

THE IMPACT OF SOCIAL MEDIA ADDICTION ON ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

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Abstract: *Social media has a huge impact on university student's daily life. The usage of social media nowadays has varied ranging from socializing, to searching for information, learning something new, reading news, and finding products. However, the extent of social media use among university students has escalated towards addiction which needs to be investigated. By conducting a quantitative survey among university students at renowned public university in Malaysia, SPSS version 28 have been used to analyze the impact of social media addiction on academic performance hence the findings proved that social media addiction significantly affects students' CGPA. The relationships between the impact of social media addiction and academic performance were analyzed using the correlations method. Several recommendations were made based on research findings to cater to this issue.*

Keywords: *Social Media Addiction; Academic Performance; University Students.*

Introduction

Social media addiction is defined as internet addiction, in which individuals exhibit a compulsion to use social media excessively (Hou, Tong, Jiang, Song, & Wang, 2019). Social media addiction among the younger generation is well documented in the literature as the extent of this addiction would leads to poor sleep quality, spending more time with social media, excessive mental occupation, uncontrollable urge to log on to social media, overly concerned about social media, and affects academic performance (Tutgun-unal & Deniz, 2021). Since 2012, Andreassen (2012) has highlighted that the excessive use of electronic media significantly affects daily living activities and research has found that this addiction is directly

linked with the sleeping habits of the younger generation, such as university students. University students in public universities in Malaysia would spend an average of more than 18 hours weekly for classes, and another 10 hours for assignments. Poor sleeping habits would encourage a lack of intention towards classes, and loss of focus and consequently affects academic performance. Thus, as suggested by Tutgun-unal and Deniz (2021), there is an urgent need to investigate social media addiction among university students to ensure preventive actions can be taken academically to protect the younger generations from succumbed to this worrying issue.

Method & Material

This research adopts the quantitative survey questionnaire to acquire data. Questionnaires were adapted and adopted from previous research of Tutgun-unal and Deniz (2021) and re-written in the Google form for easier data collection administration. For data analysis, SPSS version 28 was used to analyze both descriptive and inferential statistics. A total of 138 data were collected and only 120 can be proceeded to data analysis due to its completion. Data were collected using social media platforms such as WhatsApp group, Facebook, Telegram, and Twitter that comprises students from both public and private universities in Malaysia.

Findings

Demographic Information

For gender, females were dominant in universities as 75% of respondents are female (90 out of 120) while males only cater to 25% (30 out of 120). For institutions, 104 of the respondents were from public universities while only 16 were from private universities. For education level, most of the respondents are currently pursuing a first degree (68.3%, 82 out of 120), while 29.2% or 35 of them are currently doing Diploma, while only 3 of them are doing post-graduate study master level. Figure 3.1, 3.2, 3.3 below depicts the demographic statistics for this study.

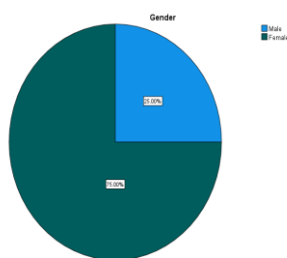


Figure 3.1: Gender

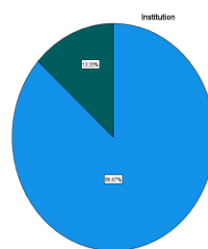


Figure 3.2: Academic Institution

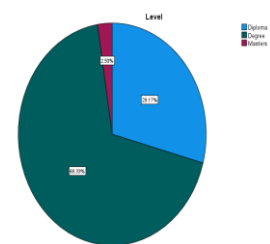


Figure 3.3: Academic Level

Social Media Addiction Level among University Students

When directly asked about respondent's addiction level, 51.67% or 62 of them admit that they are slightly addicted to social media, 27.5% or 33 of them admit to being in the state of highly addicted, while 12.5% or 15 of them admit they are only mildly addicted. 9 or 7.5% of them admit to be in the state of very highly addicted while only one of them (0.8%) admits to be not addicted at all. Respondents were also asked about how much time they spent on social media every day and agonizingly 114 (95%) of them spends more than 4 hours on social media. Contradict to this question, respondents also requested to state how much time they spent on their academic lessons such as reviewing notes, completing assignments, and discussion, and

the results showed that 101 of them (84%) have spent more than 4 hours per day. Figure 3.4, 3.5, and 3.6 depicts the findings about social media addiction level among university students.

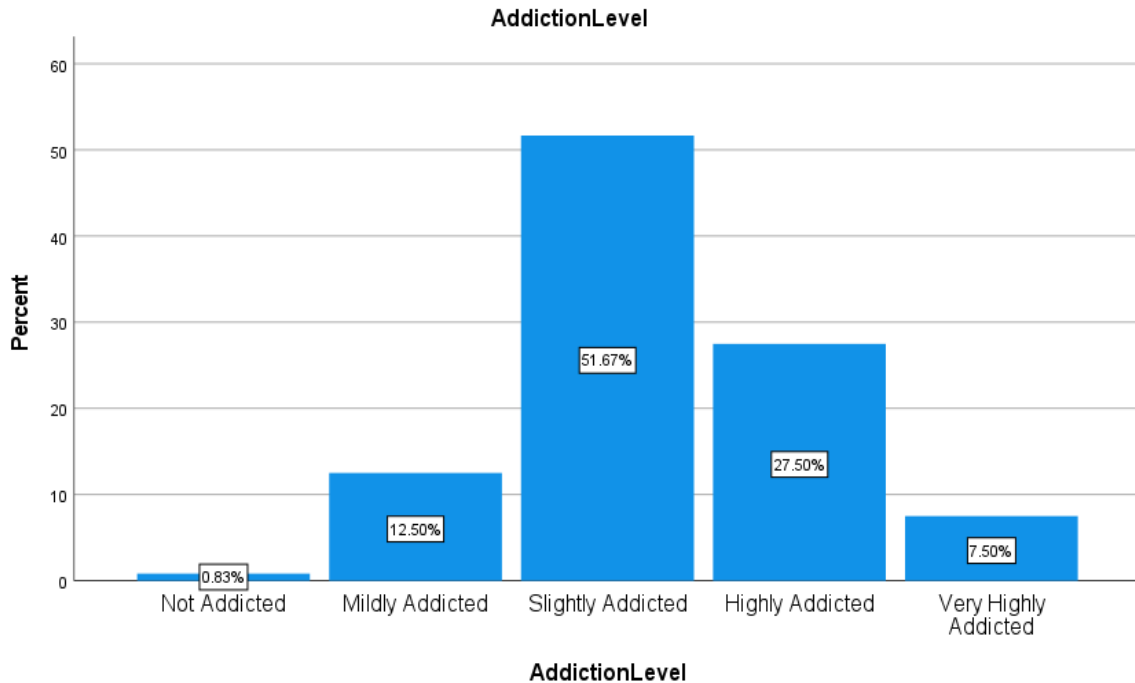


Figure 3.4: Addiction Level

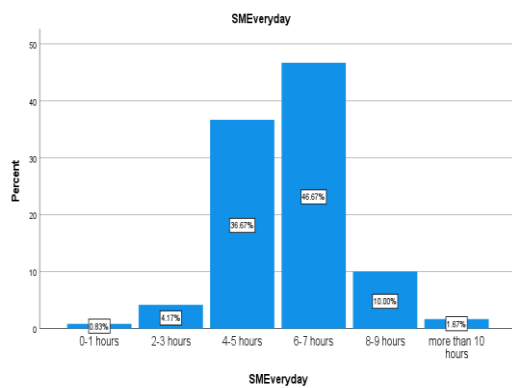


Figure 3.5: Time Spent on Social Media per day

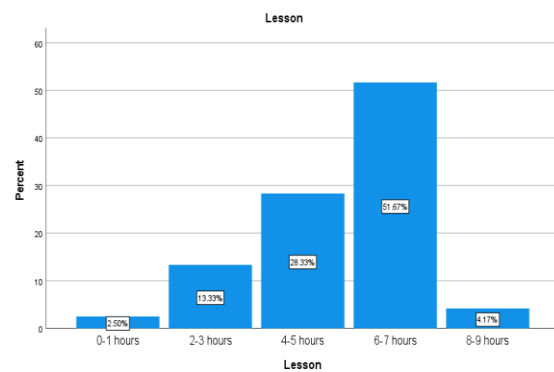


Figure 3.6: Time Spent on Academic Commitment per day

Social Media Addiction and Academic Performance of University Students

When asked directly whether social media addiction has impacted student performance, only 20% (20 out of 120) admit that social media has negatively affected their performance, and 60% (72 out of 12) of them suggest social media has improved their academic performance while another 20% of them thinks they are unaffected. Respondents were asked whether social media has interrupted their academic work and 68.3% (82) of them sincerely admit this while only 31.7% (38) of them think their work is not interrupted due to social media. This finding is in line with Hou et al., (2019). In terms of productivity, 48.3% (58) of them accepted that their academic productivity decreases due to social media activity, while 51.7% (62) of them suggest otherwise. Findings show that 61.7% (74) of them have problems with sleep patterns due to

social media usage, and this finding has supported the study of Tutgun-unal and Deniz (2021), which empirically proved that social media addiction affects sleeping patterns. In terms of task completion, 45.8% (55) of them admits that they cannot complete their academic task on the plan due to the distraction of social media. Figure 3.7, 3.8, 3.9, and 3.10 depicts the findings of social media addiction and the academic performance of students.

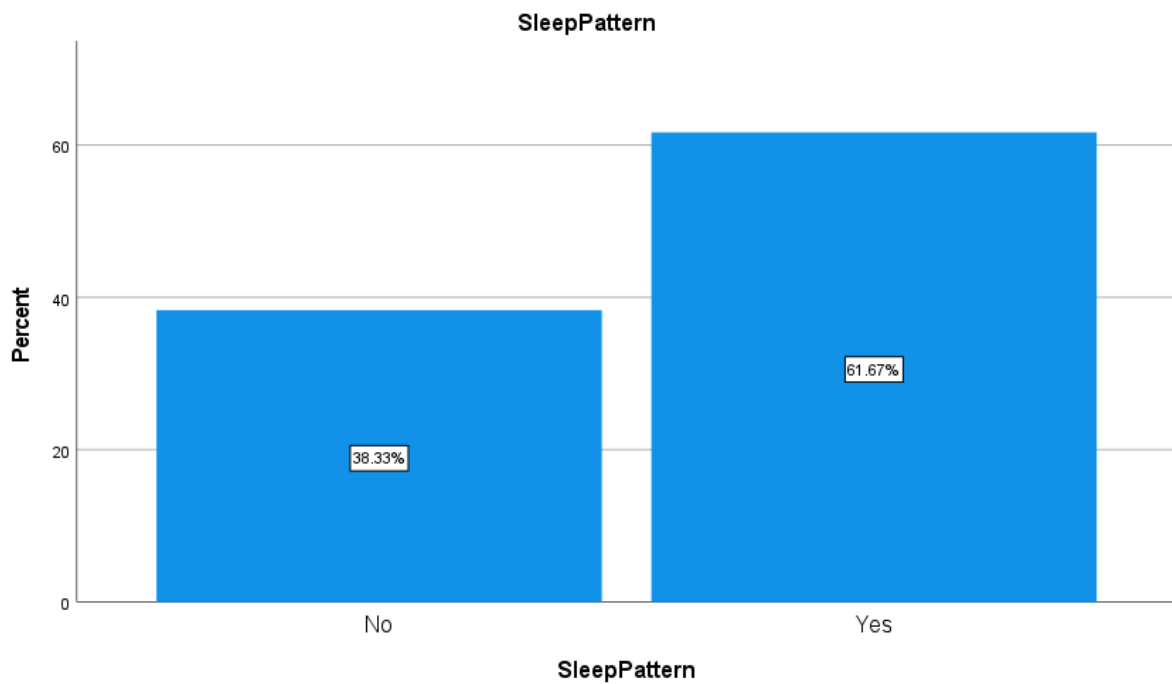


Figure 3.7: Does Social media affects sleep pattern?

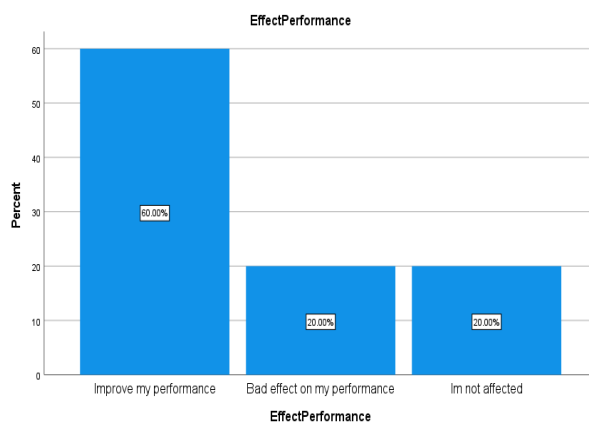


Figure 3.8: Does social media affect academic performance?

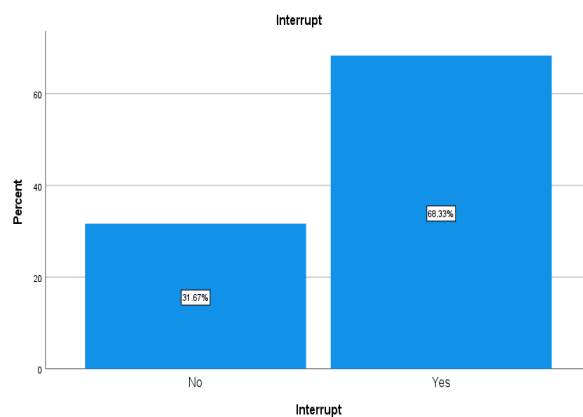


Figure 3.9: Does social media interrupts academic works?

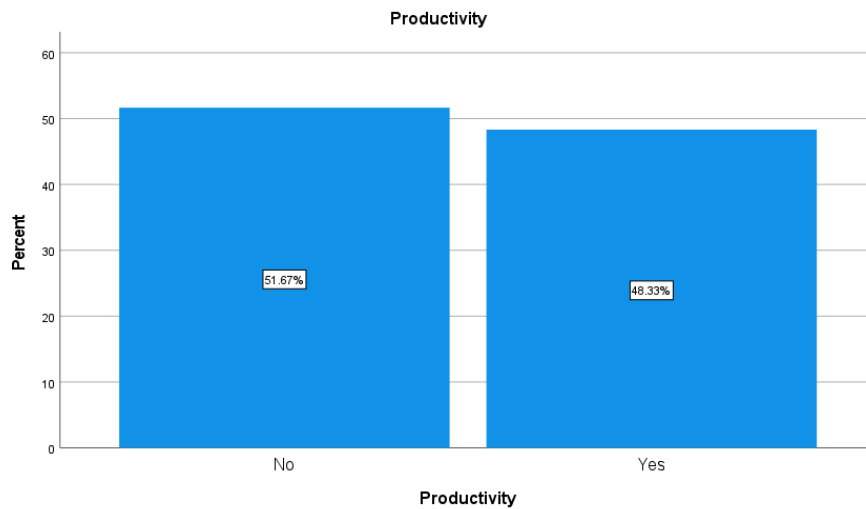


Figure 3.10: Does social media decreased academic productivity?

Relationships Between Social Media Addiction and Academic Performance

A total of 10 items were used to measure social media addiction by adapting and adopting the questionnaire of Tutgun-unal and Deniz (2021). Prior to regression analysis, reliability analysis was performed to ensure the reliability of the measurement instrument. Figure 3.11 below depicts the reliability analysis results. Hence, the relationships between social media addiction and academic performance were calculated using single-factor correlation techniques that use these 10 items computed into 1 independent variable namely addiction, while the dependent variable is the current CGPA of the respondents. The result of the coefficient is shown in table 3.0 below: - From the findings coefficient table, it is found that social media addiction relatively affects students' CGPA. The higher the addiction level, the more decrease the CGPA, while the less the addiction level, the higher the CGPA.

Table 1: Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.862	10

Table 2: Social Media Addiction VS CGPA coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.499	.258		13.571	< .001
CGPA	-.114	0.65	-.160	-1.763	.080

Discussion

The results have shown that social media addiction has positive effects on student academic performance, in this case, the CGPA. Based on the statistics, it is safe to say that the more addicted university students are to social media, the less CGPA they will achieve. While the less addicted they are to social media, the higher their CGPA they would get. The results also

show worryingly statistics as Figure 3.5 and Figure 3.6 depicts that university students spend more time on social media rather than on spending time on academic commitments such as reviewing notes, reading books, completing assignments, and discussions. Agonizingly, 95% of students would spend more than 4 hours per day on social media. This is absurd as the ultimate goal for any student is to engage in academic activities to increase knowledge and skills, and to prepare themselves to become a professional workforce once they completed their studies. All in all, university top management should take some adversities to cater to this issue would reduce social media addiction by engaging students in more academic activities.

Conclusion

Universities should conduct more and more physical activities for students therefore, the addiction should be decreasing. Other than that, awareness programs should be made for all students about the negative effect of social media on academic performance. In the research paper of Hou et al., (2019), the researcher suggested a significant program that is proven able to reduce university students' social media addiction levels. The structured program discussed by Hou et al., (2019) should be copied in both public and private universities to protect university students from suffering severely from this social media addiction, that would jeopardize their future.

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