



Conceptual Paper: The Use of Social Media Improved Academic Performance among University Students

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ABSTRACT

Social media nowadays with the continuous development of ICT and technologies has penetrated into the daily life of users, especially students. It can clearly shown that social networking sites play an important role in education which enable students to have better collaborate to develop their skills that can be helpful for them in workplace. Nevertheless, the 'new normal' after the global pandemic have encouraged more and more social media users. Students especially the millennials are considering the digital natives are seeking for new creativity learning platforms. Therefore, this study concentrates on the determinants on the use of social media and university students' academic performance with objective of investigating how student's overall performance is affected by students' use of social media. This paper is a conceptual paper using both Technology Acceptance Model (TAM), Theory of Planned Behaviour and Cognitive Load Theory to determine the variables affecting the academic performance of university students.

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1. INTRODUCTION

Social media nowadays with the rapid development of ICT has led an increasing phenomenon of network expending by connecting with the information landscapes (Alonge, 2014). Social media is a social network services that building online communities which allow people to share interest, and it contributes as a communication medium for the web applications (Fasae & Adegbilero-Iwari, 2016). Most social network services are conducting in the ways of browser or Internet, by e-mail, and also instant messaging services which convenience to users.

The major development of technologies and internet starts from 1990s, and the introduce of social networking sites (SNS) also raging from education to entertainment (Bernard & Dzandza, 2018). Therefore, the ways of people get in touch or communicates with others have slowly changed from the traditional methods to vice versa using social media (Bernard & Dzandza, 2018). Most users use social media with the purposes of maintaining stable contact with family members

and friends, meeting new friends, keep abreast of news and types of promotions, exchanging opinions and sharing happiness, for relaxation, entertainment and many others (Alamri et al., 2020). It shows that social media is often used by people all over the world for different purpose (Al-Rahmi et al., 2014). According to studies of past researchers Browning et al.(2011) and Selwyn(2010), Al-Rahmi et al.(2014) which supports and clarified that social media now integrated into higher education environment as new educational method that can be used to enhance university students' learning experience. Additional supports from past researchers, Vilarinho-Pereira et al. (2021) cited research of Cochrane & Narayan (2017) and present that mobile device with the use of social media has created learning opportunities and collaborative efforts of learners in formal and informally.

According to Giunchiglia et al.(2018), social media nowadays has penetrated into the daily life of users and this phenomenon has been strengthen with the increasingly popular advance technologies of smartphones. Make full use in the social media enable students to have better collaborate to

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develop their skills which can be helpful for them especially in workplace which requires multitasking in future (Giunchiglia et al., 2018). According to Malik et al. (2020) mentioned that students can discuss their work and achievement that inspire others in terms of academic performance and creativity by performing on the social media platform. Furthermore, Malik et al. (2020) mentioned that social media has far-reaching impacts which can stimulate students' motivation of learning and improve their creativity and overall learning performance. Besides, Kolhar et al. (2021) social networking sites play an important role in education. Kolhar et al. (2021) cited research of Greenhow and Robelia (2009) as supports and present that social networking sites have contributed multiple opportunities for students to improve their learning and access the latest information by connecting with learning groups and other educational systems. According to Kolhar et al. (2021), academic progress of students will be impacted if students spends too much time using the social media on non-academic purpose that distracts the learning environment of students.

Lately, social networking sites such as, Facebook, YouTube as well as Instagram had captured attraction amongst younger generation to use them. According to the statistic cited from SilverMouse.com, Facebook was placed on the top with 70% of most active social media platform and followed by YouTube (69%), and WhatsApp (68%). Supports from past researchers, Anderson & Smith (2018) present that majority of people are using social media networking as well as applications such as Facebook, Youtube, Instagram, Twitters, TikTok and others. Additional supports from Alshuaibi et al. (2018), Malaysian with 94% of the overall online populations using the common social media site which is Facebook, and followed by Twitter (59%). Besides that, statistics of social media users in Malaysia represented 53% of the overall population and almost three hours and thirty minutes in average will spend by users by daily (Alshuaibi et al., 2018).

There is a statistic report cited from Datareportal, Kemp (2021) present that the number of Malaysia social media users reach 86% of total population in Jan 2021. Nevertheless, Müller (2021) also supports that the statistic of Malaysian population active in social media reach 86% in 2021 with an increasing of 24% compared to 62% in 2016. Nevertheless, there were Instagram users in Malaysia among 13.8 million people that break down by gender, with a statistic of 54.3% of female Malaysian users involved in the use of Instagram, and only 45.7% of male Malaysian users involved in

During pandemic of Covid-19, everyone especially students were restricted from staying at home. Khan et al. (2021) believe that the social media use for educational purpose stands for an important role for students' performance. There were types of social media tools have been designed for education purpose included education website. According to the statistic from SimilarWeb.com (2021), the most visited Education website in Malaysia in September 2021 was ranked first on quizizz.com, second on worldwall.net and thirdly anyflip.com, followed by blocket.com and liveworksheets.com.

Furthermore, the number of users active in educational designed website such as ResearchGate and Academia.edu are slightly increased. According to the past researchers, Malik et al.(2020) mentioned that social media used as an educational tool has made great contributions in the education field, including the designed websites for learners such as Slideshare.net, Academia.edu and Research Gate. It is because

the functional of these tools are useful for learners to sharing knowledge and collaborate with others (Malik et al., 2020). In additions, past researchers supported that with the use of online social media platforms can enhance students' creativity and helps in reinforces and motivate students in their study (Vilarinho-Pereira et al., 2021).

Many studies were carried out and there were still problem occurs based on researches' results. As an example, according to Mahdiun et al (2020), the use of telegram found out negatively impacted both the academic performance and students' engagement. It shows that the quality of higher education environment and classrooms can be improve by implementing social media use for students to share data and information. However, researchers urged that the result of past research can be examine and compare with qualitative research methods with present study. Besides that, challenges for present study in encouraged to focus on examine the social media and academic performance in difference between private and public universities. (Mahdiun et al., 2020).

Past researcher Alshuaibi et al.(2018) conclude that there were many factors that led the integration of social media to course delivery to the success, and a result was found out that it will based on own perspective of students on the use of social media. According to Alshuaibi et al.(2018), past research encouraged the present study to considers focusing more on the types of social media, rather than just focusing on students' academic performance. Therefore, the purpose of problems is to find out and verify whether types of social media applied able to affect students' academic performance as well as student's engagement. Nevertheless, investigate is needed to examine the types of social media student use for further explaining in whether the use is indirect linked with students' academic performance (Alshuaibi et al., 2018).

According to Bhat & Gupta(2019) mentioned the role of social media can improve academic performance among students, but they did not clarified which types of social media would be more effectively in achieving objective. Moreover, present studies will need to identified types of social media and its impact on use relate with students' academic performance to know the type of social media elements may impacts a better academic performance among students.

Nevertheless, Malik et al.(2020) mentioned that present study encouraged to examine factors such as self-efficacy which can improve the academic performance's value. Researchers' data were collected by self-report measures through the survey questions and they encouraged future research using other methods to test their model with additions of experimental techniques and appraisal dimensions.

Past researcher Lau(2017) has discussed that the use of social media and social media multitasking as the key variables shows negatively impact university students' academic performance. Lau(2017) also urged that the studies need more research to prove that multitasking activity able to affect academic performance in different ways with the students participating in social media. Present study is encouraged should investigate in the differences and background factors which reduce the effects on academic performance. Besides that, other factors variables such as learning related behaviour and perceived academic learning can be examine to gather more data to support research of social media multitasking. Furthermore, Raza et al.(2020) suggest that other factors that

influences such as students' cognitive abilities, and students' sense of self efficacy can be included in future studies. Therefore, the main objective of this study is to determine the effect of using social media and academic performance among university students.

2. LITERATURE REVIEW

2.1 Definition of Social Media

Social media became an important part of daily lives and contemporary culture (Vilarinho-Pereira et al., 2021) and social media nowadays with its popularity is consider as a well-known communication medium for students (Alshuaibi et al., 2018). Furthermore, social media with its functions gain increasingly demand used by young people to simple access information, communicate with their friend or classmate, sharing creations and also express themselves (Vilarinho-Pereira et al., 2021). According to Alshuaibi et al. (2018), the integration of social media for educational purpose became more easier compare to previous. Besides that, majority students have create their social media account on social networking sites such as Facebook, Twitter, Instagram, YouTube, Google+ to which create a better and easier access. (Alshuaibi et al., 2018).

According to past researchers Cochrane & Narayan (2017), social media is mostly accessed through mobile device social media. It also helps in extending students' learning experiences by giving more opportunities for learners (Vilarinho-Pereira et al., 2021). With the numerous of social media platforms, educators are expected to use these opportunities to facilitate communication and collaboration. According to (Vilarinho-Pereira et al., 2021), social media nowadays with widespread use and its popularization access in social media have great potential to support educational programs for all ages. Ansari & Khan (2020) suggest that the social media platform enable users especially students to access course contents, ensure interaction with their supervisor or lecturer (Ansari & Khan, 2020).

Besides that, social media can be described as social news and there were some media websites includes social book marking, social news, social networking, wikis, social photo and video sharing. For social bookmarking, it interacts by "tags" or keywords with content such as website (Peter, 2015). For social news enable users to interact to vote and comment on article. While the Social networking sites (SNS) such as Facebook is users able to interact by adding friends, sharing groups for discussion, commenting on photo and profiles (Peter, 2015).

The next is social photo and video sharing on platform such as YouTube which allow users to be interact by upload and shares their photos and videos. Nevertheless, Peter (2015) present that Wikis or Wikipedia is one of social media websites that enable users to adding articles, and editing existing article. Besides that, Peter, (2015) suggest that the example of social networking sites of social media will be WhatsApp Messenger with its app features such as text messaging, sending photo and video clip, sending voice message, and also GPS real-time location to others.

Back to the platform of social media, Facebook according to Habes et al. (2019) is the social networking site that first appearance in 1997 with a URL SixDegree.com that enable users to establishing personal profile. It enables users to commentary in news sites and also exchanging text message between users. Besides, MySpace.com was introduce and

followed by the site of Facebook that allow its users to access friend profiles and it also allows users to share information and exchange news with others. Facebook in overall affect the scope of the virtual community, the real society, politics, cultural and religious clients (Habes et al., 2019).

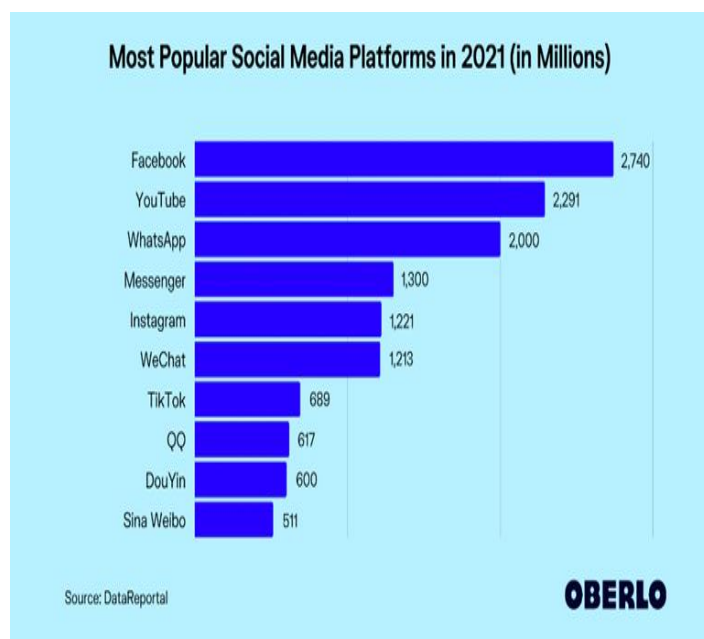


Figure 1. Most popular social media platforms in 2021

There were theories can be adopted from the past researches to be used in formulation of framework, which are Technology Acceptance Model (TAM), Theory of Planned Behaviour (TPB), and Cognitive Load Theory (CLT).

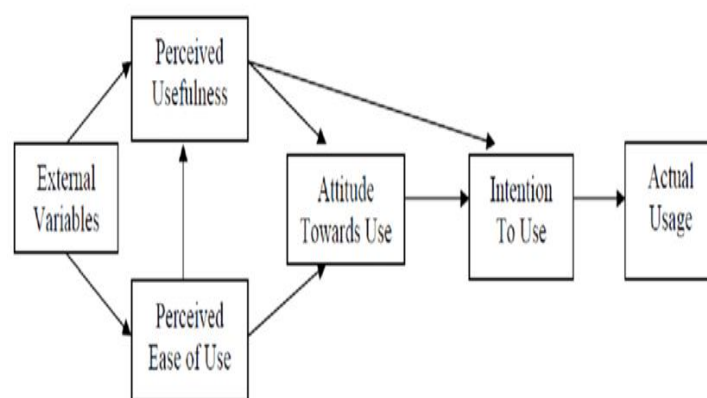


Figure 2. Technology Acceptance Model (TAM)

The first theory involved in these studies will be Technology Acceptance Model (TAM). According to Davis (1989), he conceived TAM to regulate the casual relationship between user's internal opinion, perspective, and also user's intentions in adopting computer technology. In addition, TAM mostly used by scholars to study information systems (ISs) and

computer technologies (CTs). Technology Acceptance Model (TAM) is useful in influence the willingness of individual to try new technologies using two main elements in TAM which is perceived ease of use and perceived usefulness. This has made TAM become one of the most influential models of technology acceptance (Davis, 1989).

According to the past studies, Ashraf et al.(2021) suggests the TAM theory as an important theory for examining the impact of online learning using social media and education performance that their studies on students in China. Besides that, according to Al-Rahmi et al.(2017), their studies using the TAM model to test with variables such as collaborative learning, students' engagement on the use of social media and students' satisfaction. In addition, Khan et al.(2021) combines TAM with Vygotsky's Constructivism theory to examine their variables such as collaborative learning, perceived enjoyment and social media with involvement of two elements of TAM's PU and PEU.

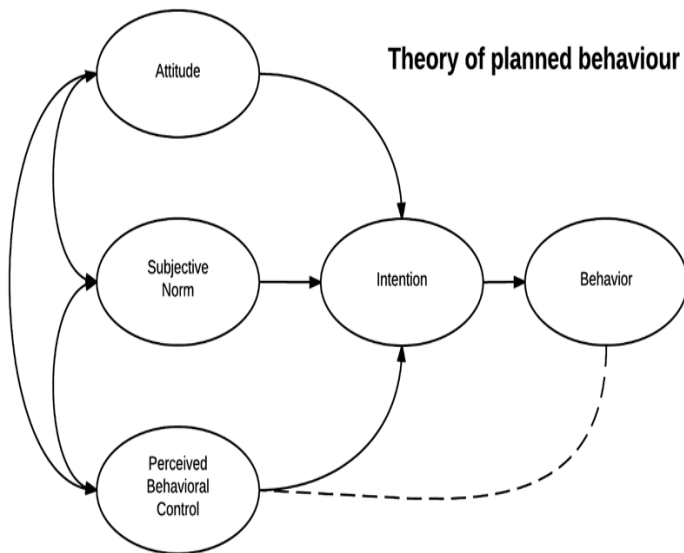


Figure 5. Theory of Planned Behaviour

The second theory involved in these studies by past researches is Theory of Planned Behaviour. Paul et al.(2012) suggests in using TPB that construct by Ajzen (1991) to test the outcome with variables such as social networking and Students' academic performance. Besides, in the studies of Ajzen (1991) mentioned that TBP is developed and used for predicting willingness to participate in specific behaviours, as well as predicting the behaviour of actual participation. According to Paul et al.(2012), there were total 3 variables can predict the willingness of students in term of attitude toward behaviour, perceived behavioural control and subjective norms.

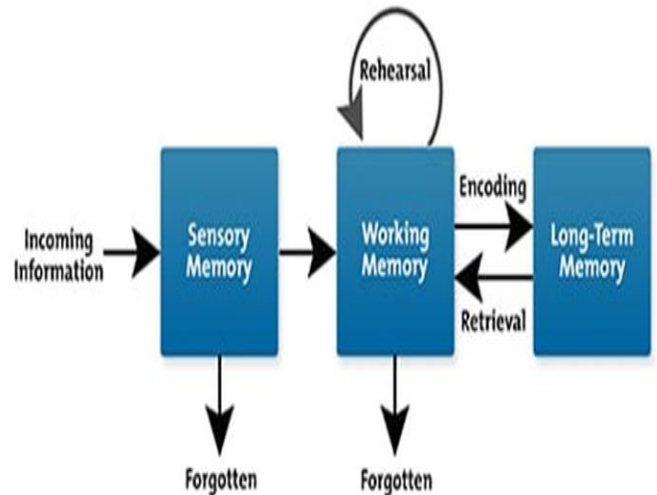


Figure 4. Cognitive Load Theory

Sources: Mindtools.com. Adapted from Atkinson, R.C. and Shiffrin, R.M. (1968).

Previous researchers using Cognitive Load Theory coined by John Sweller 1988 which provided in analysing the independent variable (IV), multitasking on social media use. The concepts of Cognitive Load Theory will be:

- i) The dimension of working memory is limited
- ii) The dimension of long-term memory is basically unlimited
- iii) Learning requests an actively processing working memory and comprehension of the instructional materials to encode the formation of long-term memory
- iv) The process of learning became ineffective when working memory is overloaded.

Past researcher Lau (2017) used Cognitive Load Theory to examine the variables such as social media and multitasking on academic performance. The outcome results that social media multitasking is negatively predicted the academic performance of students.

2.1 The use of social media and academic performance

Social media is the online tools that link people together all over the world to obtain instructive and educational information (Olowo et al., 2020). The use of social media with its fast-triggered virtual communication methods and Internet-based technology has changed the lifestyle of young people (Ansari & Khan, 2020).

Many research from past studies showed there is positive impact of social media usage platforms with student's academic performance (Habes et al., 2020). In addition, social media has an obvious impact on teacher-student education, becoming the driving force and main supporter of education (Habes et al., 2020). The roles of social media use takes an vital parts in motivates students toward education and collaboration which enhance the performance of students and leads students to be more interest in their studies (Malik et al., 2020). According to Malik et al.(2020), student's academic performance is an significant aspect which directly related with students' educational achievements .

According to Ansari & Khan (2020), social media as convenience tools of obtaining relevant information. Around 67% respondents accept with statement of social media play vital role in academic performance and career enhancement (Ansari & Khan, 2020). Supports from others scholars in studies of Malik et al. (2020) shows that social media enhance student's motivation and studies with other actions such as collaborate, socialize and share of information.

2.2 Collaborative learning

Collaborative learning is a general term for various educational methods and it needs involvement of students in two or groups that seek for mutual understanding or solutions (Smith & MacGregor, 1992). According to Smith & MacGregor (1992), collaborative learning activities is rare and it is focus in students' exploration or application of the course material. In addition, collaborative learning is the changing of learning method from typical mentor centered from major shift from the typical teacher-centered or lecture-centered university classroom environment (Smith & MacGregor, 1992).

Furthermore, Al-Rahmi et al. (2014) present that social media has been widely acceptance and integrated into teaching methods. With the effectiveness of social media in improving the overall academic performance of students, collaborative learning is expected to increase significant. According to Al-Rahmi et al. (2014), cooperative learning with the use of social media can influence student's satisfaction, and academic performance of students (Al-Rahmi et al., 2014). Moreover, collaborative learning using platforms such as Facebook and e-mail improve the effectiveness of learners in knowledge sharing (Al-Rahmi et al., 2014). Therefore, Al-Rahmi et al. (2014) concluded that social media in overall promotes the learning experience of majority students' through the collaborative learning.

On the other hand, Al-Rahmi & Zeki (2017) mentioned that learning performance of research student have significantly influence by social media use. It shows that the use of social media with the practice of collaborative learning can affect students' learning performance based on students' perception of use. According to Ansari & Khan (2020) results found out that learning performance of students will be positively affected by collaborative learning.

According to Khan et al. (2021), students during Covid-19 outbreak highly depends on methods that students used to enhance their learning performance such as collaborative learning in an educational environment. Therefore, ways of using social media for collaborative learning is vital for students. Nevertheless, Khan et al. (2021) concluded that the use of social media may be useful for learning performance and collaborative learning have positive impact by the using media tools. Khan et al. (2021) also present that their studies indicates that collaborative learning with the perceived ease of use on social media, and also perceived usefulness of social media as well as student's perceived enjoyment can be important contributors of social media adoption by students in higher education. Moreover, Khan et al. (2021) stated that social media use is conducive to enhancing learners' studies in collaborative ways.

2.3. Multitasking (on social media)

Multitasking can be defined as participating more than one task given within a given period of time. According to Lau

(2017), multitasking can be divided into three categories which is: dual-tasking, rapid attention switching as well as continuous partial attention. First, dual-tasking means that individuals completing two tasks at the same time. Secondly, rapid attention switching means fast and continuous in switching of attention of tasks given. Thirdly, continuous partial attention requires for continuous local attention for multiple tasks (Lau, 2017). Furthermore, multitasking in media according to Lau (2017) involves participating activities at the same times together related with at least one of media. Additional supports from past researchers, Lau (2017) cited Kononova & Chiang (2015) that multitasking can be performed with difference device as it did not depends on single device.

With the integrated functions of multimedia elements, multitasking nowadays becomes easier today (Lau, 2017). According to Lau (2017), students prefer to use multiples media at the same time, and the prospective impact of multitasking behaviour has been observed for years. Nevertheless, younger people are more likely to multitask with new media (Lau, 2017). In addition, Lau (2017) present that multitasking performance in education or learning environment can be examine by the limits of Cognitive Load Theory. It is a theory that focuses on the role of working memory which managing the learning process (Sweller, 1988).

In addition, cognitive load is the amount of information that requires by working memory and cognitive overload requires for an excessive mental work (Lau, 2017). Cognitive load theory predicts that when students deal with multiple tasks at the same time, the internal or external load that hinders learning will increase that might affect their academic performance. For example, when students use technology to engage in non-task activities, the learning tasks that must be completed create additional burdens (Lau, 2017).

The studies of past researchers specific on academic or educational performance of students being negatively predicted with multiples tasking when using social media. A result was found out from past researchers Lau, (2017) in "students who use social media more for nonacademic purposes perform less favorably academically" and "students who engage more in SMM perform less favorably academically" were supported by CGPA. According to research of Lau (2017), multitasking on social media reflected in students' CGPA which mean that students learning being affected by multitasking. Lastly, results from past researchers Lau, (2017) shows that multitasking is the key variables which is negatively impacts on university students' performance. Besides that, past research of Raza et al. (2020) resulted that the dependent variable GPA was found out positively related with its independent variable, media multitasking ($p < 0.001$).

2.4 Intrinsic motivation

According Oudeyer & Kaplan (2009), past researchers mentioned that intrinsic motivation is the inner satisfaction of individual when engaging of an activity rather than for some separable result cited from research of Ryan & Deci (2000). People with intrinsic motivation will moved to act for a certain challenge or fun without pressure, external products, or rewards (Oudeyer & Kaplan, 2009). In addition, people with intrinsic motivation will easily motivated due to the inner enjoyment Oudeyer & Kaplan (2009).

The past researchers studies of Gulzar et al.(2021) shows that intrinsic motivation is a variables for student's use of social media which will improve the overall performance and creativeness among students. As support from other researchers, positive influence found out between intrinsic motivation involvement on students' academic related outcomes (Bempechat and Shernoff 2012; Saeed and Zyngier 2012). In addition, people with high level of intrinsic motivation can enhance greater creativeness on work and engagement (Malik et al., 2020). It shows that motivation can be the key variables that influences students' learning. Moreover, Zheng et al.(2016) have concluded that the purpose of social media used is to strengthen student's objective such as improve that an important objective of using social media is to enhance student survival in educational institutions, commitment and motivation in educational institution.

According to Malik et al. (2020), result was found out with positive correlation (< 0.01) between the use of social media and intrinsic motivations among students'. Besides that, there is a positive correlation between intrinsic motivation and students' academic performance ($p < 0.01$). Furthermore, more related results from past researchers Malik et al.(2020) with social media indirectly related with intrinsic motivation and student's academic performance(0.35).

Nevertheless, another result from studies of Gulzar et al., (2021), a positive association was found out in their researches, with students' use of social media and the intrinsic motivation among students ($p < 0.001$), students' creativity ($p < 0.05$), and students' engagement in academia ($p < 0.05$). The results show that in current digital aged, the utilization on how students' intrinsic motivation able to increase with the use of social media (Gulzar et al., 2021).

2.5 Impacts of social media

In this global era, social media tools are the most significant to present in our life and the use of social media may be negative correlation. According to Giunchiglia et al. (2017), a negative relationship shows on social media and academic performance that highlighted the impact on addictedness of social media on students' career.

Besides that, other past researcher Talaue et al. (2018) concluded that there is dual impact of social media on student achievement. According to Talaue et al. (2018), researchers mentioned that student's time used to spend on social media emphasized negatively impact to students' academic or educational performance. Additional supports from past researches studies, a total of 38.3% of students chosen strongly agreed that the negative effect of social media will impact on overall learning performance through their studies (Talaue et al., 2018).

Furthermore, according to Hasnain et al.(2021), they suggest that social media has an inverse relationship with academic performance. Besides, Hasnain et al.(2021) also discuss that the more students spend time on social media and the more their GPA being affected.

Based on result of Othman, Apandi & Ngah (2017), students' academic can be negatively affected by the ways they using platform of social media. On the other hand, according to instrument result research of Othman, Apandi & Ngah, (2017) have shown that students usually face problem of late in submission is due to lack of time management on social media

which had gained 62% of agree from respondents. Besides that, 54% of respondents agree with social media is affecting their study time. In addition, majority of students strongly agree with there will be problem of lack of focus during lecture session when respondent using social media (Othman, Apandi & Ngah, 2017). Last but not least, a majority of 90% of respondents clarified that they agree with they did not put full attention on class with the use of social media. Therefore, the studies had proven that social media able to distract attentions of student which negatively affected students' academic performance (Othman, Apandi & Ngah, 2017)

2.6 Perceive Ease of Use and Perceived Usefulness

Perceive ease of use and perceived usefulness is the key constructs in Technology Acceptance Model (TAM) clarified by Davis(1989). In this research focus on the context of social media, perceived ease of use refers to social media is convenience to use. According to Davis (1989), perceived ease of use can be explained with a particular individual believe in using a certain system can save up effort which also means that easy to use. On the other hand, the explanation for perceived usefulness will be someone who believes in using a particular system can improve their work performance (Davis, 1989). According to Davis (1989), an application that is considered easier to use will be more likely to be accepted by users compare to another.

According to past researchers, Al-Rahmi et al. (2017) present that with the context of social media, perceived usefulness had a stronger association with the use of social media compare to perceived ease of use. In addition, both of perceived ease of use and perceived usefulness are closely related to social media use and the use of active collaborative learning (Al-Rahmi et al., 2017).

Additional supports from Khan et al. (2021), results was found out that social media is closely associated with perceived ease of use with result of $p < 0.001$. Besides that, past research resulted $p < 0.001$ on perceived ease of use is positively and significantly associated with perceived usefulness (Khan et al., 2021). Nevertheless, both of perceived ease of use and perceived effectiveness with the use of social media was resulted positive and significant related (Khan et al., 2021).

3. RESEARCH METHODOLOGY

Figure 6 shows that independent variables were listed on left side of figure which will affect the dependent variable on the right side of figure. The TAM Theory framework was adopted in this research to analyse variables.

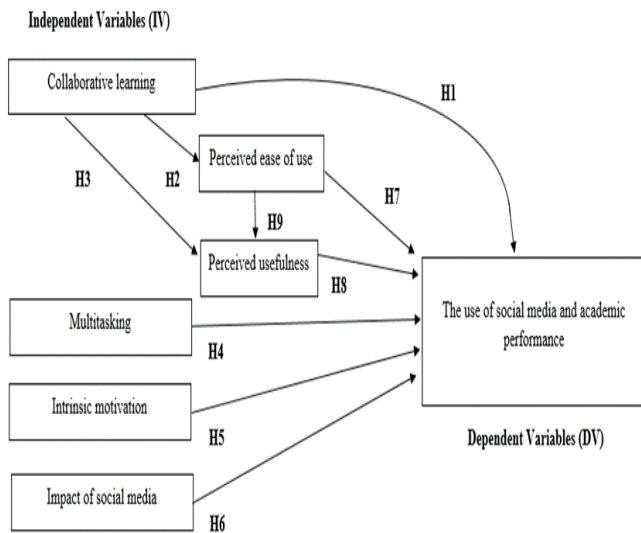


Figure 6. Source: Conceptual framework was developed for this study.

3.1 Collaborative Learning

Studies from past researchers found out that there is relationship between collaborative learning with the use of social media and academic performance. Constructs studies by past researchers include collaborative learning, perceived usefulness, perceived ease of use and social media (Khan et al., 2021). According to Davis (1989), perceived ease of use and perceived usefulness are important elements of Technology Acceptance Model (TAM), and it will be implemented in the develop of hypothesis. the According to Al-Rahmi et al. (2017), social media facilitates the academic performance and collaborative learning of students. Therefore, hypothesis for the research is generated as shown below:

H1: There is a positive relationship between collaborative learning on the use of social media and academic performance among university students.

H2: Collaborating learning is positively associated with perceived ease of use.

H3: Collaborating learning is positively associated with perceived usefulness.

3.2. Effective of Multitasking

The studies of past researchers specific in multi-tasking of social media had negatively affected students' academic or rducational performance. Multitasking on social media was found out impacts on other factors such as CGPA of students, student engagement and student creativity based on studies of past researchers (Lau, 2017; Raza et al., 2020). Studies of past researchers Lau (2017) studies were supported by result "CGPA" that students who participate in social media multitasking impact their academic performance, and the use social media more for nonacademic purposes impact on students' academic performance. Therefore, the following are the generated hypothesis of this research:

H4: Multitasking is positively associated with the use of social media and academic performance among university students.

3.3 Intrinsic Motivation

There are previous research shows that intrinsic motivation correlates with social media use as well as academic performance of students. The result from the survey of Gulzar et al. (2021) shows a positive associate between intrinsic motivation among students with social media use and students' academic performance with result ($p < 0.01$). Hence, the author has come out with hypothesis:

H5: There is a positive relationship between intrinsic motivation with the use of social media and academic performance among university students.

3.4 Impacts of social media

Studies conducted in the past have discover that impact of social media will directly affect the social media use and student's academic or educational performance also being affected. In addition, other studies from Talaue et al. (2018) supports that there is dual impacts of social media towards student's achievement. Therefore, author introduces the hypothesis shown as below:

H6: There is a significant relationship between impacts of social media on the use of social media and academic performance among university students.

Nevertheless, studies of past researchers included Giunchiglia et al. (2017) found out a negative relationship between impacts of social media and academic performance. The following hypothesis is formed as shown below:

H6(2): Impact of social media can negatively affect the use of social media and academic performance among university students.

3.5 Perceived Ease of Use and Perceived Usefulness

According to Davis (1989), the key constructs of TAM is perceived ease of use and perceived usefulness. Al-Rahmi et al. (2017) both of perceived ease of use and perceived usefulness were strongly associated with the use of students' use of social media and active collaborative learning. Therefore, the following hypothesis are generated for this research:

H7: Perceived ease of use is positive related with the use of social media and academic performance among university students.

H8: Perceived usefulness is positive related with the use of social media and academic performance among university students.

H9: There is a positive relationship between perceived ease of use and perceived usefulness.

Valid research is formed when its conclusion is accurate according to research design (Akhtar, 2017). Research design in 1960s was emerged as recognizable field of study, and Akhtar (2017) stated that research design as the conception blueprint to conduct research.

In this part, research will conduct using quantitative research method for its research design. Quantitative research with statistic, diagram, table, and chart able to shows how the figures relates with the formed hypothesis in a structure way. In addition, primary data is collected for analyses purpose via

online surveys questionnaires. The collected data will be tested in further chapter to examine whether the hypothesis is applicable. Besides, secondary data such as journal article will be references for this research.

Sampling as an important technique used by researchers to systematically scope a smaller number of representative group of people or items. A representative population represents a subset from a larger population to find data source based on objective which suits the particular study (Sharma, 2017). Furthermore, Sharma (2017) also presents that sampling is needed for surveys due to it is impossible for researchers to test for each individual in populations. Therefore, the subset will become representative for a particular population which will more suitable and easier for researchers to do research in terms of cost, convenience and time (Sharma, 2017).

In this research, respondents are considered as representative for the populations of university students in Malaysia. In addition, the findings from data collected from these respondents will applied to the whole of university students. Many researchers have used this approach to collect a good sampling that provided accurate statistic and data. The number of respondents needed is calculated using G*Power or krejcie and Morgan's table.

The target population for this study is university students in Malaysia. University students from both private and government university are accepted to be survey respondent, because the research is focuses on student's use of social media and academic performance. There is no restriction of geographical limit on target population as long respondent is university students in Malaysia.

4. CONCLUSION

The significance of this study is to determine the use of social media and academic performance among university students. Social networks nowadays becoming popular among university students in spending free time and it is also channel of educational and amusement to reduce stress. Some of the researches had proved that there are impacts on time spending of social media. Therefore, it is urgent to find out the possible effect of social media use on users and especially in how social media affects academic performance to success. This study will help students to understand the possible effect of social media to users included for both positive and negative. In addition, students able to know how the use of social networks affects their academic performance. This study will discover information and provide researchers more opportunities to explore and acquire new knowledge that can be used for future research. Besides that, university student will be more understand of the relationship between the way that they use social media and how their academic performance can be affected in further investigate. In addition, students' awareness can be improving and their time managing in controlling or set limit for social media usage if they able to know what possible impact might cause by social media. This study will also provide a guide for university students to determine what this research significant to the academic performance with the impacts of social media use since these students will be turn to adulthood and working for an industry.

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