R1, UiTM Kedah)

R2:

"I think saying 'just a few more minutes' is a common behavior among social media users because social media always makes us feel we want to know something deeper. That is why we always spend a lot of time with social media until we forget, until we don't recognize the duration of time using social media for an hour. So, 'just a few more minutes' is a common behavior among social media users." (R2, UiTM Kelantan)

R3:

"Kebiasaan untuk mengucapkan 'beberapa minit lagi' boleh dikatakan sudah biasa sekarang kerana saya mendapati media sosial ini mempunyai satu ciri yang membuatkan kita ingin lebih tahu ataupun boleh dikatakan ada sesuatu didalam itu yang bersifat berantai. Sebagai contohnya, pada mulanya kita ingin mengetahui tentang sesuatu ataupun sebagai contohnya, tentang seni tersebut. Kita nak tengok siapa yang nak buat seni tu, dimanakah seni itu dibuat dan apakah contoh-contoh seni lain yang ada dalam media sosial ini." (R3, UiTM Negeri Sembilan)

R4:

"Sebab kemungkinan sosial media itu sangat menarik sampai ada orang tertunggu dan akan tengok dan mengambil beberapa minit. Selalunya benda ni jarang berlaku sebab semua orang akan ambil masa yang lama untuk berhenti." (R4, UiTM Johor)

R5:

"Bagi saya, kalau orang selalu cakap kejam tu, maksudnya dia dah addictive dengan social media. Macam kalau adik-adik saya, kalau saya cakap tutup. Jadi diorang cakap kejam la. So, diorang macam dah addictive dengan social media. Jadi benda tu macam tak elok dah." (R5, UiTM Sarawak)

B5: Why do you choose to spend more time online rather than going out with your classmates?

R1:

"Saya memilih untuk menghabiskan lebih banyak masa dalam talian daripada keluar dengan rakan sekelas sebab saya taknak duit saya habis. Sebab saya ni jenis yang kedekut." (R1, UiTM Kedah)

R2:

"For me, I choose to spend more time online rather than offline. This is because social media has a lot of entertainment content." (R2, UiTM Kelantan)

R3:

"Saya lebih suka online kerana kalau keluar dengan rakan-rakan yang lain, saya selalunya akan berbelanja dan kadang-kadang saya tidak suka untuk mengeluarkan duit. Sebagai limited sahaja." (R3, UiTM Negeri Sembilan)

R4:

"Saya lebih memilih sosial media sebab saya lebih menarik dengan video diorang yang mereka lakukan seperti lawak ke action ke, dia melukis ke dan kawan-kawan dia lebih kurang sikit. Sebab walaupun ada yang reti melukis tapi saya lebih memilih dalam talian." (R4, UiTM Johor)

R5:

"Saya pilih untuk menghabiskan banyak masa dalam talian sebab saya punya sosial energy mudah drop dan saya jenis orang yang cepat mengantuk kalau takda benda saya nak sembang." (R5, UiTM Sarawak)

B6: Why do you rely heavily on social media for mood regulation?

R1:

"The reasons I rely heavily on social media for mood regulation are that social media platforms offer immediate reward in the form of likes, comments, and notifications. The quick feedback can provide us with a sense of validation and contribute to mood regulation. Other than that, people often engage in social comparison on social media. Evaluating the limit comparison to others. This can ideal bold self-esteem or lead to feelings of inadequacy depending on the perception or achievement of others." (R1, UiTM Kedah)

R2:

"I think the reason that makes me rely heavily on social media for mood regulation is because I need someone to stay by my side. I need to express my feelings and most of the people whom I trusted are far away from me. That is why I rely heavily on social media for mood regulation. Whenever I need to make me feel better, for example I will call my sister because she is far away from me and other than that, a specific factor for me is I love to listen to music. When I listen to music, I feel better and I do not feel alone." (R2, UiTM Kelantan)

R3:

"Sosial media ini dia lebih kurang membantu saya untuk membina habit saya dalam memperbaharui saya punya drawing skill. Sebab pada masa yang sama, saya kadang-kadang burn-out, kadang sebab tiada reaction, so boring. Bila post kat social media adalah yang akan bagi teguran, like dalam masa yang sama." (R3, UiTM Negeri Sembilan)

R4:

"Saya rasa sosial media ini tidak mengawal emosi saya tetapi ia lebih kepada kepenatan, mengasingkan diri dan stress." (R4, UiTM Johor)

R5:

"Bagi saya sebab yang membuat saya bergantung pada media sosial untuk mengawal perasaan ialah kadang bila saya pos gambar, kawan-kawan saya akan cakap, 'eh, cantik la outfit kau hari ini'. Diorang akan puji. Jadi itu boleh buat saya happy. Jadi saya akan selalu contact diorang. Jadi benda tu buat saya happy." (R5, UiTM Sarawak)

4.2.3 The Purposes of Social Media Use toward Students' Academic Performance

In Section C, the respondents were asked about the purposes of social media use towards students' academic performance.

C1: How has social media helped you in discussing academic topics with your groupmates?

R1:

"So, the social media helped me in discussing academic topics with my groupmates which is use the social media platforms such as WhatsApp and Telegram is including messaging app and group chat enable real-time communication. So, the groupmates can quickly exchange their ideas, ask questions and provides the updates. Platforms like google drive and dropbox these make it easy for me and my groupmates to work together on project and assignment." (R1, UiTM Kedah)

R2:

"The social media helped me in discussing academic topics with my groupmates by social media especially chatting applications allow me to create one group for discuss our assignment. By that group, we allow to share our opinions about some assignments and we also can share the articles or the journals through the social media to my groupmates. So, they can reference that article." (R2, UiTM Kelantan)

R3:

"So media sosial ini dapat membantu saya dari segi akademik sekali dengan saya punya rakan-rakan. Contohnya, satu pada group assignment ataupun satu topik ataupun isu, bila kita cari dalam media sosial, kita akan dapati macam pandangan-pandangan daripada orang lain. Contohnya, kita boleh tengok pandangan daripada customers, kita boleh tengok pandangan daripada employer dan kita boleh juga tengok pandangan daripada orang yang mempunyai jawatan ataupun professionalism yang lebih tinggi. Contohnya, lawyer ataupun penasihat bank." (R3, UiTM Negeri Sembilan)

R4:

"Social media dapat membantu saya dengan cara berkomunikasi dengan rakan sekumpulan seperti kita boleh berkongsi maklumat tentang assignment, guideline, rubric dan kita boleh bincang siapa yang membuat assignment. Tetapi media sosial ini dapat membantu kita untuk berkomunikasi secara berjauhan." (R4, UiTM Johor)

R5:

"Media sosial bantu saya dalam bincang topik akademik dengan rakan. Platform selalu guna ialah WhatsApp. Ada set time untuk discussion, nak kena tunggu semua free. Selalunya pada waktu malam dibuat. Range masa selalunya dua jam." (R5, UiTM Sarawak)

C2: What strategies do you employ to ensure efficient and organized academic discussions with your groupmates on social media platforms?**R1:**

"Strategi yang saya gunakan untuk memastikan perbincangan akademik yang cekap dan teratur dengan rakan kumpulan saya di platform media sosial adalah sentiasa tanya diorang, 'dah buat part mana?'. Sebagai contoh, kitaorang gunakan link, satu platform ni. Kalau assignment tu, semua boleh akses, semua boleh tengok part mana yang dah siap. Selalunya guna google doc." (R1, UiTM Kedah)

R2:

"The strategies that I usually use to ensure efficient and organized academic discussions with your groupmates on social media platforms, I always asking them the progress of the assignment that they do and other than that I will always asking them if they have any problem that I can help or they don't understand and I can try my best to explain based on my understanding." (R2, UiTM Kelantan)

R3:

"Untuk memastikan saya punya perbincangan bersama dengan groupmates ataupun rakan-rakan yang lain, saya akan memastikan menggunakan platform yang betul. Secara umumnya, untuk discussion yang lebih efektif daripada menggunakan WhatsApp, saya lebih prefer untuk menggunakan contohnya google meet ini untuk berbincang secara verbal. So if diorang ada soalan, just lalu je dalam fikiran, terus tanya je. Lagi senang daripada WhatsApp. Kalau untuk hantar dokumen sama Telegram ataupun google drive." (R3, UiTM Negeri Sembilan)

R4:

"Social media dapat membantu saya kerana seperti sebelum ini saya cakap social media ini boleh berkomunikasi secara berjauhan. Dua, kita boleh bincang dan kita boleh hantar guideline untuk dibincangkan. Tiga, dia mudah untuk kita berkomunikasi dan berbincang secara berkumpulan. Strategi yang saya gunakan saya akan menggunakan

Whatapp, Telegram dan sebagainya. Selalunya saya akan guna Whatapp sebab dia hantar terus ke dalam group dan notification agak --." (R4, UiTM Johor)

R5:

"Strategi yang saya guna kami selalu tetapkan masa kalau nak bincang." (R5, UiTM Sarawak)

C3: How does social media enhance your academic performance?

R1:

"Media sosial meningkatkan prestasi akademik saya adalah saya senang untuk akses the educational resources. Lepas tu saya boleh bertanya tentang jawapan kepada kawan-kawan. Selain daripada itu, saya juga lebih senang untuk akses chatGPT." (R1, UiTM Kedah)

R2:

"My social media enhances my academic performance by the lecturer sharing any information that can help me to do my assignment, and social media also enhances my academic performance because I can find any articles or any advanced information on the internet. For example, like online database; Emerald Insight. I always to used online database, like Emerald Insight to search any article that related to my assignment that can help me to make my assignment more quality and better. I used also Scopus and Britannica." (R2, UiTM Kelantan)

R3:

"Menggunakan media sosial dapat meningkatkan saya punya akademik melalui pronunciation saya dalam bahasa inggeris. Secara umumnya saya melihat, contohnya video-video orang asing ataupun orang luar, bila diorang pronoun sesuatu benda tu kan bagaimana dan bila dengar banyak kali, bila nak sebut secara sendiri tu senang dan pada masa yang sama, saya dapat macam ada setengah content yang diorang buat tu macam membuka minda saya. Sebagai contohnya, ada content daripada youtuber yang saya tengok ni dia membahaskan sesuatu game tu dari segi developer ataupun dari segi cara orang buat coding ataupun buat game. Itu yang kadang-kadang saya terkejut sebab ada setengahnya ada cara untuk mengelakkan orang gamer ataupun user burn-out ataupun macam mana nak buat user dia entertain." (R3, UiTM Negeri Sembilan)

R4:

"Social media dapat meningkatkan prestasi akademik saya dengan cara saya mencari nota seperti dalam Instagram ke dan saya boleh buat google form untuk mendapatkan

maklumat untuk melakukan interview pun boleh juga. Dan dia sekaligus dapat menolong saya untuk melakukan assignment itu. Memberi banyak factor untuk meningkatkan prestasi." (R4, UiTM Johor)

R5:

" Media sosial dapat meningkatkan prestasi akademik saya dengan cara saya search google. Cari nota-nota pelajar lain. Lepas tu saya tambah-tambah dengan idea saya sendiri." (R5, UiTM Sarawak)

C4: How has the use of social media for collaborative work impacted the overall quality of your projects?

R1:

"The use of social media for collaborative work impacted the overall quality of our projects is social media platform provide a real-time communication tools which is allowing team members to easy connect and exchange the ideas. This can lead clear communication and a better understanding of the projects. Other that, social media facilities collaboration by offering a feature such as a group chat, discussion forum and collaborative document editing. So our team members can work together even if there are geographically disperse." (R1, UiTM Kedah)

R2:

"The use of social media for collaborative work impacted the overall quality of my projects is using a social media can make me always share my opinions with my friends and we also can share out opinion to each other to make the works more quality more better because sometimes my friend doesn't understand what the assignment need or the purpose of assignment and sometime I do understand. So, through the social media I always explain about the guidelines of assignment. Other than that, social media also help me to improve my quality of work because the social media have been provide the quality of information, the trusted information and the related information to my assignment. So, I can use all this information to make my assignment or my project more good and quality." (R2, UiTM Kelantan)

R3:

"Menggunakan social media untuk collaborative work, dia dapat membantu saya untuk melihat daripada point yang saya overlook. Sebagai contohnya, point daripada kanak-kanak, point daripada orang dewasa, point daripada belia ataupun remaja itu sendiri tentang sesetengah isu ataupun kerja yang saya lakukan. Sebagai contohnya, kita boleh

katakan apakah penggunaan bahasa melayu atau bahasa Malaysia ini masih relevan di zaman sekarang yang kebanyakannya menggunakan bahasa inggeris." (R3, UiTM Negeri Sembilan)

R4:

"Penggunaan social media sangat penting untuk kualiti keseluruhan projek tu. Ini kerana, kita boleh mencari maklumat dan kita boleh cari dengan lebih terperinci dan kita boleh communicate antara group assignment dan dengan cara yang lebih mudah tanpa memerlukan tenaga. Dia nak cari information lebih senang sebab dia dihujung jari." (R4, UiTM Johor)

R5:

" Penggunaan media sosial untuk kerja kolaboratif memberi kesan dengan cara social media boleh sharing ideas dan berkongsi pendapat." (R5, UiTM Sarawak)

C5: How often do you post and share media content on social media?

R1:

" Dalam lebih daripada sepuluh kali sehari. In both WhatsApp and Instagram, I post around five per day and TikTok only once a month." (R1, UiTM Kedah)

R2:

"Kalau macam Nizz, content Nizz random. Kalau WhatApps, lebih daripada lima kali sehari tapi Nizz akan delete balik la. Kalau dalam Instagram, sehari dalam tiga post. Dalam tiga post tu seminggu tiga kali je Nizz akan post. Telegram sebulan sekali." (R2, UiTM Kelantan)

R3:

"Saya selalunya post lebih kurang macam lapan kali seminggu. Just macam nak menunjukkan saya ni masih hidup je. Selalunya content pun kadang-kadang bukan la nak kata instinct sangat. Kadang apa yang saya post musang kejar oren lepas kucing. Selalunya post kat WhatApps." (R3, UiTM Negeri Sembilan)

R4:

"Saya tidak berkongsi apa-apa maklumat di media sosial. Sebab saya kurang pasti yang saya sebarkan itu adalah kandungan betul ataupun tak. Lagi satu kalau benda yang fun, pelik ke saya kurang sikit sebab saya banyak simpan no yang saya tak kenal." (R4, UiTM Johor)

R5:

"Bagi saya, saya kerap kongsi sehari dalam lima kali. Kalau dekat WhatApps selalu

gambar. Lepas tu kalau Intagram, video. Kalau Tiktok maybe sebulan sekali sebab jarang buka Tiktok." (R5, UiTM Sarawak)

C6: How does using social media help you relieve academic stress?

R1:

"Saya boleh akses internet dengan cepat dan mudah." (R1, UiTM Kedah)

R2:

"When I study, that I feel really tired then I will open my social media to see any kinds of interesting videos or funny video. Especially, I will see the content like animal content like cats or dogs. Those videos make me laughing and relieve my stress. I love watching the videos and after that I will feel refresh then I will continue study." (R2, UiTM Kelantan)

R3:

"So, cara media sosial ini untuk kurangkan say punya stress bila belajar. Sebagai contohnya, dia dapat mengalihkan perhatian saya. Sebagai contohnya, apabila saya scroll je Tiktok ataupun Facebook. Saya boleh dapati salah satu dia boleh dikatakan ada satu page ini dia tulis apakah gambar untuk edit hari ini. Lepas tu, tengok dia punya post ataupun komen. Orang awam akan edit, contohnya orang tu macam gambar pelamin dua orang lepas tu orang photobooth ataupun orang ketiga. Lepas tu diorang minta untuk buang. Tolong minta buang gambar orang ketiga, tengok-tengok pengantin yang dia buang. Dia macam random dan kadang saya pun gelak sebab content saya, bila tengok tu random. Kadang-kadang saya tengok ketam makan jagung macam tu." (R3, UiTM Negeri Sembilan)

R4:

"Saya akan tengok video-video ataupun gambar-gambar lawak. Saya tak boleh bagi contoh tapi saya akan tengok sesuatu yang lawak walaupun lawak itu lawak yang lawak bodoh." (R4, UiTM Johor)

R5:

" Kalau bagi saya, saya pun selalu tengok video-video lawak. Orang selalu panggil tu memes. Macam tu la. Tengok video-video tu. Selalu tengok video lawak je la." (R5, UiTM Sarawak)

C7: How has social media influenced your ability to communicate with others in person?

R1:

"So, media sosial mempengaruhi keupayaan anda untuk berkomunikasi dengan orang lain secara peribadi adalah dengan melihat video-video motivasi. Macam apabila saya melihat video-video motivasi. Dia influence diri saya untuk rasa yakin communicate dengan orang lain la. Macam kalau yang positif tu saya cuba untuk ikut apa yang dia lakukan dalam video dia. It not means jadi diri dia. Tapi saya hanya ambil benda yang positif sahaja." (R1, UiTM Kedah)

R2:

"For me, I have one influencer from Indonesia. She is a university student. Form her I learn about how to improve my English, how to improve my confident to communicate in English because I really bad in English. So, from watch her video in Tiktok make me realies you can do it. You just a human, you like her but you have a different of education but you can still be like her and you still can improve your ability to communicate with others, especially not first language example like English. So, from her I learn to be more excited to speak English and to learn English eventhough I have a bad pronoun in English. So, that's why I think social media influence my ability to communicate with others in person." (R2, UiTM Kelantan)

R3:

"Macam mana media sosial ini dia membantu saya communicate ataupun berkomunikasi dengan orang lain selalunya saya akan melihat contoh-contoh ataupun kajian daripada psikologi dapat membantu saya dalam berkommunikasi. Sebagai contohnya, kita nak cakap terima kasih kepada seseorang untuk lebih meaningful ataupun lebih baik. Bila kita bagitahu macam thank you tu, daripada cakap thank you sahaja. Bagitahu thank you lepas tu nama dia. Itu Nampak macam, dia rasa diri dia lebih dihargai daripada cakap thank you dan ada satu lagi psikologi yang dikatakan, dia ada tolong saya untuk dalam komunikasi secara dalam team. Contoh dia, kalau macam rengang tak rapat, ada kajian mengatakan bahawa apabila kita macam nak rapat dengan seseorang kita just perlu macam minta tolong. Pertolongan kecil, contohnya ada pen tak? dia just untuk merapatkan silaturrahim. Daripada situ sayaboleh open conversation dengan orang-orang lain." (R3, UiTM Negeri Sembilan)

R4:

"Selalunya dia akan mempengaruhi saya, bila saya cuba mencari tips untuk berkomunikasi ataupun saya membuat sesuatu teori untuk berkomunikasi la secara peribadi dan dia diantara video-video dia ada tips untuk menarik orang untuk

bercakap dengan kita. So, pada saya social media ini dia banyak membantu saya." (R4, UiTM Johor)

R5:

"By engaging in online discussions and conversations, social media has helped me strengthen my communication skills, making it easier for me to express myself and connect with others, both online and offline." (R5, UiTM Sarawak)

C8: How has social media helped you express yourself?

R1:

"Media sosial membantu saya mengekspresikan diri saya adalah dengan visual storytelling. Platform macam Instagram, Snapchat and Docket. Dari situ saya boleh posting about saya punya aktiviti. Selain daripada itu, saya boleh post saya punya gambar kat situ. So, saya punya followers boleh tengok apa yang saya buat hari tu." (R1, UiTM Kedah)

R2:

"For me, social media helped me to express myself especially when about my personality. I always use social media to improve my make up skill and my outfit. So, use pinterest to see the tutorials to do the make up and I always used pinterest to search any outfit that I want to wear for some events or I want to hangout. So, by that my personality, my outfit, myself like more pretty la. Lagi cantik macam tu." (R2, UiTM Kelantan)

R3:

"Media sosial membantu saya mengekspresi ataupun gambarkan diri saya ini sebagai contohnya macam mana minat saya dalam seni. Secara umumnya, sebabkan seni terlalu besar boleh dikatakan dalam painting, drawing ada yang kadang-kadang ukiran. Tapi bila search apa yang saya minat kebanyakannya saya meluru kepada drawing dan pada masa yang sama dia membuatkan saya delevop new hobby dan saya pun seronok untuk membuat hobi saya melukis." (R3, UiTM Negeri Sembilan)

R4:

"Media sosial membantu saya mengekspresi diri saya dengan cara menghantar kata-kata semangat di platform media sosial." (R4, UiTM Johor)

R5:

"Bagi saya, media sosial bantu saya mengekspresikan diri saya dengan cara saya akan post tentang aktiviti harian." (R5, UiTM Sarawak)

C9: Are there any specific social media platforms that you find most helpful in expressing yourself?

R1:

"Platform media sosial khusus yang saya dapati paling membantu dalam mengekspresikan diri saya adalah Instagram dengan Twitter sebab melalui Twitter, saya boleh tahu update terkini. Contoh macam isu yang the current pasal Alif Teega. So kalau dekat Instagram saya boleh buat live and boleh post saya punya gambar." (R1, UiTM Kedah)

R2:

"The specific social media platforms that I found most helpful in expressing myself is Twitter and Instagram. Twitter for me, I love twit my feeling and retiwt anything that related to me and Instagram, I always update my random picture to my friends. Both of this accounts is private and only for me. So that is social media that I think I find the most helpful in expressing myself." (R2, UiTM Kelantan)

R3:

"Media sosial yang paling membantu mengekspresikan diri saya terutamanya ialah Instagram. So basically if, kalau saya nak daripada pastikan saya punya feel ataupun saya punya content tu ataupun saya just skrol content yang saya nak, saya boleh tengok. Macam tag, contoh dia kalau nak tengok pasal art dan ada sebab setengahnya saya minat daripada seorang artis. Dia tak terkenal tapi dia just daripada youtuber, tapi dalam Instagram pun ada Jellypaiting. Dia buat melukis ataupun painting. Memang sangat cantik. Saya memang minat dia." (R3, UiTM Negeri Sembilan)

R4:

"Saya menggunakan social media seperti Tiktok, Instagram dengan Youtube. Ia lebih terperinci untuk saya untuk cari apa yang saya minat dan apa yang saya suka. Sebab tu lah saya rasa social media ini lebih terbuka dan seorang boleh menikmati dia." (R4, UiTM Johor)

R5:

"Platform yang saya guna usually Tiktok and Instagram." (R5, UiTM Sarawak)

C10: What are the most popular topics on social media among students?

R1:

"The most popular topics on social media among students is about education. As we know, students often engage in discussions about upcoming exams and assignments.

There's always a buzz about tips and tricks for studying effectively or managing time efficiently." (R1, UiTM Kedah)

R2:

"Saya rasa topik paling popular di media sosial dalam kalangan pelajar adalah berkaitan isu-isu alam sekitar. Ini menunjukkan kesedaran yang semakin meningkat di kalangan pelajar tentang kepentingan alam sekitar dan keperluan untuk bertindak bagi mengatasi isu-isu seperti perubahan iklim, penceMARAn alam, dan kehilangan biodiversiti. Dengan media sosial menjadi platform yang penting untuk berkongsi maklumat dan idea, pelajar boleh bertukar pendapat, menggalakkan tindakan positif, dan membangkitkan kesedaran tentang pentingnya menjaga alam sekitar demi masa depan yang lebih baik." (R2, UiTM Kelantan)

R3:

"Saya perhatikan bahawa topik yang paling banyak diperkatakan sekarang ialah topik yang berkaitan dengan peristiwa dan berita semasa. Banyak perhatian diberikan kepada masalah seperti perubahan iklim dan kesihatan jangka panjang alam semula jadi. Pelajar berkongsi cerita berita, merancang acara dan meningkatkan kesedaran tentang isu alam sekitar di tapak seperti Twitter dan Instagram." (R3, UiTM Negeri Sembilan)

R4:

"Topik yang paling banyak diperkatakan sekarang ialah mengenai budaya pop dan berita hiburan! Dari keluaran filem terbaru dan gosip selebriti hingga meme dan cabaran viral, pelajar suka kekal terkini tentang apa yang trend di dunia hiburan. Platform seperti Tiktok dan Instagram terutama popular untuk berkongsi dan menghabiskan kandungan jenis ini." (R4, UiTM Johor)

R5:

"Topik yang paling popular di media sosial dalam kalangan pelajar bagi saya adalah mengenai topik pendidikan. Selain mengenai akademik, terdapat banyak minat untuk berkongsi sumber pendidikan dan bahan kajian. Saya telah menjumpai siaran berkongsi pautan ke website yang berguna, tutorial dalam online dan juga panduan belajar yang dibuat oleh pelajar-pelajar yang lain." (R5, UiTM Sarawak)

4.2.4 The Benefits of Social Media Use toward Students' Academic Performance

In Section D, the respondents were asked about the benefits of social media use towards students' academic performance.

D1: How has social media benefited your academic performance in seeking relevant information?

R1:

"Media sosial banyak membantu saya dalam mencari sumber akademik yang berkaitan. Melalui platform seperti Twitter dan LinkedIn, saya telah dapat berhubung dengan profesional dan pakar dalam bidang saya, menemui artikel penyelidikan dan menyertai kumpulan di mana saya boleh berbincang dan mempelajari tentang topik dan trend semasa." (R1, UiTM Kedah)

R2:

"I have found that social media platforms like Reddit and Quora are great for asking specific questions and getting responses from a diverse range of people. It's like having a virtual study group at your fingertips, where you can crowdsource information and insights from peers and experts alike."

R3:

"YouTube telah menjadi pengubah permainan bagi saya dalam hal memahami konsep yang kompleks atau mempelajari kemahiran baharu. Terdapat banyak saluran pendidikan dan tutorial yang tersedia yang memecahkan topik sukar kepada bahagian yang mudah dihadap, menjadikannya lebih mudah untuk saya memahami dan mengaplikasikannya dalam pengajian saya."

R4:

"Media sosial juga memainkan peranan penting dalam memastikan saya sentiasa dikemas kini tentang berita industri dan perkembangan yang berkaitan dengan bidang pengajian saya. Mengikuti pemimpin pemikiran dan organisasi di platform seperti Facebook dan Instagram membolehkan saya kekal dimaklumkan tentang trend, kemajuan dan peluang yang muncul, yang meningkatkan pengetahuan akademik saya dan memastikan saya berdaya saing dalam bidang saya."

R5:

"Bagi saya, saya mendapati bahawa media sosial boleh memupuk kerjasama dan kerja berpasukan dalam projek akademik. Platform seperti Google Drive dan Microsoft Teams membolehkan komunikasi lancar dan perkongsian fail, memudahkan saya bekerjasama dengan rakan sekelas dan bekerjasama dalam tugas atau projek kumpulan tanpa mengira lokasi fizikal kita." (R1, UiTM Sarawak)

D2: In what ways has social media usage positively influenced your educational journey?

R1:

"The ways social media usage positively influenced my educational journey is social media platform serves as hub for sharing educational content, resources article and research papers. So, I can discover and access an accurate information and contributing to self-directed learning set, the traditional academic setting." (R1, UiTM Kedah)

R2:

"The social media usage positively influenced my educational journey by social media sharing a lot of ideas on how to improve my study skill. It also provides me a lot of information to complete my assignment. It very helpful and it very positive because it can make my work assignment with a good quality."

R3:

"Media sosial telah membantu saya dalam membina diri saya yang untuk sedia untuk belajar. Sebagai contohnya, saya gunakan media sosial untuk tengok cara untuk mendapatkan inconversable. Boleh dikatakan pada awalnya sebelum masuk university, boleh dikatakan orang yang kurang bercakap ataupun kurang bergaul dengan orang. Saya cuba beranikan diri saya untuk bercakap tengok tips daripada media sosial. Sebagai contohnya, pakai pakaian kemas, lepas tu posture badan apabila bercakap dengan orang, kena tengok eye contact. Macam tu la.dia tolong saya dari segi psikologi."

R4:

"Social media ini dia banyak tolong saya untuk penyelidikan dan dia menolong saya dari segi cara untuk mencari maklumat, cara untuk berfikir dan cara untuk menggunakan information secara cekap dan betul di akademik kita boleh memperoleh skil itu, tapi dalam masa sama kita dapat mencari information dari media sosial juga. So, media sosial membantu saya untuk lebih cekap dalam pelbagai bidang."

R5:

" Bagi saya, penggunaan media sosial dapat mempengaruhi perjalanan pendidikan saya secara positif tu dengan cara saya check ayat-ayat untuk assignment. Contoh, saya guna Grammarly ataupun Quillbot." (R1, UiTM Sarawak)

D3: What tips or strategies do you use to effectively integrate social media materials into your classwork or assignments?

R1:

"So, the tips or strategies that I use to effectively integrate social media materials into my classwork or assignments is ensure that the integration of social media materials aline with the learning objectives of the course or assignment. I use appropriate keywords to find the materials. Other than that, I will choose relevant and credible sources." (R1, UiTM Kedah)

R2:

"For me, the tips that I use to effectively integrate social media materials into my classwork and assignments is to make sure that every article or every information have the name of author and the date or writing. So, that's means it an be trusted and other than that, I also use this tips to find information with searching article that related to my assignment."

R3:

"Saya memastikan content daripada media sosial saya tu datang daripada sumber-sumber yang boleh dipercayai, secara khususnya, saya akan menggunakan macam Emerald Insight, Scopus, AMD Digital Library dan sumber-sumber yang dikatakan, dipercayai oleh government ataupun orang-orang yang pangkat tinggi maksudnya ada pengiktirafan la daripada orang-orang tinggi."

R4:

"Strategi yang saya akan guna adalah saya akan mencari dengan keyword yang tepat dan saya akan compare samaada bahan media sosial tu betul atau tak. Lagi satu kalau kita tak reti nak buat powerpoint ke, excel ke dan kita boleh mencari bahan di social media dan digunakan untuk tugas kita."

R5:

" Kalau bagi saya, tips yang saya guna ialah saya cari bahan tu dari sumber yang boleh dipercayai. Contoh macam Emerald Insight, Almanic lepas tu Science Direct." (R1, UiTM Sarawak)

D4: How can academic forums on social media contribute to your learning experience in class?**R1:**

"The academic forums on social media contribute to my learning experience in class which is I and other students can share the ideas, can share the inside resources. Other

than that, the forum allow me and other students to discuss and ask the questions about course content outside of regular plus output." (R1, UiTM Kedah)

R2:

"For me, academic forums on social media contribute to my learning experience in class is we can learn from others perspectives and we also can share our opinions. From the academic forum we also can get improve our confidence total or to share our ideas with others and I think academic forums also can help us gain a lot of knowledge based on the different perspectives of person."

R3:

"Untuk akademik forum, dia dapat tolong saya dalam learning something new. Sebagai contohnya, saya pernah ikuti forum tapi bukan sebagai you know tanya soal jawab. Just sebagai audience forum tentang biologi ataupun marine yang berkaitan bagaimana untuk menyelamatkan sea turtles dan daripada forum itu juga saya dapat tahu fakta-fakta yang menarik seronok untuk kongsi dan daripada forum tu saya baru tahu nak katakan kita ada dolphin warna pink."

R4:

"Forum akademik di media sosial boleh menyumbang kepada pengalaman pembelajaran saya di dalam kelas ialah para ilmuan dapat berkongsi pendapat serta maklumat."

R5:

" Kalau bagi saya, forum akademik kitaorang boleh bincang pendapat and berkongsi pendapat. We also can dengar orang punya pendapat diorang." (R1, UiTM Sarawak)

D5: How a group discussion on social media has positively impacted your academic journey?

R1:

"So, contoh bagaimana perbincangan kumpulan di media sosial telah memberi kesan positif kepada perjalanan akademik saya adalah dengan dapat membina circle yang menyokong antara satu sama lain. Dimana circle ini, dia memupuk semangat antara satu sama lain dan mesra dalam kalangan pelajar-pelajar yang lain. So, kitaorang akan berasa selesa untuk berkongsi idea, kelemahan dan juga pencapaian antara satu sama lain. Ini dapat mewujudkan persekitaran dimana kami menyokong cabaran akademik antara satu sama lain." (R1, UiTM Kedah)

R2:

"An example of on how a group discussion on social media has positively impacted my academic journey is all my assignment that I submit make me feel more satisfied and all the assignment that I do that I did with my groupmates, we can submit before the dateline. So we are be able to complete our assignment before the dateline because we always keep updating we always keep sharing the opinions and we always keep doing our assignment. So, that is an example on how a group discussion that impacted my academic journey."

R3:

"So example yang saya boleh bagi hasil daripada perbincangan dalam internet atau media sosial boleh dikatakan saya punya skil dalam untuk membuat assignment lebih terperinci kerana sebagai contohnya, untuk membuat slides saya macam perlu tengok dari standard mana macam mana nak buat slides yang cantic, tengok daripada orang lain juga. Orang boleh tengok macam mana yang buat slides, macam mana nak bagi betul. Macam standard saya, buat dengan orang lain. Standard saya kena sama dengan orang. Jika standard saya rendah kualiti slide tu tak elok. Kalau ada orang lain, kualiti saya punya standard tu terpaksa had. Angkat standard tu nak bagi standard saya ni sebagus. Sebagai contohnya, kalau group dengan perempuan standard saya terpaksa diangkat kena high sama dengan standard perempuan."

R4:

"Some positive impact yang saya boleh bagi adalah perkembangan yang sangat mendalam dan konsisten. Dia boleh memberi menolong saya juga untuk berkomunikasi dengan orang lain sebab di sekolah menengah kami tidak diperkenalkan dengan social media sebegitu." (R1, UiTM Johor)

R5:

"Kesan positif yang saya dapat contoh macam idea kawan saya kadang saya tak terfikir pun benda tu tapi kawan saya dia terfikir jadi saya dapat idea baru daripada dia. Jadi benda tu dapat membantu saya dalam akademik." (R1, UiTM Sarawak)

4.3 Analysis From The Transcription

4.3.1 Types of Students' Addiction To Social Media Toward Students' Academic Performance

Table 4.2 presents a summary of the analysis from the semi-structured interview, which is based on a list of specific questions related to Research Objective 1.

Table 4.2

Analysis of semi-structured interview - Research Objective 1

Q1	<p>What strategies can you use to reduce your dependency on social media and increase your focus on academic work?</p> <ol style="list-style-type: none"> R1, R2, R3, and R4 stated strategies to reduce dependency on social media and increase focus on academic work by setting time management. Usually, the respondents take regular breaks throughout the study season to minimize burnout and balance work and social media usage. R5 considered that forming a study group is a strategy to reduce dependency on social media and increase focus on academic work because it involves knowledge sharing and seeking information in group discussions.
Q2	<p>How does spending time online using social media impact your grades or assessments?</p> <ol style="list-style-type: none"> R1 and R5 identified that spending time online using social media affects their grades, where respondents are often interrupted by receiving notifications from their social media features, influencing their focus on the learning process. R2, R3, and R4 mentioned that spending time online using social media impacts grades or assessments. They tend to be careless and often forget to fulfill the assessment requirements, which sometimes results in lower grades.
Q3	<p>Why do you access social media late at night instead of during the day?</p> <ol style="list-style-type: none"> R1 and R4 preferred to access social media late at night instead of during the day due to the quiet, calm, and lonely atmosphere. It allows them to use social media without any interruption. R2, R3, R4, and R5 agreed to access social media late at night instead of during the day due to their daytime being occupied with studying, classes, and household tasks.
Q4	<p>Do you think saying 'just a few more minutes' is a common behavior among social media users? Why?</p> <ol style="list-style-type: none"> R1 explained that the reasons for saying 'just a few more minutes' are a typical behaviour among social media users because the majority of users were born in the technology era. R2, R3, and R4 agreed that saying 'just a few more minutes' is a common behaviour among social media users due to seeking more information and gaining new knowledge. R5 explained that the most common reason for saying 'just a few more minutes' is an expected behaviour among social media users because they admit to getting more entertainment.
Q5	<p>Why do you choose to spend more time online rather than going out with your classmates?</p> <ol style="list-style-type: none"> R1 and R3 explained that they spend more time online than going out with classmates because of financial concerns, instead of socializing with friends to fill their leisure time with beneficial activities. R4 described spending more time online than going out with classmates because of extra entertainment such as comedy, action, and new knowledge experiences. R5 preferred spending more time online than hanging out with classmates due to low sociability, instead of having low social energy and falling unconscious in the discussion. R2 determined that relief stress could be the evidence to strengthen her statement about hanging out with her classmates rather than spending more time online.

Q6 Why do you rely heavily on social media for mood regulation?

1. R1, R2, and R5 agreed that mood regulation relies heavily on social media because social media can be used as a mood boost instead of getting supportive and optimistic comments.
 2. R3 stated that factors or reasons make him rely heavily on social media for mood regulation because social media can improve skills by assisting him in establishing a routine for improving his drawing abilities.
 3. R4 concluded that his emotions do not rely on social media but on fatigue, isolation, and tension.
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4.3.2 The Purposes Of Social Media Use Toward Students' Academic Performance

Table 4.3 presents a summary of the analysis from the semi-structured interview, which is based on a list of specific questions related to Research Objective 2.

Table 4.3
Analysis of semi-structured interview - Research Objective 2

Q1 How has social media helped you in discussing academic topics with your groupmates?

1. R1, R2, R4, and R5 highlighted that social media helped in discussing academic topics with group mates by using platforms such as WhatsApp, Telegram, and Google Drive to engage in real-time communication to discuss educational matters.
2. R2, R3, and R4 described how social media helped in discussing academic topics with group mates by sharing knowledge of assignments, rules, and debates. It could also gather various perspectives and information about academics.

Q2 What strategies do you employ to ensure efficient and organized academic discussions with your groupmates on social media platforms?

1. R1 and R2 stated strategies to ensure efficient and organized academic discussions with group mates on social media platforms by checking the progress using a few platforms, such as Google Docs for collaborating and modifying, and offering assistance.
2. R3 and R4 described strategies to ensure efficient and organized academic discussions with group mates on social media platforms by searching for accessible communication and engaging in discussion group deliberations through WhatsApp and Telegram.
3. R5 explained strategies to ensure efficient and organized academic discussions with group mates on social media platforms, within time management by consistently scheduling a time for discussion.

Q3 How does social media enhance your academic performance?

1. R1, R2, R4, and R5 agreed that social media enhances academic performance through its function of accessing educational resources on several platforms, such as ChatGPT, finding articles in Emerald Insight, Scopus, and Britannica, and using social media as a tool for accessing notes using Google Forms. It enhances academic performance through social media, such as using Google to find information, retrieve notes, and improve ideas.
2. R2 agrees that social media enhances academic performance by exchanging information and improving quality through the availability of expert opinions. Well-documented research on Scopus and Britannica enriched her assignments and contributed to the overall quality of her work.

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3. R3 described that social media enhances academic performance by providing a medium to improve English pronunciation through watching videos and repeated exposure. In addition, YouTube can be used as a medium to improve English pronunciation.

Q4 How has the use of social media for collaborative work impacted the overall quality of your projects?

1. R1 and R4 agree that using social media in collaborative work efficiently impacted the overall quality of projects by providing real-time communication capabilities and facilitating interaction and idea sharing through group chat.
2. R1 and R2 declared that using social media to collaborate efficiently impacted the overall quality of projects by sharing ideas and opinions with friends, addressing difficulties in understanding assignments, and consistently explaining assignment requirements to enhance their work.
3. R2 and R3 determined that using social media in collaborating efficiently impacted the overall quality of projects by retrieving information to identify mistakes and gaining diverse perspectives from children, adults, and teens, enhancing the overall quality of their work.

Q5 How often do you post and share media content on social media?

1. R1, R2, and R5 explained that they often post and share media content on social media through WhatsApp platforms at least five times per day.
2. R3 described that he usually posts and shares media content on social media eight times per week.
3. The frequency of posting and sharing media content on social media for R1 using Instagram is as much as five times per day.
4. The frequency of posting and sharing media content on social media for R2 is usually three times per day on Instagram.
5. R5 stated that he uses Instagram too often to post and share media content.
6. R1, R2, and R5 described that they often post and share media content on social media using Telegram at least once a month.
7. R4 stated that he often avoids posting and sharing media content on social media to prevent any potential misunderstandings.

Q6 How does using social media help you relieve academic stress?

1. R1 stated that the use of social media helps relieve academic stress by allowing students to access the internet rapidly and effortlessly instead of having to work hard in the educational process.
2. R2, R3, R4, and R5 preferred using social media to relieve academic stress by watching entertainment, particularly platforms such as Facebook, Instagram, and TikTok, to watch humorous or engaging videos to relax and reduce tension.

Q7 How has social media influenced your ability to communicate with others in person?

1. R1, R2, R4, and R5 agreed that social media influenced the ability to communicate with others in person because of enhanced communication skills by watching motivational videos, seeking advice for in-person communication, and through online discussion.
2. R3 stated that social media influenced the ability to communicate with others in person by exchanging information within social media communities.

Q8 How has social media helped you express yourself?

1. R1, R3, and R5 expressed that social media helped people express themselves by sharing daily activities on Instagram, Snapchat, and Docket, and expressing their emotions.
2. R2 explained that she claimed to build self-improvement by using social media as a platform to express herself.
3. R3 described that social media helped him to express himself by building his new skills using Pop Ai, Adobe Illustrator, Photoshop, and other software.

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4. R4 preferred not to express himself because of a personal aversion to activities.

Q9 Are there any specific social media platforms that you find most helpful in expressing yourself?

1. R1 explained that Instagram and Twitter are the social media platforms through which she finds the most utility in conveying herself. Twitter provides her with the most recent updates. She can, conversely, post images and conduct live recordings on Instagram.
2. R2 mentioned that Twitter and Instagram were the particular social media platforms that she discovered to be the most beneficial for self-expression.
3. R3 stated that Instagram is the particular social media platform that enables him to convey himself the most.
4. R4 described that the social media platforms that he finds most conducive for self-expression are TikTok, Instagram, and YouTube.
5. R5 expressed that TikTok and Instagram are the particular social media platforms that she finds most conducive for self-expression.

Q10 What are the most popular topics on social media among students?

1. R1 and R5 stated that they prefer to find topics regarding examination, assignments, study tips, time management, and sharing learning resources/tutorials.
 2. R2 and R3 claimed the topic of interest related to environmental issues, such as climate change, pollution, biodiversity loss, using platforms to raise awareness, and coordinating actions.
 3. R3 mentioned his preference for obtaining information on current events or news, especially environment-related stories and campus/event organizing.
 4. R4 prefers topics on pop culture and entertainment, such as new films, celebrity news, memes, and viral challenges.
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4.3.3 The Benefits Of Social Media Use Toward Students' Academic Performance

Table 4.4 presents a summary of the analysis from the semi-structured interview, which is based on a list of specific questions related to Research Objective 3.

Table 4.4
Analysis of semi-structured interview - Research Objective 3

Q1	How has social media benefited your academic performance in seeking relevant information?
	<ol style="list-style-type: none">1. R1 uses expert access and networking, such as Twitter and LinkedIn, to connect with professionals, join topic groups, and discover research articles.2. R2 prefers to use Reddit and Quora, enabling asking specific questions and getting diverse, quick responses like a virtual study group.3. R3 stated that he prefers to learn something from video, such as YouTube's educational channels and tutorials that break down complex concepts into digestible parts.4. R4 mentioned his preference to gain current news, following thought leaders and organizations on Facebook and Instagram keeps students updated on industry news, trends, and opportunities.

-
5. R5 clarified that collaboration and teamwork tools used alongside social platforms (e.g., Google Drive, Microsoft Teams) support file sharing and coordination for her group projects.

Q2 In what ways has social media usage positively influenced your educational journey?

1. R1 explained that using social media positively influenced her educational journey by exchanging educational information as self-directed learning within a typical academic environment.
2. R2 and R4 mentioned that social media usage could positively influence their educational journey through enhanced study skills such as information retrieval, critical thinking, and information exploitation.
3. R3 expressed that social media usage positively influenced his educational journey by helping him build self-development.
4. R5 stated that by using social media, she managed to enhance the quality of her assignments using the educational platforms to help her finish them.

Q3 What tips or strategies do you use to effectively integrate social media materials into your classwork or assignments?

1. R1 and R4 explained that tips or strategies to effectively integrate social media materials into classwork or assignments by delivering information must suit the desired topic of tasks.
2. R2, R3, and R5 mentioned that tips or strategies to integrate social media materials into classwork or assignments effectively are using the credible resources of the information taken due to the relevance of the year, and to avoid copyright issues.
3. R4 stated that the strategy would consist of searching using the appropriate keywords and comparing the accuracy of the social media content due to many software programs that could help to reduce the limitations of abilities.

Q4 How can academic forums on social media contribute to your learning experience in class?

1. R1, R2, and R5 agreed that academic forums on social media contribute to the learning experience in class by sharing and exchanging ideas on social media that can be implemented in class.
2. R2 and R3 managed to gain new knowledge through a social media academic forum that exposed them to diverse viewpoints, boosting confidence in sharing ideas and intriguing facts.
3. R4 explained that he could not explain this topic because of a limited understanding of academic forums.

Q5 How has a group discussion on social media positively impacted your academic journey?

1. R1 explained that a supportive environment and improved relationships with friends would be impacted by a group discussion on social media that could be applied in daily life.
 2. R3 stated that group discussion on social media can improve the quality of work by aiding him in creating high-quality presentation slides.
 3. R4 concluded that communicating in a group discussion on social media would improve communication skills.
 4. R1, R2, and R5 preferred to use group discussion on social media as a platform for sharing ideas that can help to gain a multitude of viewpoints and ideas from others.
-

4.4 List of Main and Sub-Themes Emerged from Analysis

Based on the thematic analysis, 13 main themes emerged from the semi-structured interviews of five participants during the first phase of analysis. The researcher continued with the second analysis phase to identify sub-themes that could be categorized at both the first and second levels. There were 33 sub-themes for Level 1 and 10 sub-themes for Level 2. Table 4.5 shows the list of main and sub-themes that emerged from thematic analysis.

Table 4.5
List of Main and Sub-Themes according to the Research Objectives

No.	Research Objectives	Main Themes	Sub-Themes (Level 1)	Sub-Themes (Level 2)
1.	To examine the types of student addiction to social media towards students' academic performance.	Strategy	Time management	-
			Form a study group	-
			Atmosphere	Lonely Calm Busy in daytime
		Delay	Characteristics of Gen Z.	-
			Focusing on current news	-
			Entertainment	-
		Anti-social	Financial constraints for hanging out	-
			Focusing on current news	-
			Entertainment	-
		Boosting mood	Supportive comments	-
			Supporting hobbies and interests	-
			Expressing emotion	-
		2.	To investigate the purposes of social media use towards students' academic performance.	Application
Real-time communication	-			
Provide instruction and guidelines	-			
Improve the quality of assignment	-			

		Friendship	-
	Strategy	Updating academic activities	-
		Quick communication	-
		Scheduling discussion time	-
	Platform	Posting	WhatsApp
			Instagram
			Telegram
		Review	Instagram
			Facebook
			TikTok
			YouTube
			Twitter
	Frequency	At least 3 times per day	-
	Popular topics	Education	-
		Entertainment	-
		News and events	-
3.	To study the benefits of social media use towards students' academic performance.	Seeking information	Exchange academic materials
			Sharing ideas
			New knowledge
	Improve skills	Information searching skills	-
		Study skills	-
		Communication skills	-
		Critical thinking skills	-
	Academic forum	Networking	-
		Sharing ideas	-
		Improve the quality of assignment	-
	Relieve stress	Interactive posting	-
		Enjoyable contents	-

In summary, there are 43 sub-themes (Level 1 and 2) associated with 13 main themes, which contributed to the three research objectives of this study. The researcher identified patterns of main themes and sub-themes based on their similarities, linking them to various research objectives. One main theme corresponds to two research objectives; four sub-themes in level 1 correspond to two and three main themes; and one sub-theme in level 2 corresponds to two sub-themes in level 1. Tables 4.6 to 4.11 illustrate the pattern of similarities that correspond to specific main themes and their associated sub-themes.

Table 4.6
Similar Main Theme – Strategy

No.	Research Objective	Main themes
1.	Types of student addictiveness	Strategy
2.	Purposes of social media	

Table 4.7
Similar Sub-Theme Level 1 - Focusing on Current News

No.	Research Objective	Main Themes	Sub-Themes Level 1
1.	Types of students addictiveness	Delay Anti-social	Focusing on current news

Table 4.8
Similar Sub-Theme Level 1 – Entertainment

No.	Research Objective	Main Themes	Sub-Themes Level 1
1.	Types of students addictiveness	Delay Anti-social	Entertainment
2.	Purposes of social media	Popular topics	

Table 4.9
Similar Sub-Theme Level 1 - Improve the Quality of the Assignment

No.	Research Objective	Main Themes	Sub-Themes Level 1
1.	Purposes of social media	Application	Improve the quality of the assignment.
2.	Benefits of social media	Academic forum	

Table 4.10
 Similar Sub-Theme Level 1 - Sharing Ideas

No.	Research Objective	Main Themes	Sub-Themes Level 1
1.	Benefits of social media	Seeking information Academic forum	Sharing ideas

Table 4.11
 Similar Sub-Theme Level 2 – Instagram

No.	Research Objective	Main Themes	Sub-Themes Level 1	Sub-Themes Level 2
1.	Purposes of social media	Platform	Posting Review	Instagram

4.5 Relational Analysis

According to Busch et al. (2005), relational analysis examines the relationships among concepts in a text. The researcher also realized that qualitative analysis of the semi-structured interview would maintain a high degree of richness in the collected data. Within this study, the researcher has rigorously investigated, examined, and refined the meaning of each sub-theme by exploring the relationships among sub-themes and between sub-themes and the main themes.

4.5.1 Strategy

‘Strategy’ is one of the main themes under the first research objective. There were two sub-themes categorized under ‘strategy’, namely ‘time management’ and ‘form a group of study’. Figure 4.1 shows the relationship between ‘strategy’ and the two sub-themes.

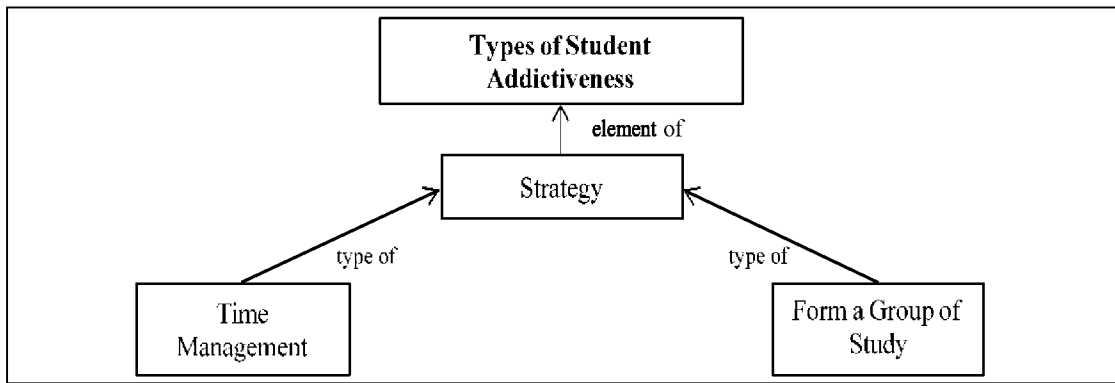


Figure 4.1 Strategy

4.5.2 Interrupted sleep

‘Interrupted sleep’ is one of the main themes under the first research objective. There was one sub-theme (Level 1) categorized under ‘interrupted sleep’, namely ‘atmosphere’. There were three sub-themes (Level 2) categorized under ‘atmosphere’, namely ‘lonely’, ‘calm’, and ‘busy in daytime’. Figure 4.2 shows the relationship between ‘interrupted sleep’ and the four sub-themes.

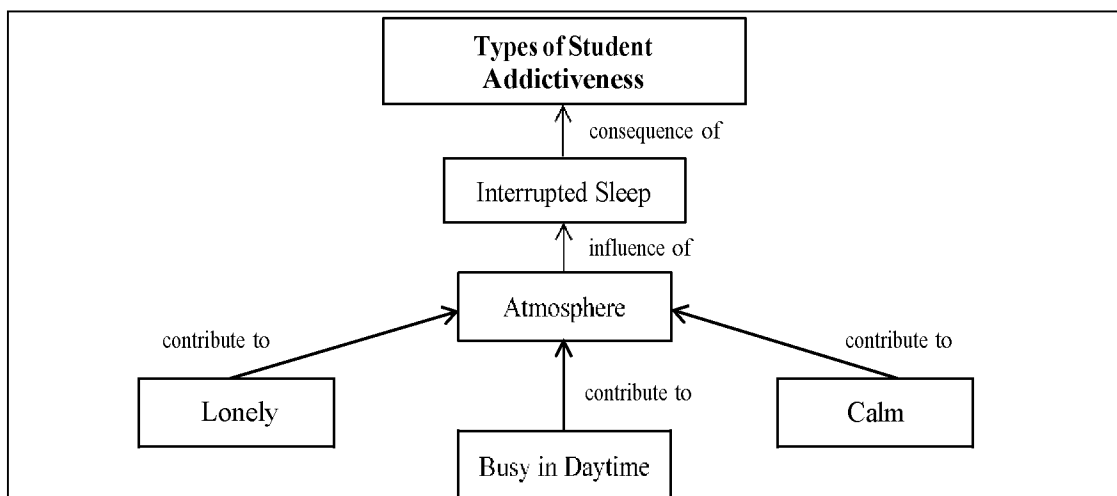


Figure 4.2 Interrupted Sleep

4.5.3 Delay

‘Delay’ is one of the main themes under the first research objective. There were three sub-themes categorized under ‘delay’, namely ‘characteristics of Gen Z’, ‘focusing on current news’, and ‘entertainment’. Figure 4.3 shows the relationship between ‘delay’ and the three sub-themes.

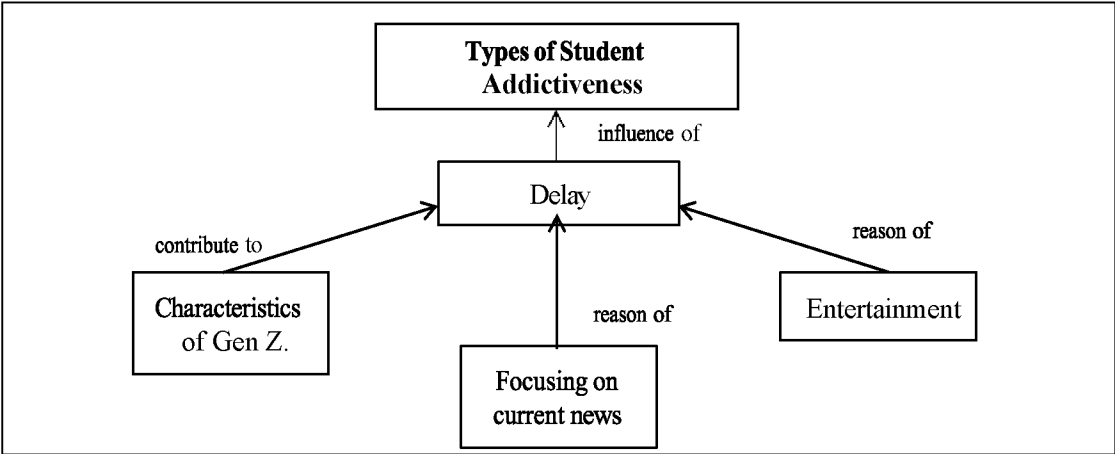


Figure 4.3 Delay

4.5.4 Anti-social

‘Anti-social’ is one of the main themes under the first research objective. There were three sub-themes categorized under ‘anti-social’, namely ‘financial constraints for hanging out’, ‘focusing on current news’, and ‘entertainment’. Figure 4.4 shows the relationship between ‘anti-social’ and the three sub-themes.

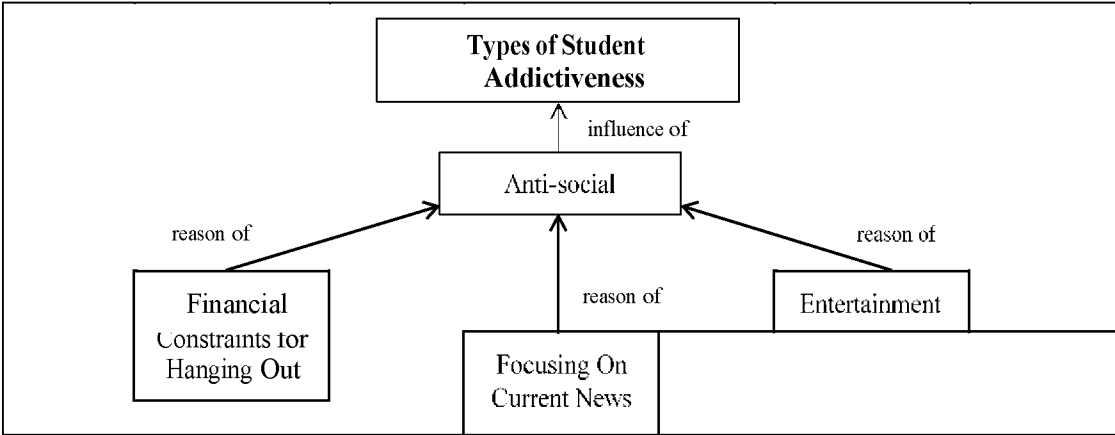


Figure 4.4 Anti-social

4.5.5 Boosting Mood

‘Boosting mood’ is one of the main themes of the first research objective. There were three sub-themes categorized under ‘boosting mood’, namely ‘supportive comments’, ‘supporting hobbies and interests’, and ‘expressing emotion’. Figure 4.5 shows the relationship between ‘boosting mood’ and the three sub-themes.

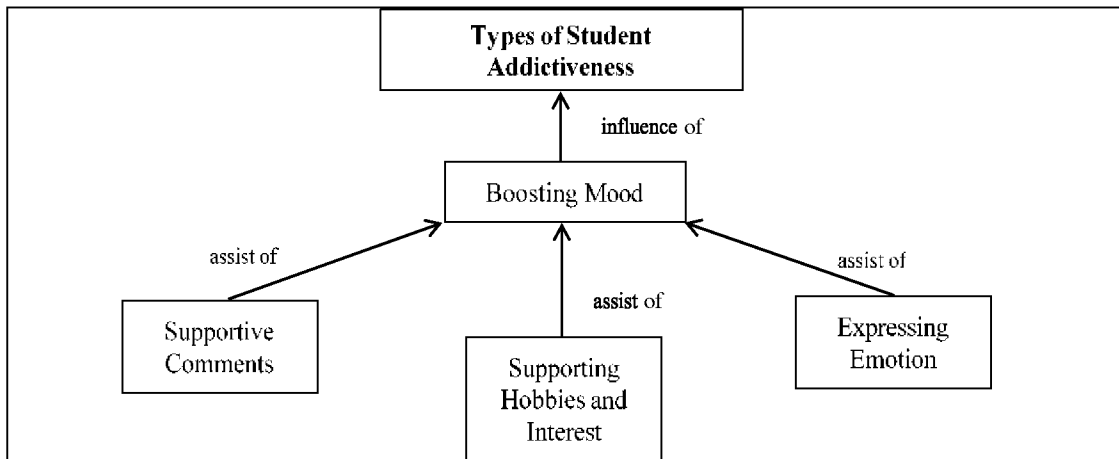


Figure 4.5 Boosting Mood

4.5.6 Application

‘Application’ is one of the main themes under the second research objective. There were five sub-themes categorized under ‘application’, namely ‘knowledge sharing’, ‘real-time communication’, ‘provide instruction and guidelines’, ‘improve the quality of assignment’, and ‘friendship’. Figure 4.6 shows the relationship between ‘application’ and the five sub-themes.

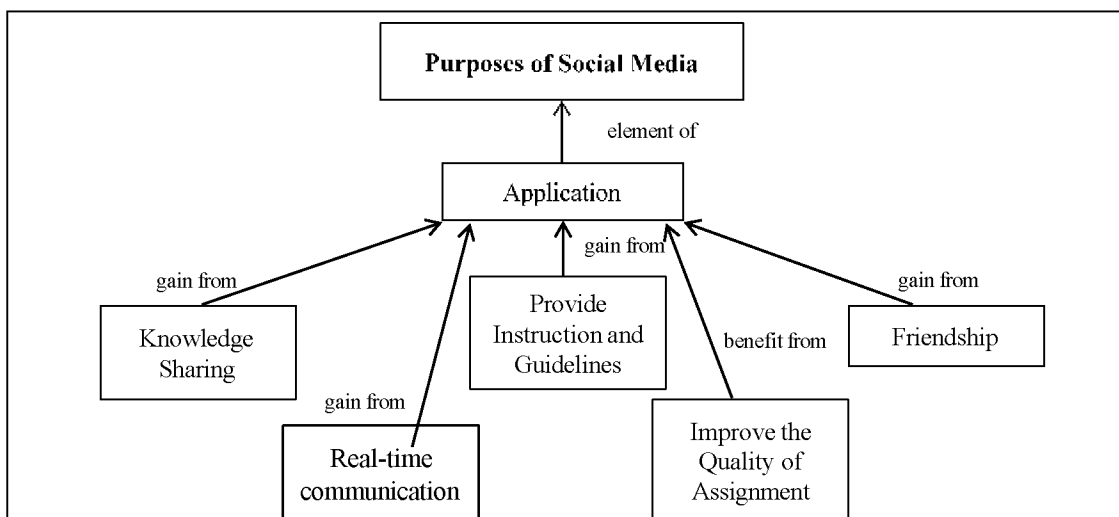


Figure 4.6 Application

4.5.7 Strategy

‘Strategy’ is one of the main themes under the second research objective. There were three sub-themes categorized under ‘strategy’, namely ‘updating academic

activities’, ‘quick communication’, and ‘scheduling discussion time’. Figure 4.7 shows the relationship between ‘strategy’ and the three sub-themes.

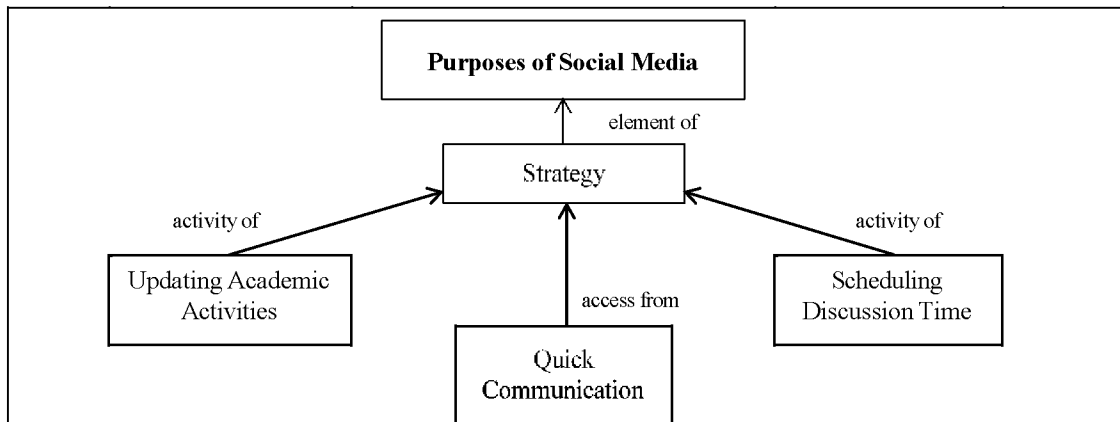


Figure 4.7 Strategy

4.5.8 Platform

‘Platform’ is one of the main themes under the second research objective. There were two sub-themes (Level 1) categorized under the ‘platform’ theme, namely ‘posting’ and ‘review’. There were three sub-themes (Level 2) categorized under ‘posting’, namely ‘WhatsApp’, ‘Instagram’, and ‘Telegram’, and five sub-themes (Level 2) categorized under ‘review’, namely ‘Instagram’, ‘Facebook’, ‘TikTok’, ‘YouTube’, and ‘Twitter’. Figure 4.8 shows the relationship between ‘platform’ and the ten sub-themes.

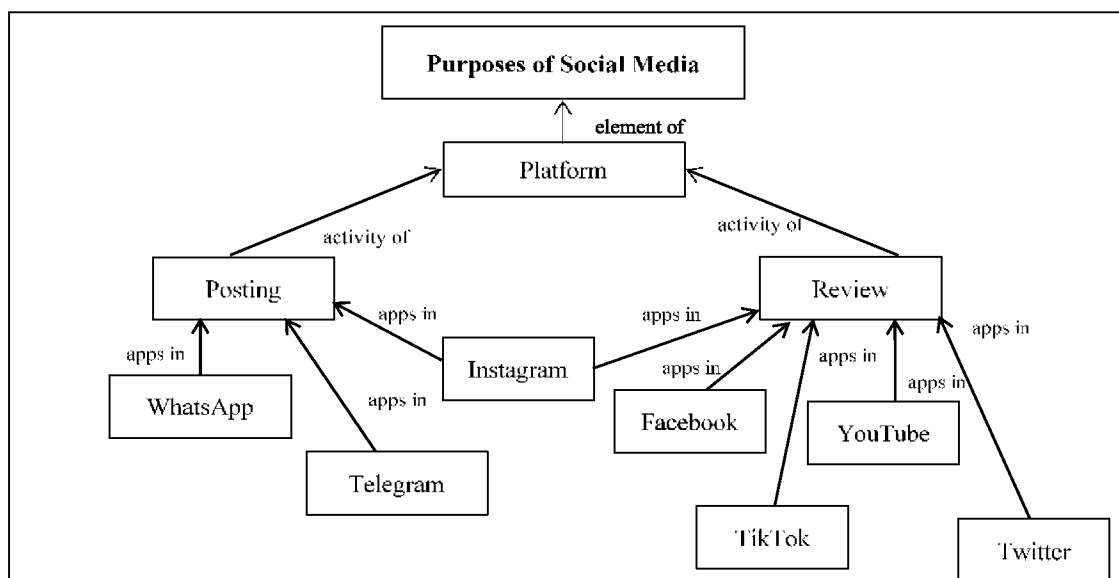


Figure 4.8 Platform

4.5.9 Frequency

‘Frequency’ is one of the main themes under the second research objective. There was one sub-theme categorized under ‘frequency’, namely ‘At least 3 times per day’. Figure 4.9 shows the relationship between ‘frequency’ and the one sub-theme.

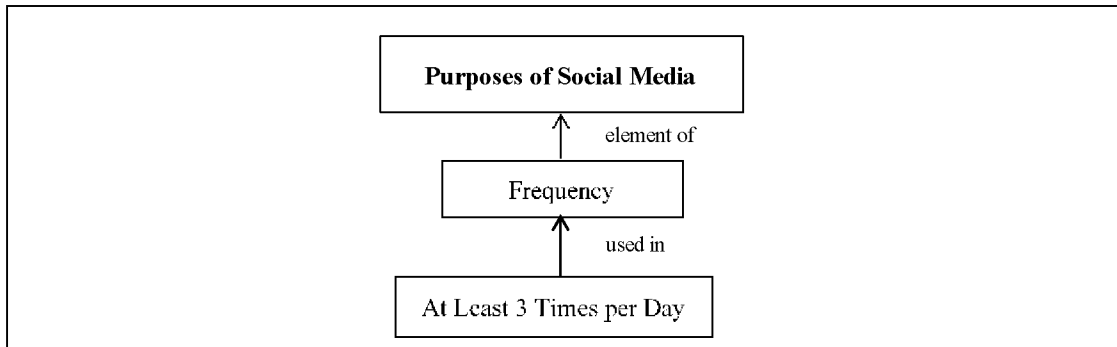


Figure 4.9 Frequency

4.5.10 Popular Topics

‘Popular topics’ is one of the main themes under the second research objective. There were three sub-themes categorized under ‘popular topics’, namely ‘education’, ‘entertainment’, and ‘news and events’. Figure 4.10 shows the relationship between ‘popular topics’ and the three sub-themes.

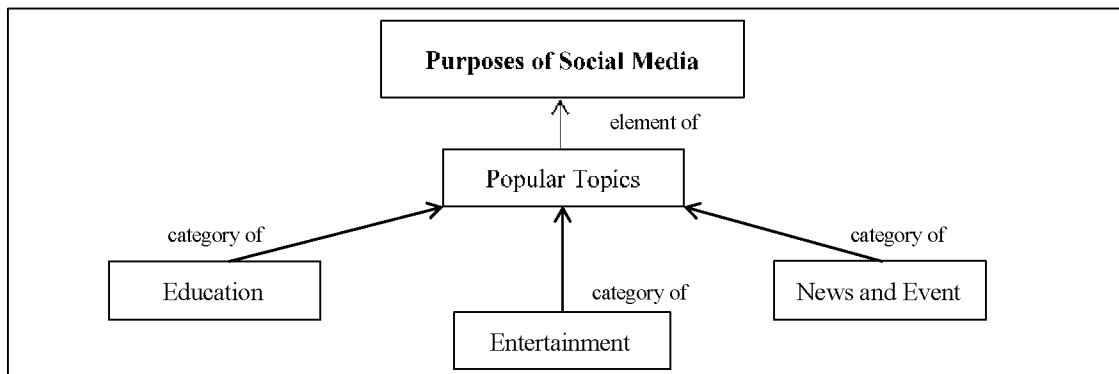


Figure 4.10 Popular Topics

4.5.11 Seeking Information

‘Seeking information’ is one of the main themes under the third research objective. There were three sub-themes categorized under ‘seeking information’,

namely ‘exchange academic materials’, ‘sharing ideas’, and ‘new knowledge’. Figure 4.11 shows the relationship between ‘seeking information’ and the three sub-themes.

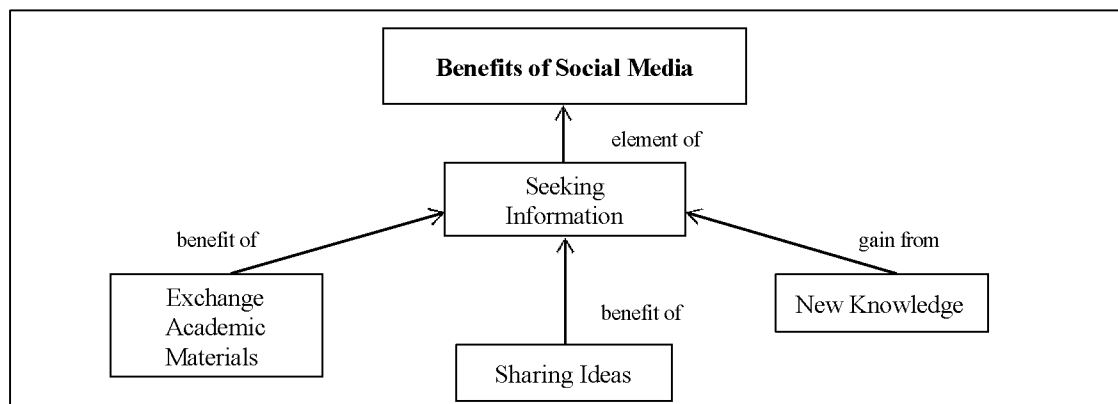


Figure 4.11 Seeking Information

4.5.12 Improve Skills

‘Improve skills’ is one of the main themes under the third research objective. There were four sub-themes categorized under ‘improve skills’, namely ‘information searching skills’, ‘study skills’, ‘communication skills’, and ‘critical thinking skills’. Figure 4.12 shows the relationship between ‘improve skills’ and the four sub-themes.

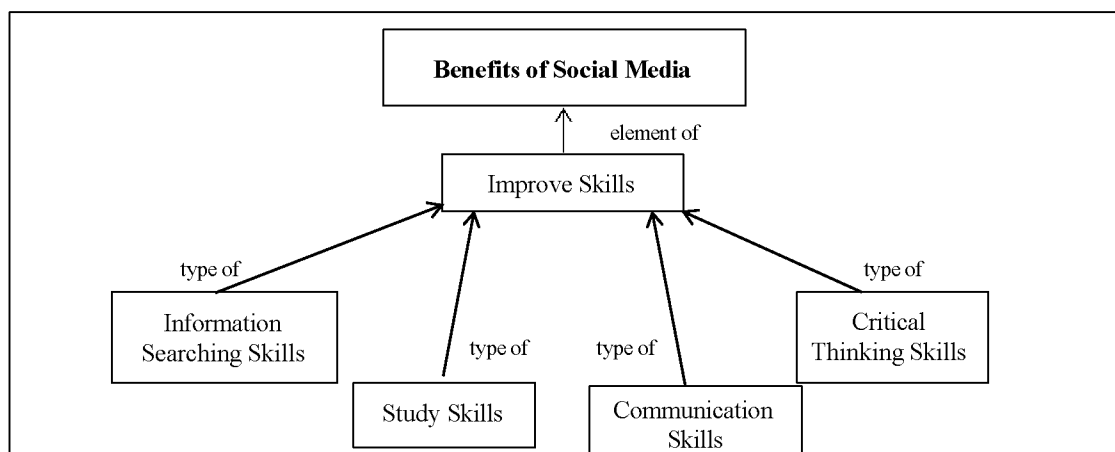


Figure 4.12 Improve Skills

4.5.13 Academic Forum

‘Academic forum’ is one of the main themes under the third research objective. There were three sub-themes categorized under ‘academic forum’, namely ‘networking’, ‘sharing ideas’ and ‘improve the quality of assignment’. Figure 4.13 shows the relationship between ‘academic forum’ and the three sub-themes.

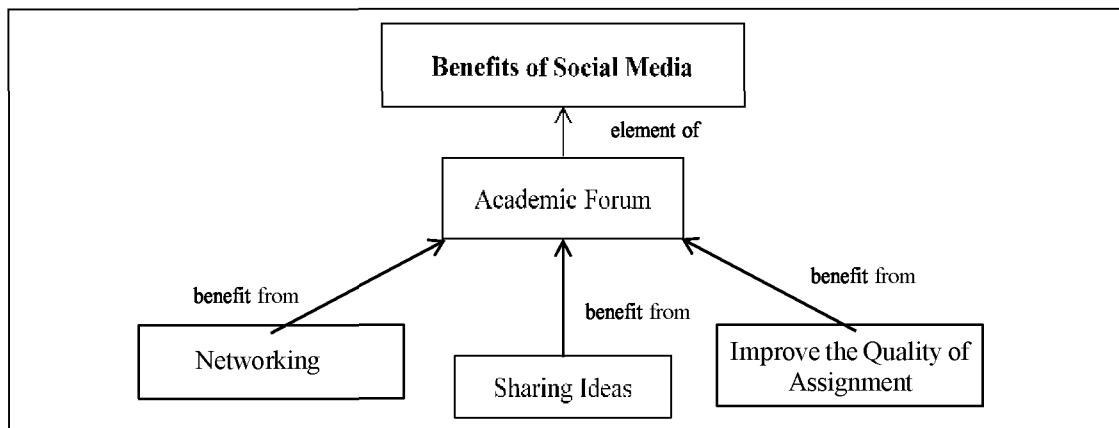


Figure 4.13 Academic Forum

4.5.14 Relieve Stress

‘Relieve stress’ is one of the main themes under the third research objective. There were two sub-themes categorized under ‘relieve stress’, namely ‘interactive posting’ and ‘enjoyable content’. Figure 4.14 shows the relationship between ‘relieve stress’ and the two sub-themes.

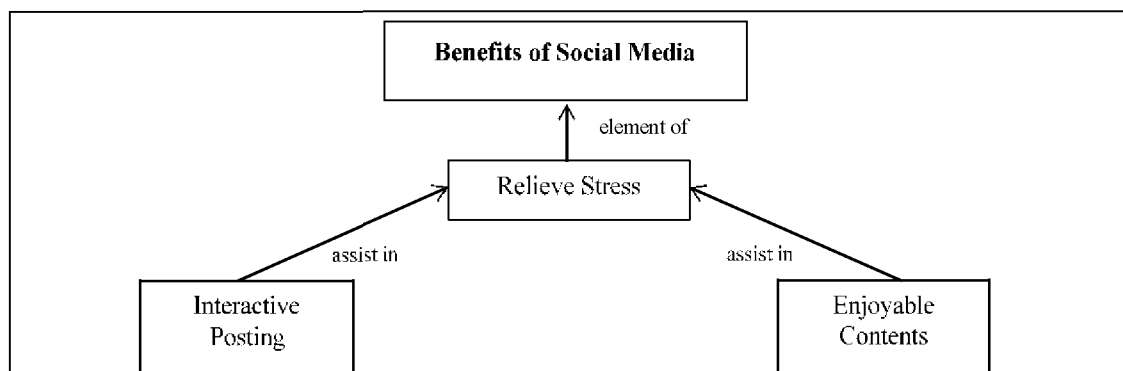


Figure 4.14: Relieve Stress

4.6 Conclusion

The chapter presents the results of a qualitative analysis focusing on the social media use on the academic performances of Diploma in Information Management (DIM) students from five UiTM campuses: UiTM Kedah, UiTM Kelantan, UiTM Johor, UiTM Negeri Sembilan, and UiTM Sarawak. The study employed a semi-structured interview methodology, engaging five participants, each representing one of the five campuses. The qualitative data derived from these interviews were managed and analyzed using NVivo 14, a software tool that precisely facilitated the identification and categorization of themes. Through the analysis, the study identified 13 main themes, 33 Sub-Themes Level 1, and 10 Sub-Themes Level 2, providing a comprehensive understanding of students' social media use and its implications for academic performance. The findings were structured based on three research objectives: (i) types of student addictiveness, (ii) the purposes of social media use, and (iii) the benefits of social media use towards students' academic performance.

The first research objective addressed six questions related to the types of student addiction to social media. Most participants agreed that structured time management and study-group participation are effective strategies to reduce dependency on social media. However, notifications frequently disrupt learning, fostering carelessness and missed assessment tasks, which in turn contribute to lower grades. Many participants prefer using their devices late at night during a quiet, uninterrupted period after days filled with classes, study, and other commitments. The ubiquitous “just a few more minutes” habit reflects both growing up in a technology era and an excessive need for entertainment. Participants also report choosing online time over in-person socializing because of financial constraints, the ready availability of entertainment and knowledge, and a lack of interest in socializing. Finally, most participants rely on social media for mood regulation. In summary, the interview data suggest four interrelated types of social media addiction among the participants: (i) procrastination or delay in academic tasks due to prolonged engagement with social media; (ii) late-night use that leads to interrupted sleep; (iii) a preference for online interaction that contributes to anti-social behaviour in offline settings; and (iv) emotional reliance on social media for mood regulation. These patterns illustrate how addiction to social media is expressed in students' daily routines and directly influences

their academic performance. Overall, five main themes, 12 sub-themes at Level 1, and 3 sub-themes at Level 2 emerged from the first research objective.

The second research objective investigated the purposes of social media use through a series of ten questions. Social media enables real-time academic collaboration, organized academic discussions and consistently scheduling a time for discussion by allowing quick access to various resources, facilitating the exchange of expert opinions to enhance assignment quality, improving English pronunciation, improving the quality of assignments, providing easy access to information, and giving relaxing entertainment, strengthening in-person communication, enabling online discussions, supporting self-expression, and enabling self-improvement through personal expression. Overall, five main themes, 14 sub-themes at Level 1, and 8 sub-themes at Level 2 emerged from the second research objective.

Finally, the third research objective addressed five questions focused on the benefits of social media use. Students use social media platforms to collaborate on group work, find quick and diverse answers, and learn through videos on educational channels. Social media positively supports learning by enabling the self-directed exchange of educational information within academic settings, strengthening study skills, fostering self-development, and improving assignment quality. Likewise, group discussions on social media create a supportive environment that strengthens friendships, enhances communication skills, and improves academic work quality. Overall, four main themes and 12 sub-themes emerged at Level 1 from the third research objective.

In conclusion, the findings from semi-structured interviews offer a nuanced view of social media use and its influence on students' academic performance. The insights gained from the qualitative analysis provide valuable guidance for students and educators in navigating the complex relationship between social media and academic performance. It highlights the types of student addiction, the purposes, and the benefits of social media use in educational contexts.

CHAPTER 5

DISCUSSION OF RESULTS AND RECOMMENDATION

The main findings of the study are discussed in this chapter, along with an assessment of how the research design and methods successfully fulfilled the research questions, objectives, and overall purpose of the study. This chapter also includes a discussion of recommendations and limitations for further research.

5.1 Introduction

The use of social media among Diploma in Information Management (DIM) students at Universiti Teknologi MARA (UiTM) campuses across Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak reflects a broader global trend. This trend is not only significant for understanding student behavior but also for shaping future educational strategies and resources. Additionally, various social media platforms, including WhatsApp, Instagram, Facebook, YouTube, and Twitter, have emerged as the most popular among university students. These platforms serve multiple functions, from entertainment and social communication to information sharing and networking. WhatsApp, with its instant messaging capabilities, facilitates quick communication and group discussions. Facebook, meanwhile, serves as a platform for more extended interactions, including the sharing of posts, photos, and videos. YouTube's vast repository of videos provides educational content alongside entertainment, while Twitter offers real-time updates and interactions. According to Siddhartha et al. (2020), university students in Malaysia used Facebook at a rate of 69%, while YouTube and WhatsApp were used at rates of 93% and 92%, respectively. The more detailed statistic indicates that 77% of YouTube users are in the 15-25 and 26-35 age groups, which include adolescents and university students (Ceci, 2021). WhatsApp is one of the most popular social media platforms among university students (Al-Mothana, 2017). Facebook, with an estimated 500 million users and still expanding, is used by approximately 85% of undergraduate students (Himat & Nazari, 2021). This outcome demonstrated the extensive use of social media among university students.

5.2 Academic Performance

In the context of this study, the academic performance of Diploma in Information Management students at Universiti Teknologi MARA (UiTM) is influenced by the types of social media addiction among students and the purposes and benefits of social media use. These students are navigating a complex academic landscape that requires both technical knowledge and practical skills in information management. Their performance reflects not only their efforts but also the quality of the academic support and resources provided by the university. Furthermore, a significant challenge impacting these students is the pervasive influence of social media. While social media platforms offer opportunities for networking and information exchange, their addictive nature can lead to distractions that negatively impact study time and concentration. Students who struggle to manage their social media usage effectively may find that their academic work suffers as a result. Upon reflecting on the first research objective, it becomes clear that the student's social media addiction has both negative and positive influences. Negative elements include interrupted sleep, delays in performing academic tasks, and a tendency to be antisocial in the community. However, using social media could increase their mood in daily life. Students also realized that they must improve their time management and form a study group as part of an alternative to overcome their addiction to social media use. The second research objective focused on the purposes of using social media. Several purposes, such as knowledge sharing, real-time communication, gaining instruction and guidelines, improving the quality of academic tasks, and making more friends, have influenced their academic performance. Students also used social media to post and review suitable platforms on various topics of interest, such as education, entertainment, and news. Additionally, the third research objective is to investigate the benefits of utilizing social media. Social media has provided significant platforms for students, especially for seeking information, sharing ideas, exchanging academic materials, improving the quality of academic assignments, and acquiring new knowledge to enhance academic performance. Even so, a few skills emerged, such as information searching, study, communication, and critical thinking skills, in applying suitable social media platforms. Furthermore, social media also relieves stress and influences students' academic performance.

5.3 Types of Student Addiction To Social Media Toward Students' Academic Performance

The student addiction to social media toward students' academic performance of Diploma in Information Management students at Universiti Teknologi MARA (UiTM) revealed various issues. Based on the findings of this study, four interrelated types of student addictiveness to social media were identified: (i) delay, (ii) interrupted sleep, (iii) anti-social, and (iv) boosting mood. Social media addiction manifests in various forms, including the compulsive need to check notifications, the excessive amount of time spent on platforms, and the emotional reliance on online interactions for validation and self-worth. These behaviors can detract from students' academic focus and productivity, leading to procrastination and a reduction in the time available for studying and completing assignments. Besides this, the influence of social media addiction on academic performance is evident through its impact on students' cognitive and emotional well-being. Excessive use of social media can lead to sleep deprivation, decreased attention span, and increased levels of stress and anxiety, all of which negatively affect academic performance. Despite the negative impacts, social media also holds potential benefits if used effectively. Students must develop a disciplined approach to social media use, integrating its positive aspects into the learning environment while mitigating its addictive tendencies.

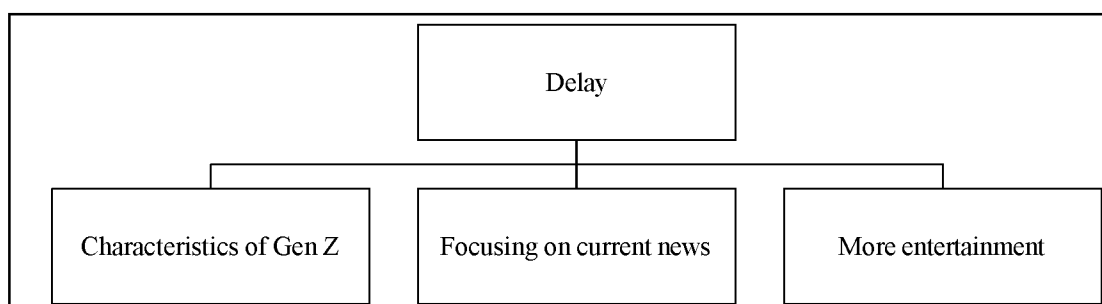


Figure 5.1 Main and Sub-Themes for Delay

Figure 5.1 findings showed that social media has become a factor affecting students' academic performance, as it distracts them and diverts their attention from academic tasks. The constant notifications and accessibility of social media can interrupt focus, causing students to delay their studies. This situation occurred when most diploma students shared the characteristics of Gen Z, as they were born into the digital age.

According to McCrindle (2014), Generation Z is using, depending on, and relying on technologies in every aspect of life, including information needs. They prefer visual and graphic consumption, utilize internet searches, and have many friends on social networks and in digital spaces. Due to this circumstance, most participants realized that social media impacted their academic grades and their ability to focus on their studies. According to Schaw et al. (2007), the most common definition of academic delayed actions is deliberately delaying or putting off work that has to be done in a classroom. Previous research has found that students who are delayed in starting class are more likely to use social media during class, which may contribute to problematic digital usage (Rozgonjuk et al., 2018). In addition, they were addicted to seeking and focusing on more information and current news, especially on entertainment. These findings were supported by Boczkowski et al. (2017), who found that news became the dominant mode of information acquisition for youth, particularly for news content encountered on mobile devices while visiting social media sites. A study by Zainudin et al. (2023) also revealed that 63.1% of 202 randomly selected university students in Malaysia, who were part of the sample, strongly agreed that they use social media for entertainment.

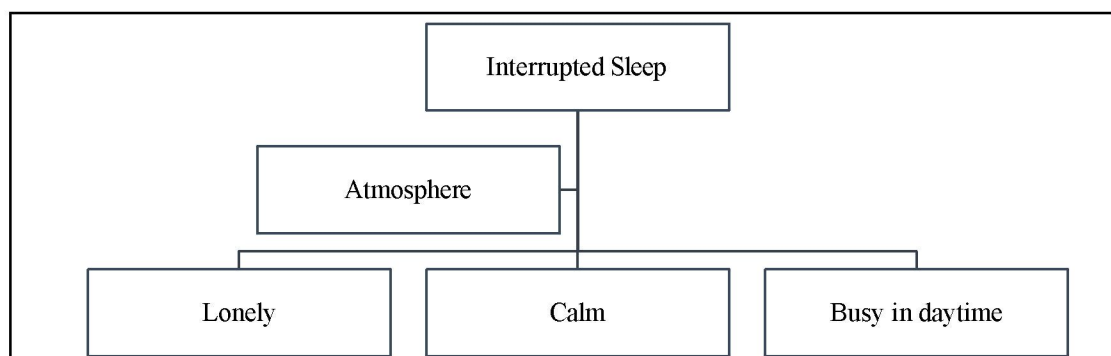


Figure 5.2 Main and Sub-Themes for Interrupted Sleep

A study by Idiedo and Eyaufe (2023) found that 758 respondents agreed or strongly agreed that using social media late at night causes them to lose sleep. In addition, Ajewole and Fasola (2012) also stated that an average Nigerian student spends roughly six to seven hours on the Internet daily, with some spending more hours online throughout the night. In addition, a study by Muhammad Sufyan et al. (2023) revealed that youngsters with high social media usage tend to sleep late at night, resulting in a shorter sleep period, which could be harmful. Based on Figure 5.2, Diploma in Information Management students provided reasons for staying at night, influenced by the atmosphere, which includes loneliness, calmness, and busyness during the daytime.

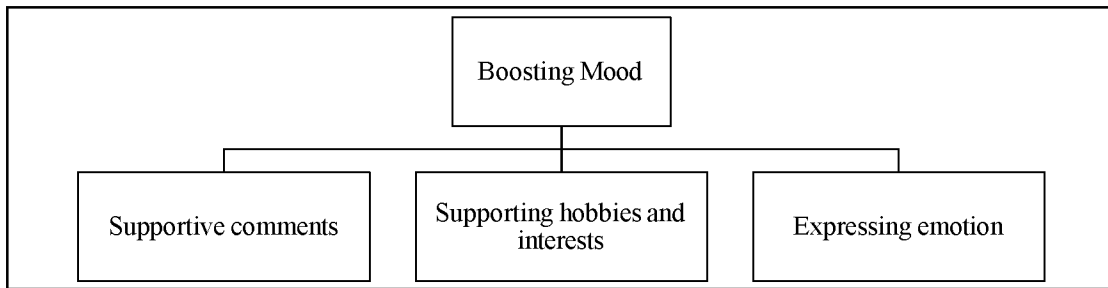


Figure 5.3 Main and Sub-Themes for Boosting Mood

Most participants in semi-structured interviews acknowledged that social media can help boost their mood by providing supportive comments from friends. According to Blumberg (2016), written communication is critical to using social media platforms, including Facebook, Snapchat, Twitter, and messaging. This form of communication has the potential to enhance positive interactions with others and facilitate the implementation of effective emotion regulation strategies. Verma et al. (2023) observed a standard method known as 'mental reset,' in which people use social media applications to distract themselves from stressful feelings. However, based on Figure 5.3, the participants added that other reasons social media boosts their moods include supporting their hobbies and interests.

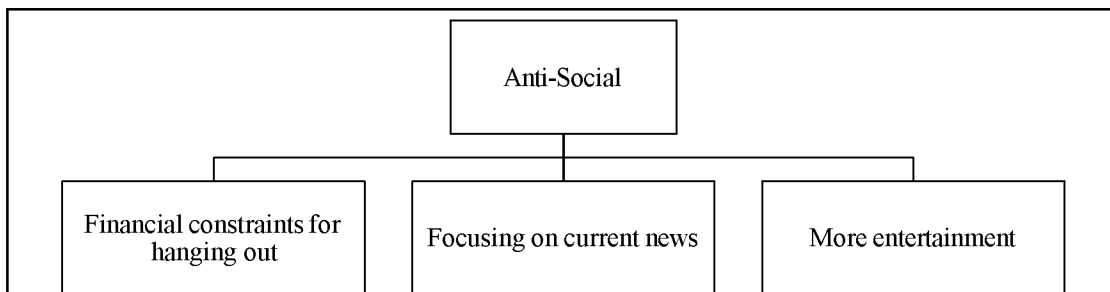


Figure 5.4 Main and Sub-Themes for Anti-Social

Based on Brännback et al. (2017), students spend a significant amount of time using media, often at the expense of reading books, playing games, and engaging in person conversations with friends and family. Since they were considered heavy social media users and have grown up with internet technology, students' values are more influenced by social media than those of other social groups. Hence, anti-social behavior is one type of student addictiveness that influences students to spend more time online. Based on Figure 5.4, all participants admitted that the reasons for antisocial behaviour were primarily financial constraints, the need for more up-to-date news, and the desire

for more enjoyable content.

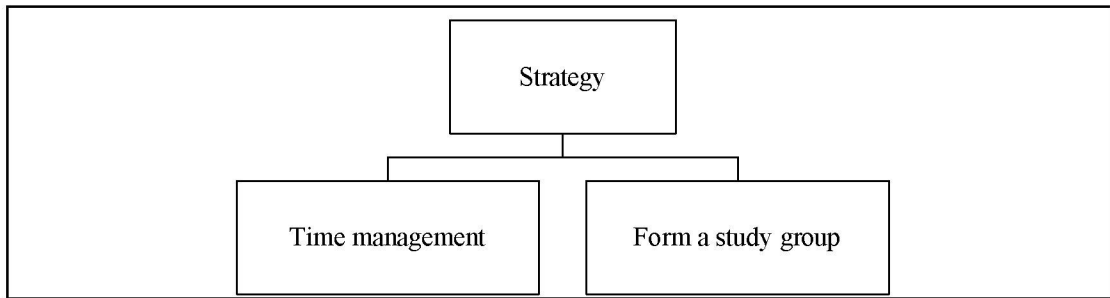


Figure 5.5 Main and Sub-Themes for Strategy

All participants realized that they had ignored academic work and spent more time on social media. According to Umar and Idris (2018), many students primarily use social media. However, they often overlook its potential benefits for their academic work, focusing instead on gaining attention on these platforms rather than engaging in learning or one-on-one interactions. However, most participants highlighted a few strategies to address this issue, including planning for effective time management and forming a dedicated study group to support their academic performance.

Figure 5.6 illustrates the connection between the main and sub-themes for the first research objective, explicitly demonstrating the five main themes, 12 sub-themes at Level 1, and three sub-themes at Level 2.

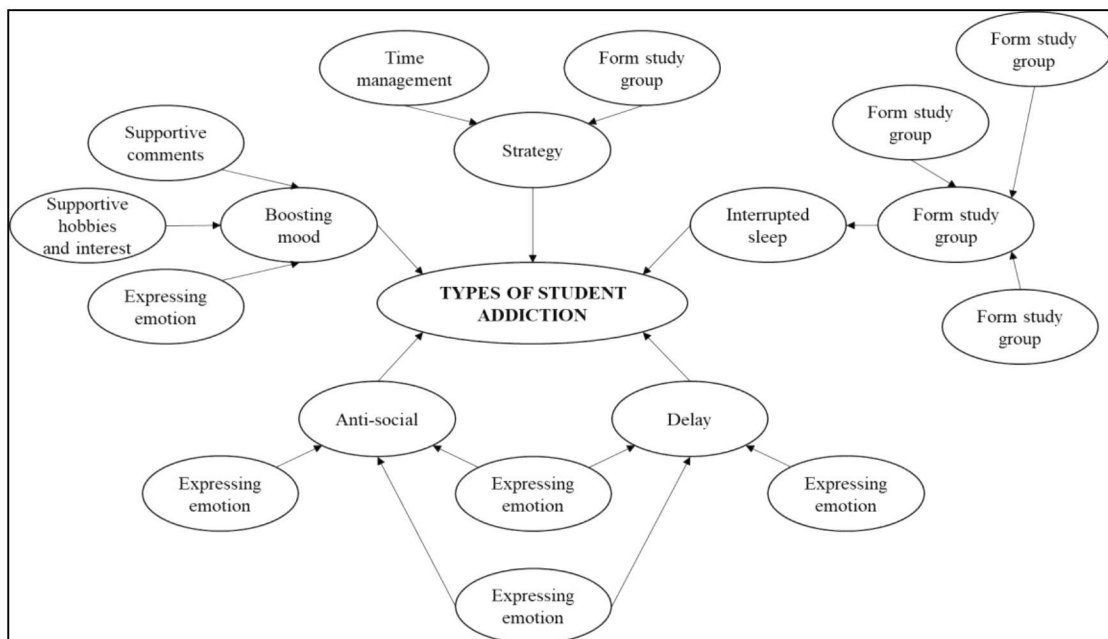


Figure 5.6 Themes in Types of Student Addiction to Social Media toward Students' Academic Performance

5.4 The Purposes Of Social Media Use Toward Students' Academic Performance

Social media serves various purposes for Diploma in Information Management students at Universiti Teknologi MARA (UiTM), significantly impacting their academic performances. Students utilize social media for various reasons, including staying connected with peers, accessing academic resources, knowledge sharing, making new friends, and participating in collaborative learning. The accessibility of information on social media enables students to enhance their academic knowledge and skills efficiently. Moreover, social media provides a space for students to discuss and share academic content, which can positively contribute to their understanding of course material and enhance the quality of their academic assignments. However, the purposes of social media use on students' academic performance are complex and multifaceted. While it offers valuable educational resources and opportunities for academic engagement, it also presents potential distractions that can divert attention away from study time and focus. The balance between academic use and social interactions on these platforms is crucial. Students who effectively manage their time and use social media primarily for educational purposes tend to benefit academically. Conversely, those who defer to the distractions of social media might experience a decline in their academic performance due to reduced study time and concentration. Platforms like Facebook, WhatsApp, Telegram, TikTok, Twitter, Instagram, and YouTube can be harnessed for educational purposes, providing a space for collaborative learning, resource sharing, and peer support. In addition, these platforms also contributed to obtaining entertainment, news, and updated information on current events. The key lies in finding a balance where social media serves as a tool to enhance academic performance, rather than distracting from academic progress.

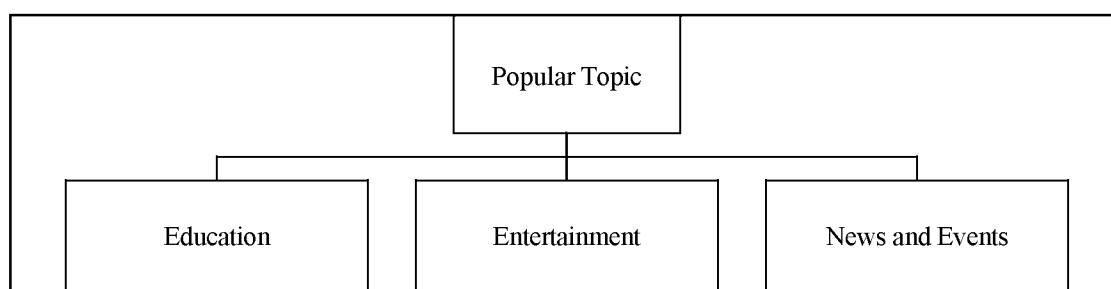


Figure 5.7 Main and Sub-Themes for Popular Topic

A study by Howe (2023) found that the top three reasons are discovering information (76.2%), staying up-to-date with news and events (65.8%), and maintaining contact with friends and family (64.2%). In addition, a study by Alamri et al. (2020) also revealed that the primary motivations of social media users include maintaining consistent communication with family and friends, making new acquaintances, staying updated on news and promotional activities, exchanging opinions, and sharing joy, relaxation, and entertainment, among other reasons. Based on Figure 5.7, most participants preferred to obtain information for educational purposes rather than for entertainment and news.

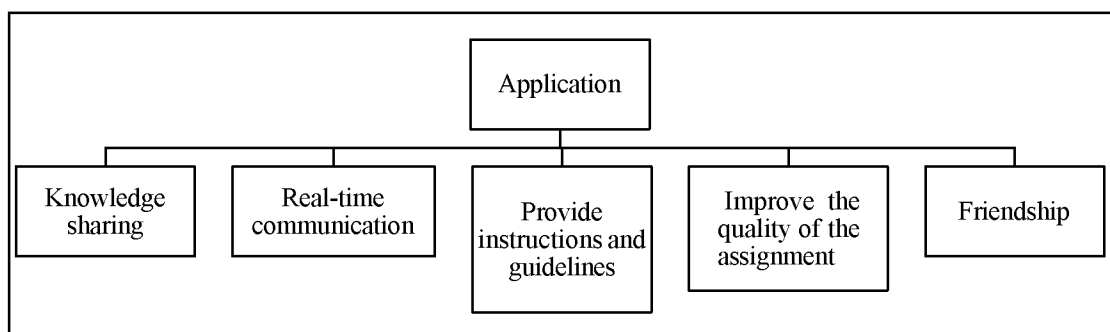


Figure 5.8 Main and Sub-Themes for Application

A study by Singh (2021) suggests that students can enhance their academic performance by utilizing social media platforms, as they offer access to a wealth of data and information. Subsequently, he discovered that when the students are assigned tasks during class, they use various online sites to acquire knowledge and generate answers. Moreover, due to the high level of engagement from social media users, they often construct interactive platforms where students may actively exchange ideas, generate new ideas, and engage in discussions about online content in user-generated groups (Coman, 2020). Findings from both studies relate to how Diploma in Information Management students utilize social media for their academic performance.

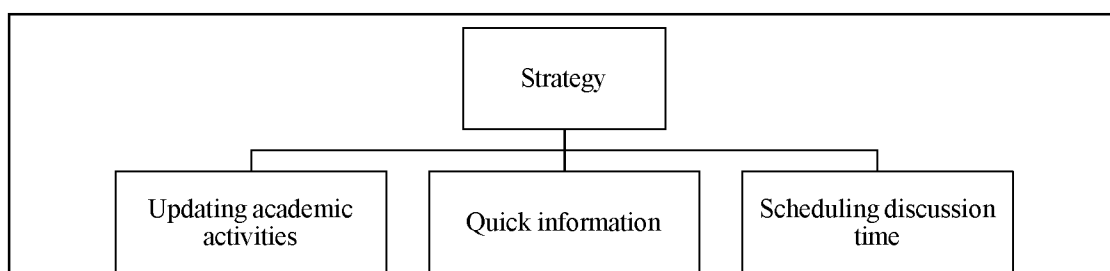


Figure 5.9 Main and Sub-Themes for Strategy

A study by Amin et al. (2016) revealed that social media platforms are beneficial for academic purposes. The engaging aspect of social media platforms often facilitates students' interactions with classmates and instructors for educational purposes. In this study, Figure 5.9 shows that most participants have extended their strategies by updating academic activities and scheduling discussion time using certain additional features in social media tools.

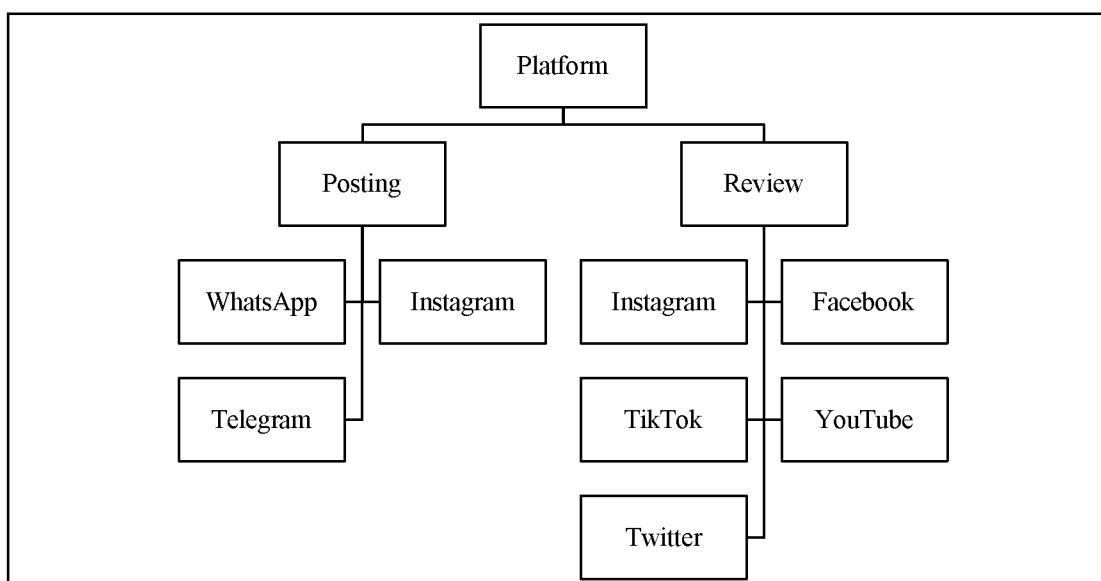


Figure 5.10 Main and Sub-Themes for Platform

A study conducted by Gujjarappa (2019) reveals that a significant 64.2% of students use YouTube for entertainment purposes, while 59.8% use it to pass the time. Regarding WhatsApp, 73.4% of individuals use it to communicate with friends, while just 39.6% use it to discuss class-related subjects (Gasaymeh, 2017). In addition, Tasir and Al-Dheleai (2017) found that 70.1% of students use Facebook for social purposes, whereas only 49.7% use it for academic work objectives. Nevertheless, Figure 5.10 showed that most participants use various social media platforms to post and review information, with Instagram becoming the most popular platform for both purposes.

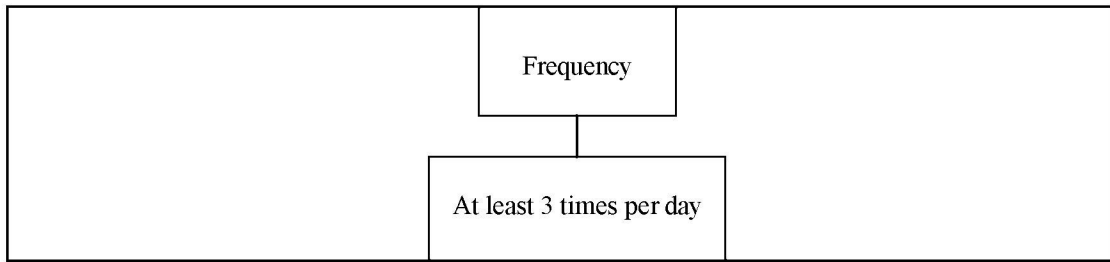


Figure 5.11 Main and Sub-Themes for Frequency

According to several studies, social media users are more likely to share content that is both entertaining and positive (Berger & Milkman, 2012; Matikainen & Villi, 2013; Newman, 2011; Ridell, 2011). In addition, social media platforms like Facebook and Twitter encourage people to post and share fun and positive content by offering features like ‘likes’, ‘comments’, and ‘shares’, which can increase individual exposure and renown. Based on Figure 5.11, most participants use social media platforms 3 to 5 times per day, with Instagram becoming the most popular platform.

Figure 5.12 illustrates the connection between the main and sub-themes for the second research objective, explicitly demonstrating the five main themes, 14 Sub-Themes at Level 1, and 8 Sub-Themes at Level 2.

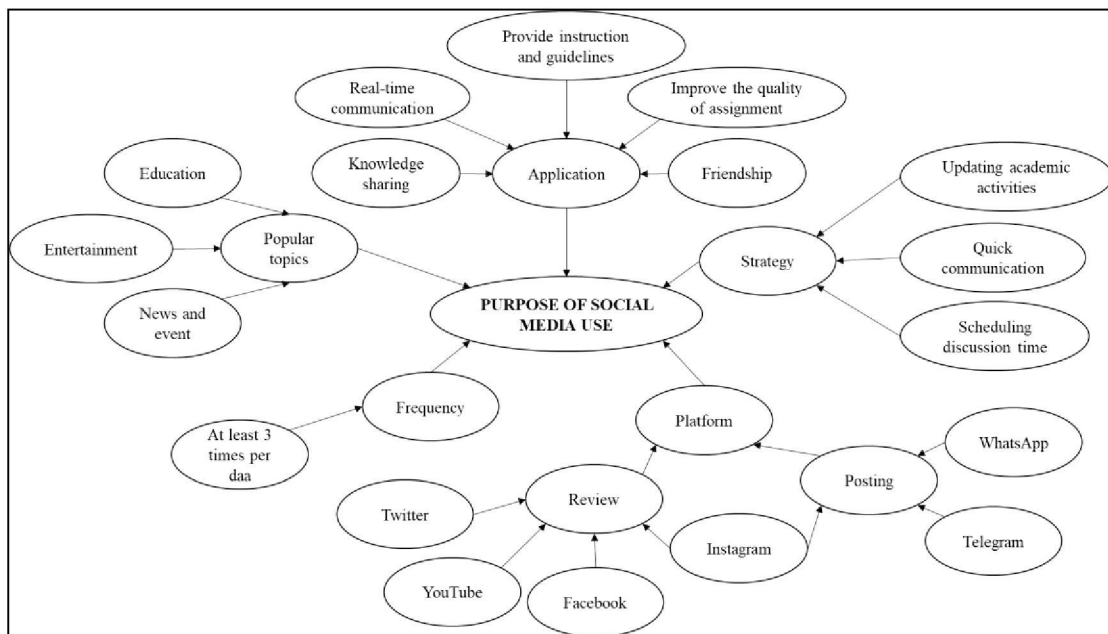


Figure 5.12 Themes in Purposes of Social Media Use towards Students' Academic Performance

5.5 The Benefits Of Social Media Use Toward Students' Academic Performance

The benefits of social media use and its influence on students academic performance of Diploma in Information Management of Universiti Teknologi MARA (UiTM) have become a significant variable. Based on this study, social media use offers valuable benefits, including academic collaboration, information sharing, and access to educational resources. These platforms enable students to engage in discussions, join study groups, network with opportunities, and connect with academic peers and professionals, enriching their learning experiences and enhancing their academic performances. Furthermore, social media use is a dynamic learning platform that provides students with a wide range of skills essential for academic performance. Based on the findings from this study, the skills obtained include information searching, study, communication, and critical thinking skills. One significant finding of this study was that participants admitted that social media use can help relieve stress by providing social support through interactive information and enjoyable content. This circumstance has contributed to the development of resources and alternatives for mental wellness.

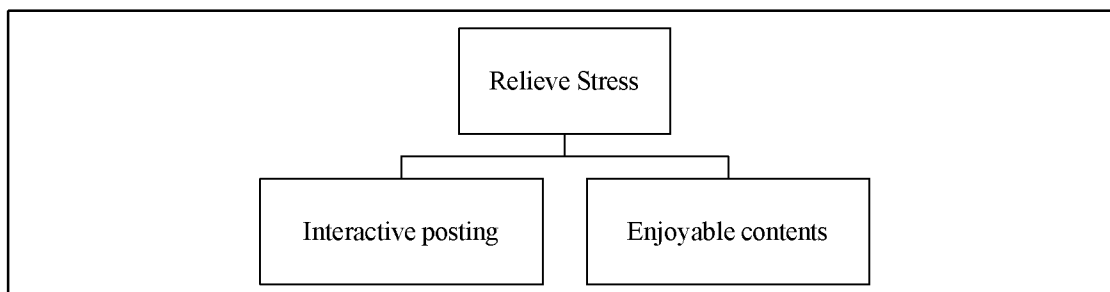


Figure 5.13 Main and Sub-Themes for Relieving Stress

Numerous studies have indicated that students use social media to manage stress and enhance their academic performance (Van & Wright, 2016; Rus & Tiemensma, 2017). On the other hand, a study by Wolfers and Utz (2022) revealed that social media has three possible functions for relieving stress: serving as stressors, providing resources, and acting as coping tools. However, based on this study, all participants agreed that social media has become a resource that helps them relieve stress.

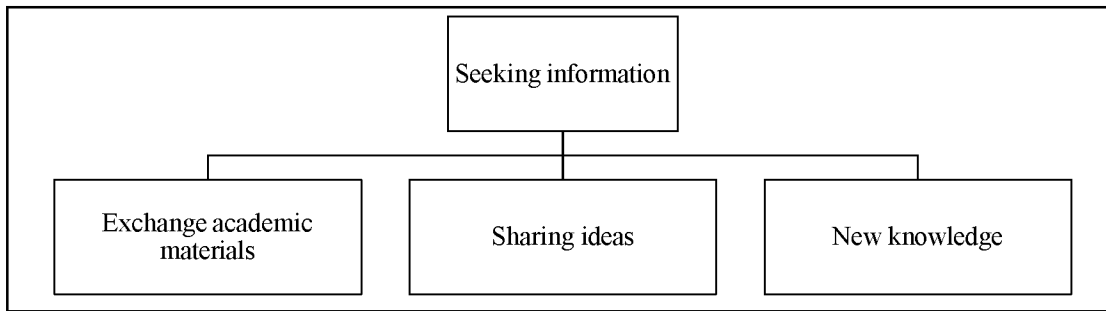


Figure 5.14 Main and Sub-Themes for Seeking Information

According to Jamal and Nawab (2020), several studies have been conducted on how university students utilize social media and mobile devices to communicate with their peers. Another benefit of using social media in classes is the development of collaborative learning skills, which can help students acquire and disseminate information from both internal and external sources through social media platforms (Monika, 2020). Additionally, students are motivated and encouraged to pursue their studies when social media platforms are integrated into the classroom (Ajay, 2021). Key components of educational development include YouTube instructional videos, convenient access to e-books, online notes, and learning via video chats (Monika, 2020). In this study, all participants agreed that social media use offers benefits for academic performance by providing various tools and platforms, particularly for acquiring educational resources, sharing ideas, and obtaining new information.

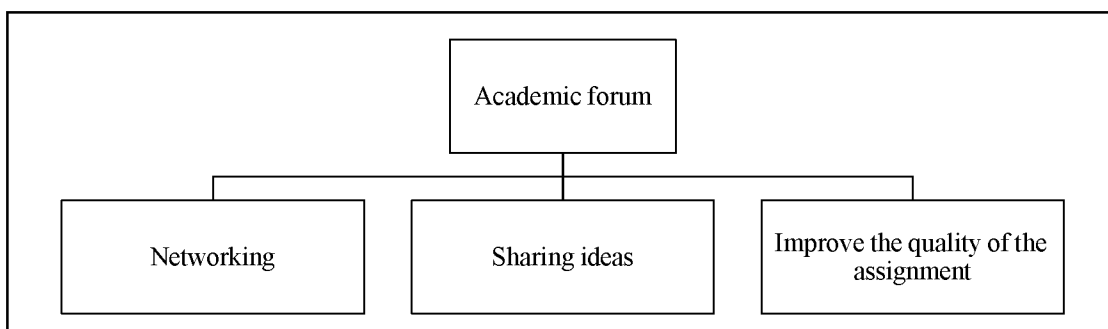


Figure 5.15 Main and Sub-Themes for the Academic Forum

A study by Bute et al. (2016) revealed that engaging in academic forums on social media increases their understanding of topics discussed in class. An online academic forum is a web-based platform that facilitates instant messaging, file sharing, activity logs, and discussion forums on various topics. This platform reduced the strain of face-to-face interaction and provided a more user-friendly environment. In this study, all participants realized that academic forums and social media platforms assist

them in their academic journey. In addition, Onyema et al. (2019) also supported the findings that online discussions through academic forums proved very effective in interactive learning and communication among students and lecturers.

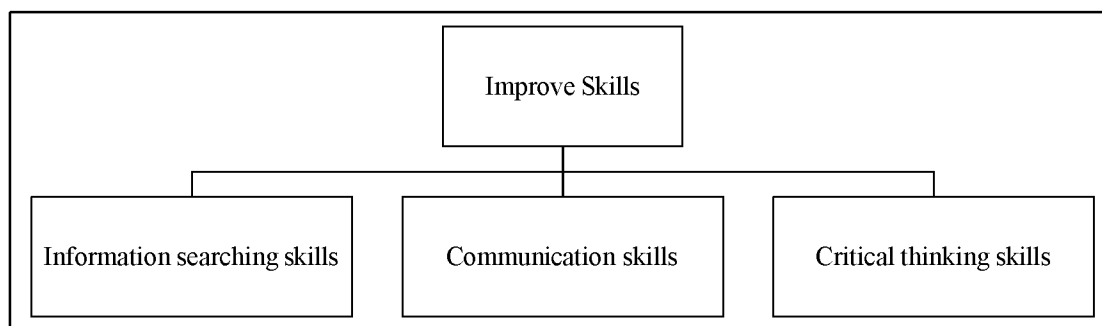


Figure 5.16 Main and Sub-Themes for Improving Skills

Based on the findings of this study, participants revealed four skills: information-searching, study, communication, and critical thinking skills. According to a study by Umeaku (2016), social media is a web-based communication tool that enables people to easily interact with one another by sharing and consuming information, engaging with friends and family members, and accessing the most up-to-date information at a rapid pace. Similarly, Oueder and Abousaber (2018) also claimed that social media increases communication between lecturers and students by eliminating ambiguity and misunderstanding, ultimately improving students' academic performance. Based on previous studies, other skills that have emerged from social media use include improving students' employability skills (Olowo et al., 2021), enhancing writing skills (Mai, 2022), and fostering and developing social skills (Bhowmick & Madhu, 2020). In addition, a study by Dada and Oyewole (2023) involved library and information science students, similar to the respondents and participants of this study. Findings from Dada and Oyewole's study suggested that library and information science students' use of social media for academic purposes can be enhanced with a high level of media literacy skills.

Figure 5.17 illustrates the connection between the main and sub-themes for the third research objective, explicitly demonstrating the four main themes and 12 sub-themes at Level 1.

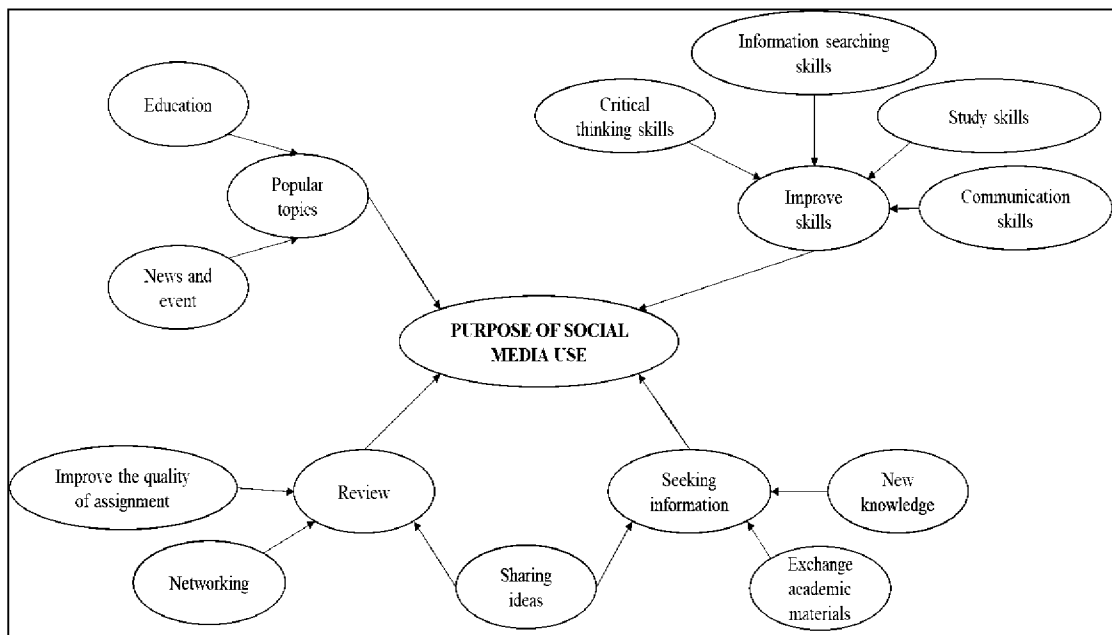


Figure 5.17 Themes in the Benefits of Social Media Use towards Students' Academic Performance

5.6 Recommendations Towards the Findings of this Study

To address the issues regarding the types of student addictiveness to social media, the purposes and benefits of social media use towards the academic performance of Diploma in Information Management students at Universiti Teknologi MARA (UiTM), the following recommendations are proposed:

5.6.1 Promote Digital Well-being and Healthy Social Media Habits

5.6.1.1 Digital Literacy and Awareness Campaigns

Increasing awareness among students about the potential threats of social media addiction can encourage them to take proactive steps to regulate their usage, thereby minimizing its negative effects on academic performance. The faculty should organize digital literacy campaigns to educate students about the symptoms of social media addiction and its impact on cognitive and emotional well-being. These campaigns should include workshops, seminars, and online resources that highlight the risks of excessive social media use and provide strategies for managing screen time effectively.

5.6.1.2 Social Media Usage Guidelines

Clear guidelines help students develop disciplined social media habits and ensure that their online time contributes positively to their academic responsibilities. The faculty should develop and distribute guidelines that help students distinguish between productive and unproductive social media activities. These guidelines should encourage students to prioritize academic tasks over social media activities, establish clear boundaries for online time, and refrain from using social media during study hours.

5.6.2 Enhance Time Management and Academic Focus

5.6.2.1 Time Management Skills

Effective time management is essential for students to maximize the academic benefits of social media while minimizing distractions that can negatively impact their academic performance. These skills enable students to allocate sufficient time for their academic responsibilities, thereby improving their overall academic performance. The faculty should provide required time management training as part of the curriculum for Diploma in Information Management students. These training sessions should include techniques for prioritizing academic tasks, setting goals, and creating study schedules that minimize distractions from social media.

5.6.2.2 Implementation of Digital Detox Campaign

A digital detox refers to the practice of refraining from using technology devices, such as smartphones, televisions, computers, tablets, and social media sites. ‘Detoxing’ from digital devices is often viewed as a means to focus on genuine social interactions in real life without distractions. Temporarily reducing or eliminating social media use can help students regain focus, improve their concentration, and enhance productivity during critical academic periods. The faculty should encourage students to participate in a digital detox campaign, particularly during exam seasons or when major assignments are due. The faculty can organize these detox periods with incentives for students who successfully reduce their social media usage during critical academic periods.

5.6.3 Support Cognitive and Emotional Well-being

5.6.3.1 Access to Mental Health Resources

Supporting students' mental health is important for maintaining their cognitive well-being and academic performance. Managing the emotional impacts of social media addiction can lead to better academic outcomes. The faculty should increase access to mental health resources, including counseling services, stress management workshops, and mindfulness training. These services should specifically address issues related to social media addiction, such as anxiety and sleep deprivation.

5.6.3.2 Sleep Hygiene Education

Improving sleep hygiene can help mitigate the adverse effects of social media on students' sleep patterns, leading to better concentration, memory, and academic performance. The faculty should organize educational programs on sleep hygiene, emphasizing the importance of adequate sleep for cognitive function and academic success. These programs should include tips on reducing screen time before bed and managing social media use to avoid sleep disruption.

5.6.4 Integrate Positive Social Media Use into Learning

5.6.4.1 Guided Use of Social Media for Academic Purposes

By integrating social media into academic activities, students can be encouraged to utilize these platforms more constructively. This approach enhances their learning experiences and academic outcomes, fosters a collaborative academic environment, and transforms potential distractions into valuable educational tools. The faculty should encourage the use of social media platforms for academic collaboration, knowledge sharing, and networking. Lecturers can integrate social media into course activities by using platforms for group discussions, group projects, peer reviews, and sharing academic resources, ensuring students use these tools purposefully. Lecturers should also guide students on how to use these platforms effectively for educational purposes.

5.6.4.2 Creation of Academic Social Media Groups

Academic social media groups can channel students' online activities towards their studies, helping them stay engaged with their coursework and reducing the time spent on non-productive social media use. The faculty should establish official academic social media groups or pages moderated by faculty members where students can engage in academic discussions, share resources, and seek support. These groups should promote constructive and academically focused use of social media.

5.6.5 Monitor and Evaluate Social Media Use

Regular monitoring and feedback can help the faculty identify emerging social media addiction issues and implement timely interventions to support students' academic success. The faculty should conduct regular surveys to monitor students' social media use patterns and their impact on academic performance. In addition, feedback from students on their challenges and successes in managing social media usage will be collected, and this data will be used to refine and improve university policies and support services.

5.6.5.1 Academic Performance Monitoring Tools

Providing students with insights into how their social media habits impact their academic performance can encourage self-regulation and more responsible use of social media. The faculty should develop tools that allow students to track their academic performance and social media usage. These tools can help students visualize the correlation between their online habits and academic outcomes, motivating them to improve their behaviour if necessary.

5.6.6 Foster a Supportive Academic Environment

5.6.6.1 Peer Support Networks

Peer support can motivate students to adopt more beneficial social media practices and stay focused on their academic goals. The faculty should establish peer

support networks where students can share tips and strategies for managing social media use and balancing it with academic demands. These networks can also serve as platforms for students to hold each other accountable for maintaining healthy social media habits.

5.6.6.2 Faculty Involvement and Support

Faculty involvement can help emphasize the importance of responsible social media use and offer students practical strategies for balancing their online activities with their academic responsibilities. The faculty should encourage faculty members to engage with students on social media use, guiding them on how to use these platforms effectively for academic purposes while avoiding addictive behaviors. Faculty can also set examples by demonstrating responsible social media use.

By implementing these recommendations, Universiti Teknologi MARA (UiTM) can help Diploma in Information Management students manage their social media use more effectively, enhancing their academic performance and overall well-being. In addition, students could harness the benefits of social media for academic purposes while minimizing the potential distractions and negative impacts on their academic performance.

5.7 Limitations of the Study

- i. Despite the comprehensive approach taken in this study, several limitations must be acknowledged. Firstly, the scope of the research was restricted to Diploma in Information Management (DIM) students at Universiti Teknologi MARA (UiTM) campuses across Kedah, Kelantan, Negeri Sembilan, Johor, and Sarawak. This geographic focus may limit the generalizability of the findings to other regions or institutions. Students' cultural, socio-economic, and technological contexts in different areas could influence their social media usage patterns and academic performance in different ways. Consequently, the insights gained from this study may only partially represent the experiences of students in other parts of Malaysia or in other academic programs. Additionally, the study relied heavily on self-reported data, subject to various biases, including social

desirability and recall bias. Respondents may have underreported their social media usage or overestimated their academic performance to align with perceived social norms or personal expectations.

- ii. Secondly, the cross-sectional design of the study poses another limitation. Data were collected simultaneously, providing a snapshot of social media usage and academic performance, but not capturing changes or trends over time. This approach limits the ability to establish causality or observe the long-term effects of social media use on academic performance. Future research could benefit from a longitudinal study design, examining how social media habits evolve and their impact on academic performance. Additionally, the study did not account for the potential moderating effects of variables such as personality traits, mental health status, or the availability of academic support, which could influence the situation between social media use and academic performance. Understanding these factors would provide a more detailed view of how social media affects student performance. Overall, while this study offers valuable insights, these limitations suggest areas for further exploration to build a more comprehensive understanding of the topic.

5.8 Future Research

The study on social media use among Diploma in Information Management students at Universiti Teknologi MARA (UiTM) reveals several opportunities for future research.

- i. Future researchers should explore the role of personality traits and mental health in exacerbating or mitigating social media addiction's effects on academic performance. They could also investigate the effectiveness of targeted interventions, such as digital detox programs, in reducing addiction-related academic disruptions. By understanding these phases, future research can help develop customized strategies to manage social media use effectively in academic settings.
- ii. Future research could study how the purposes of social media use vary among students based on factors like year of study, academic field, or cultural background, and how these variations influence academic performance. Additionally, researchers could investigate how students balance social media

for academic purposes with personal use, which could provide insights into effective time management strategies. Longitudinal research could track how shifts in social media use over time correlate with changes in academic performance. This understanding could guide academicians in promoting efficient social media practices that enhance learning, teaching, and academic success.

- iii. Furthermore, future research should focus on the broader impact of social media use on students' overall academic performance, considering both positive and negative effects. Researchers could investigate the long-term effects of sustained social media use on academic achievement and career prospects. Investigating the role of digital literacy education in helping students manage social media use more effectively could offer valuable strategies for improving academic performance. By examining these factors, future research can contribute to a more comprehensive understanding of the role of social media in education.
- iv. Future research could examine the potential benefits of integrating social media into formal educational settings. While the current study acknowledges the dual role of social media as both a tool for learning and a source of distraction, further research could explore how educational institutions can better harness the positive aspects of these platforms. For example, researchers could investigate the impact of incorporating social media-based collaborative learning activities, online discussion forums, and peer-to-peer tutoring systems on students' academic performance and engagement. Additionally, potential studies could be conducted to track the long-term effects of such integration on students' academic performance and digital literacy skills. By focusing on the educational potential of social media, future research could provide valuable recommendations for academicians on how to use these platforms effectively to enhance learning experiences.
- v. Future research should also focus on social media platforms that offer a broad range of potential topics and content. A comparison should examine the characteristics and frequency of use on social media platforms such as TikTok, Facebook, Instagram, WhatsApp, and Twitter.

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APPENDICES

APPENDIX 1

Kappa Coefficient Analysis between Coder 1 and 2.

RO1 - To examine the types of student addiction to social media towards students' academic performance

1	What strategies can you use to reduce your dependency on social media and increase your focus on academic work?	Main & Sub-Themes	Coder 1	Coder 2
	<p>3. R1, R2, R3, and R4 stated strategies to reduce dependency on social media and increase focus on academic work by setting time management. Usually, the respondents take regular breaks throughout the study season to minimize burnout and balance work and social media usage.</p> <p>4. R5 considered that forming a study group is a strategy to reduce dependency on social media and increase focus on academic work because it involves knowledge sharing and seeking information in group discussions.</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Time management • Form a study group <p>Seeking information</p> <ul style="list-style-type: none"> • Sharing ideas • New knowledge 	Yes	Yes
2	<p>How does spending time online using social media impact your grades or assessments?</p> <p>3. R1 and R5 identified that spending time online using social media affects their grades, where respondents are often interrupted by receiving notifications from their social media features, influencing their focus on the learning process.</p> <p>4. R2, R3, and R4 mentioned that spending time online using social media impacts grades or assessments. They tend to be careless and often forget to fulfill the assessment requirements, which sometimes results in lower grades.</p>	Delay	Yes	Yes
3	<p>Why do you access social media late at night instead of during the day?</p> <p>3. R1 and R4 preferred to access social media late at night instead of during the day due to the quiet,</p>	<p>Interrupted sleep</p> <ul style="list-style-type: none"> • Atmosphere <ul style="list-style-type: none"> ○ Lonely ○ Calm ○ Busy in the daytime 	Yes	Yes

	<p>calm, and lonely atmosphere. It allows them to use social media without any interruption.</p> <p>4. R2, R3, R4, and R5 agreed to access social media late at night instead of during the day due to their daytime being occupied with studying, classes, and household tasks.</p>			
4	<p>Do you think saying 'just a few more minutes' is a common behavior among social media users? Why?</p> <p>4. R1 explained that the reasons for saying 'just a few more minutes' are a typical behaviour among social media users because the majority of users were born in the technology era.</p> <p>5. R2, R3, and R4 agreed that saying 'just a few more minutes' is a common behaviour among social media users due to seeking more information and gaining new knowledge.</p> <p>6. R5 explained that the most common reason for saying 'just a few more minutes' is an expected behaviour among social media users because they admit to getting more entertainment.</p>	<p>Delay</p> <ul style="list-style-type: none"> • Characteristics of Gen Z • Focusing on current news • Entertainment 	Yes	Yes
5	<p>Why do you choose to spend more time online rather than going out with your classmates?</p> <p>5. R1 and R3 explained that they spend more time online than going out with classmates because of financial concerns, instead of socializing with friends to fill their leisure time with beneficial activities.</p> <p>6. R4 described spending more time online than going out with classmates because of extra entertainment such as comedy, action, and new knowledge experiences.</p> <p>7. R5 preferred spending more time online than hanging out with classmates due to low sociability, instead of having low social energy and falling unconscious in the discussion.</p> <p>8. R2 determined that relief stress could be the evidence to strengthen her statement about</p>	<p>Anti-social</p> <ul style="list-style-type: none"> • Financial constraint for hanging out • Focusing on current news • Entertainment 	Yes	Yes

	hanging out with her classmates rather than spending more time online.			
6	<p>Why do you rely heavily on social media for mood regulation?</p> <p>4. R1, R2, and R5 agreed that mood regulation relies heavily on social media because social media can be used as a mood boost instead of getting supportive and optimistic comments.</p> <p>5. R3 stated that factors or reasons make him rely heavily on social media for mood regulation because social media can improve skills by assisting him in establishing a routine for improving his drawing abilities.</p> <p>6. R4 concluded that his emotions do not rely on social media but on fatigue, isolation, and tension.</p>	<p>Boosting mood</p> <ul style="list-style-type: none"> • Supportive comments • Supporting hobbies and interests • Expressing emotion 	Yes	Yes

RO2 - To investigate the purposes of social media use towards students' academic performance

7	<p>How has social media helped you in discussing academic topics with your groupmates?</p> <p>3. R1, R2, R4, and R5 highlighted that social media helped in discussing academic topics with group mates by using platforms such as WhatsApp, Telegram, and Google Drive to engage in real-time communication to discuss educational matters.</p> <p>4. R2, R3, and R4 described how social media helped in discussing academic topics with group mates by sharing knowledge of assignments, rules, and debates. It could also gather various perspectives and information about academics.</p>	<p>Application</p> <ul style="list-style-type: none"> • Knowledge sharing • Real-time communication 	Yes	Yes
8	<p>What strategies do you employ to ensure efficient and organized academic discussions with your groupmates on social media platforms?</p> <p>4. R1 and R2 stated strategies to ensure efficient and organized</p>	<p>Strategies</p> <ul style="list-style-type: none"> • Updating academic activities • Quick communication • Scheduling discussion time 	Yes	Yes

	<p>academic discussions with group mates on social media platforms by checking the progress using a few platforms, such as Google Docs for collaborating and modifying, and offering assistance.</p> <p>5. R3 and R4 described strategies to ensure efficient and organized academic discussions with group mates on social media platforms by searching for accessible communication and engaging in discussion group deliberations through WhatsApp and Telegram.</p> <p>6. R5 explained strategies to ensure efficient and organized academic discussions with group mates on social media platforms, within time management by consistently scheduling a time for discussion.</p>			
9	<p>How does social media enhance your academic performance?</p> <p>4. R1, R2, R4, and R5 agreed that social media enhances academic performance through its function of accessing educational resources on several platforms, such as ChatGPT, finding articles in Emerald Insight, Scopus, and Britannica, and using social media as a tool for accessing notes using Google Forms. It enhances academic performance through social media, such as using Google to find information, retrieve notes, and improve ideas.</p> <p>5. R2 agrees that social media enhances academic performance by exchanging information and improving quality through the availability of expert opinions. Well-documented research on Scopus and Britannica enriched her assignments and contributed to the overall quality of her work.</p> <p>6. R3 described that social media enhances academic performance by providing a medium to improve English pronunciation through watching videos and repeated exposure. In addition, YouTube can be used as a medium to improve English pronunciation.</p>	<p>Application</p> <ul style="list-style-type: none"> • Knowledge sharing • Improve the quality of the assignment <p>Improve skills</p> <ul style="list-style-type: none"> • Information searching skills • Communication skills <p>Seeking information</p> <ul style="list-style-type: none"> • Exchange academic materials • Sharing ideas 	Yes	Yes

10	<p>How has the use of social media for collaborative work impacted the overall quality of your projects?</p> <p>4. R1 and R4 agree that using social media in collaborative work efficiently impacted the overall quality of projects by providing real-time communication capabilities and facilitating interaction and idea sharing through group chat.</p> <p>5. R1 and R2 declared that using social media to collaborate efficiently impacted the overall quality of projects by sharing ideas and opinions with friends, addressing difficulties in understanding assignments, and consistently explaining assignment requirements to enhance their work.</p> <p>6. R2 and R3 determined that using social media in collaborating efficiently impacted the overall quality of projects by retrieving information to identify mistakes and gaining diverse perspectives from children, adults, and teens, enhancing the overall quality of their work.</p>	<p>Academic forum</p> <ul style="list-style-type: none"> • Networking • Sharing ideas <p>Application</p> <ul style="list-style-type: none"> • Real-time communication <p>Improve skills</p> <ul style="list-style-type: none"> • Study skills • Critical thinking skills 	No	Yes
11	<p>How often do you post and share media content on social media?</p> <p>8. R1, R2, and R5 explained that they often post and share media content on social media through WhatsApp platforms at least five times per day.</p> <p>9. R3 described that he usually posts and shares media content on social media eight times per week.</p> <p>10. The frequency of posting and sharing media content on social media for R1 using Instagram is as much as five times per day.</p> <p>11. The frequency of posting and sharing media content on social media for R2 is usually three times per day on Instagram.</p> <p>12. R5 stated that he uses Instagram too often to post and share media content.</p> <p>13. R1, R2, and R5 described that they often post and share media content on social media using Telegram at least once a month.</p>	<p>Frequency</p> <ul style="list-style-type: none"> • At least 3 times per day <p>Platforms</p> <ul style="list-style-type: none"> • Posting • Review 	No	No

	14.R4 stated that he often avoids posting and sharing media content on social media to prevent any potential misunderstandings.			
12	<p>How does using social media help you relieve academic stress?</p> <p>3. R1 stated that the use of social media helps relieve academic stress by allowing students to access the internet rapidly and effortlessly instead of having to work hard in the educational process.</p> <p>4. R2, R3, R4, and R5 preferred using social media to relieve academic stress by watching entertainment, particularly platforms such as Facebook, Instagram, and TikTok, to watch humorous or engaging videos to relax and reduce tension.</p>	<p>Relieve stress</p> <ul style="list-style-type: none"> • Interactive posting • Enjoyable content 	Yes	Yes
13	<p>How has social media influenced your ability to communicate with others in person?</p> <p>3. R1, R2, R4, and R5 agreed that social media influenced the ability to communicate with others in person because of enhanced communication skills by watching motivational videos, seeking advice for in-person communication, and through online discussion.</p> <p>4. R3 stated that social media influenced the ability to communicate with others in person by exchanging information within social media communities.</p>	<p>Improve skills</p> <ul style="list-style-type: none"> • Communication skills 	Yes	Yes
14	<p>How has social media helped you express yourself?</p> <p>5. R1, R3, and R5 expressed that social media helped people express themselves by sharing daily activities on Instagram, Snapchat, and Docket, and expressing their emotions.</p> <p>6. R2 explained that she claimed to build self-improvement by using social media as a platform to express herself.</p> <p>7. R3 described that social media helped him to express himself by</p>	<p>Boosting mood</p> <ul style="list-style-type: none"> • Expressing emotion 	Yes	Yes

	<p>building his new skills using Pop Ai, Adobe Illustrator, Photoshop, and other software.</p> <p>8. R4 preferred not to express himself because of a personal aversion to activities.</p>			
15	<p>Are there any specific social media platforms that you find most helpful in expressing yourself?</p> <p>6. R1 explained that Instagram and Twitter are the social media platforms through which she finds the most utility in conveying herself. Twitter provides her with the most recent updates. She can, conversely, post images and conduct live recordings on Instagram.</p> <p>7. R2 mentioned that Twitter and Instagram were the particular social media platforms that she discovered to be the most beneficial for self-expression.</p> <p>8. R3 stated that Instagram is the particular social media platform that enables him to convey himself the most.</p> <p>9. R4 described that the social media platforms that he finds most conducive for self-expression are TikTok, Instagram, and YouTube.</p> <p>10. R5 expressed that TikTok and Instagram are the particular social media platforms that she finds most conducive for self-expression.</p>	<p>Boosting mood</p> <ul style="list-style-type: none"> Expressing emotion <p>Platforms</p> <ul style="list-style-type: none"> Posting Review 	Yes	Yes
16	<p>What are the most popular topics on social media among students?</p> <p>5. R1 and R5 stated that they prefer to find topics regarding examination, assignments, study tips, time management, and sharing learning resources/tutorials.</p> <p>6. R2 and R3 claimed the topic of interest related to environmental issues, such as climate change, pollution, biodiversity loss, using platforms to raise awareness, and coordinating actions.</p> <p>7. R3 mentioned his preference for obtaining information on current events or news, especially</p>	<p>Popular Topics</p> <ul style="list-style-type: none"> Education Entertainment New & events 	Yes	Yes

	<p>environment-related stories and campus/event organizing.</p> <p>8. R4 prefers topics on pop culture and entertainment, such as new films, celebrity news, memes, and viral challenges.</p>			
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RO3 - To study the benefits of social media use towards students' academic performance

17	<p>How has social media benefited your academic performance in seeking relevant information?</p>	<p>Seeking information</p> <ul style="list-style-type: none"> • Exchange academic materials • Sharing ideas • New knowledge <p>Application</p> <ul style="list-style-type: none"> • Provide instruction & guidelines <p>Academic forum</p> <ul style="list-style-type: none"> • Sharing idea • Improve the quality of assignment 	Yes	Yes
	<p>6. R1 uses expert access and networking, such as Twitter and LinkedIn, to connect with professionals, join topic groups, and discover research articles.</p> <p>7. R2 prefers to use Reddit and Quora, enabling asking specific questions and getting diverse, quick responses like a virtual study group.</p> <p>8. R3 stated that he prefers to learn something from video, such as YouTube's educational channels and tutorials that break down complex concepts into digestible parts.</p> <p>9. R4 mentioned his preference to gain current news, following thought leaders and organizations on Facebook and Instagram keeps students updated on industry news, trends, and opportunities.</p> <p>10. R5 clarified that collaboration and teamwork tools used alongside social platforms (e.g., Google Drive, Microsoft Teams) support file sharing and coordination for her group projects.</p>			
18	<p>In what ways has social media usage positively influenced your educational journey?</p>	<p>Improve skills</p> <ul style="list-style-type: none"> • Information searching skills • Study skills • Communication skills • Critical thinking skills 	Yes	Yes
	<p>5. R1 explained that using social media positively influenced her educational journey by exchanging educational information as self-directed learning within a typical academic environment.</p> <p>6. R2 and R4 mentioned that social media usage could positively</p>			

	<p>influence their educational journey through enhanced study skills such as information retrieval, critical thinking, and information exploitation.</p> <p>7. R3 expressed that social media usage positively influenced his educational journey by helping him build self-development.</p> <p>8. R5 stated that by using social media, she managed to enhance the quality of her assignments using the educational platforms to help her finish them.</p>			
19	<p>What tips or strategies do you use to effectively integrate social media materials into your classwork or assignments?</p> <p>4. R1 and R4 explained that tips or strategies to effectively integrate social media materials into classwork or assignments by delivering information must suit the desired topic of tasks.</p> <p>5. R2, R3, and R5 mentioned that tips or strategies to integrate social media materials into classwork or assignments effectively are using the credible resources of the information taken due to the relevance of the year, and to avoid copyright issues.</p> <p>6. R4 stated that the strategy would consist of searching using the appropriate keywords and comparing the accuracy of the social media content due to many software programs that could help to reduce the limitations of abilities.</p>	<p>Improve skills</p> <ul style="list-style-type: none"> Information searching skills 	Yes	Yes
20	<p>How can academic forums on social media contribute to your learning experience in class?</p> <p>4. R1, R2, and R5 agreed that academic forums on social media contribute to the learning experience in class by sharing and exchanging ideas on social media that can be implemented in class.</p> <p>5. R2 and R3 managed to gain new knowledge through a social media academic forum that exposed them to diverse viewpoints, boosting confidence</p>	<p>Academic forums</p> <ul style="list-style-type: none"> Networking Sharing ideas 	Yes	Yes

	<p>in sharing ideas and intriguing facts.</p> <p>6. R4 explained that he could not explain this topic because of a limited understanding of academic forums.</p>			
21	<p>How has a group discussion on social media positively impacted your academic journey?</p> <p>5. R1 explained that a supportive environment and improved relationships with friends would be impacted by a group discussion on social media that could be applied in daily life.</p> <p>6. R3 stated that group discussion on social media can improve the quality of work by aiding him in creating high-quality presentation slides.</p> <p>7. R4 concluded that communicating in a group discussion on social media would improve communication skills.</p> <p>8. R1, R2, and R5 preferred to use group discussion on social media as a platform for sharing ideas that can help to gain a multitude of viewpoints and ideas from others.</p>	<p>Application</p> <ul style="list-style-type: none"> • Friendship <p>Improve skills</p> <ul style="list-style-type: none"> • Communication skills <p>Academic forum</p> <ul style="list-style-type: none"> • Sharing idea 	Yes	Yes

AUTHOR'S PROFILE



Sharifah Nur Suzyanie binti Syed Huzaili obtained a Bachelor's in Information Science (Hons), Library Management, from the Faculty of Information Management, UiTM Cawangan Kedah, in 2018. She is currently serving as an Assistant Director at the National Library of Malaysia. Her research focuses on the Investigating Social Media Addiction, Purposes, Benefits and Impact on Academic Performance among the Diploma of Information Management Students at Universiti Teknologi MARA, emphasizing patterns of online behavior, information management practices, and strategies to promote balanced digital engagement among learners. Additionally, she highlights the importance of promoting digital literacy and responsible social media engagement among students to enhance academic success.

LIST OF PUBLICATIONS:

Sharifah Nur Suzyanie Syed Huzaili, Asmadi Mohammed Ghazali & Abd Latif Abdul Rahman (2024). Social Media Use Toward Academic Performance of Diploma in Information Management Students of Universiti Teknologi MARA (UiTM). *Voice of Academia*, 20(2): p. 380. <https://voa.uitm.edu.my/v1/voa-issue/2024-volume-20/volume-20-issue-2>



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Tandatangan Pemohon
Applicant Signature
Tarikh (Date): 26/03/2026

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Head of Division / Department / Supervisor Signature and stamp
Tarikh (Date): _____

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