

**YANGON UNIVERSITY OF ECONOMICS  
DEPARTMENT OF COMMERCE**

**THE EFFECT OF SOCIAL MEDIA ON STUDENTS'  
ACADEMIC PERFORMANCE  
(A CASE STUDY OF YANGON UNIVERSITY OF ECONOMICS)**

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ACADEMIC PERFORMANCE  
(A CASE STUDY OF YANGON UNIVERSITY OF ECONOMICS)**

This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Accounting (M.Act)

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## ABSTRACT

This study was conducted with the objective of the effect of social media on students' academic performance at Yangon University of Economics. This study used both quantitative and qualitative research methods. It attempts to analyze the effect of social media on students' academic performance by applying uses and gratification theory. Primary data as well as secondary data are used in this study. Primary data was mainly collected from 105 students out of total population 150 master students using structured questionnaire with Five-Point Likert Scale to measure the effect of social media during the study period of September 2019. Those who are specialized in commerce, accounting, statistics, economics and population studies. Secondary data was acquired from the relevant books, articles, journals and internet websites. This collected primary data was analyzed using description means and regression analysis. As part of the behaviors towards social media usage, most of respondents are female who are in the age of between 23-26. They use 1-2 hour for study and 2-5 hour for spending on social media. Using the regression analysis, three variables (nature of usage of social media, internet addiction and friends and people connection) are significant with academic performance while time appropriateness and perception by students are not significant. This study revealed that social media had a significant positive effect on students' academic performance at Yangon University of Economics. The results provide students, parents, educators and policy makers considerable insight about social media and point out the factors that effect on good academic performance. And it is also suggested for the university that it should provide more academic facilities to be utilized through social media, make students do assignment, case study presentation with applying student's social media usage fully thereby will lead to be brighter future for the university.

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# CHAPTER 1

## INTRODUCTION

The development of the students has affected by the tremendous growth of the internet in which they interact and socialize in a networking era. During this era, communication is the most well-known term. Nowadays, communication revolution brings people together without regarding of geographical boundaries. The internet offers a wide variety of communication tools and it is an essential communication medium in not only professional life but also personal life. Social media has become a common international trend which has spread across almost every corner of the world. The use of social media sites has exploded and evolved into an online platform where people create content, share it, bookmark it and network at a prodigious rate.

Use of social media is increasing day by day with high rate in all over the world. It can be accessed anywhere, at any time where an internet connection is available. This shapes the dynamics of social interaction online. It is a fact that ninety percent of all online users use social media in some way or the other. Social media today consists of thousands of social media platforms all serving the same but slightly different purpose. With the explosion of social media platforms, people connected in seconds, the world becomes a village and friendship grow at global level, and information comes to our pockets at no cost.

In the 21<sup>st</sup> century, the use of the Internet (including the use of social media) has globally become an integral part of humans' daily lives (Sorensen et al., 2014). The internet and social media such as Facebook, YouTube and many others could be regarded as a global consumer phenomenon and they are obviously overtaking the world (Camilia, Ibrahim & Dalhatu, 2013). One of the most common activities among children, adolescents, and emerging adults is the usage of social media nowadays. To access information and news, social media is becoming one of the main platforms and offers today's youth a portal for entertainment and communication. Today, a piece of information delivers easily because of communication like walking into neighbour's residence through the use of social media. Because of its ease of use, speed and reach, social media is fast changing the public discourse in the society and is setting trends and agenda in topics that ranges from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010).

The aggressive adoption of social media among the younger generation, could be attributed to their up to date knowledge and comfort with the latest technology and the convenient accessibility to these social networking tools (Vorderer, 2016). For instance, they can access social media from their cell phones at any time and any place. This encourages them to use social media not only for receiving and retrieving information, but also for connecting with others, and from being consumers and participants to “prosumers” which means that they consume and produce media on the social media platform (as cited in Obar & Wildman, 2015)

Nothing interesting is ever completely one-sided. Thus, it is for social media as it comes with both positive and negative effects. There is a correlation between social media usage and academic performance of students in universities. Liccardie et al., 2007, argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas Kuppuswamy and Shankar (2010), reviewed that social network websites grab students’ attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Using social media networks in the educational process could help educators to apply the inquiry-based approach and encourage the collaboration between the instructor and the students, thereby encourage engagement (McLoughlin & Lee, 2010). In the study of the effects of social media on the academic performance of Nile University Students, social media users specifically those who are using Facebook have exceeded seven million which is (97.6%) of the population, (40%) of these are between 18-24 years old (El Gazzar, 2013). This percentage has increased to 54.6% in 2015; more than 80 percent of them are young people specially university students (Saied, ElSabagh and El-Afandy, 2016).

In 2005, there were 6.5 billion Internet users around the world and in 2014 they became 7.2 billion (Singh, 2017). The social media usage of American adults aged 18-29 years who represent the higher percentage of university students rose from 12 percent in 2005 to 90 percent in 2015 (Perrin, 2018). Also, in Myanmar, social media users are increasing. With the developments of technology, social media has become more and more popular among students and a major concern have arose over how the use of social media sites among university students affect their academic performance.

## **1.1 Rationale of the Study**

Nowadays, the internet is the most important source of information and the growing dimensions of the use of social media by students was a great concern. Many educators and parents are worried that their children and students are spending too much time using social media networks. Some institutions and instructors ban the use of social media in classrooms believing that it negatively impacts students' attention, engagement, and accordingly their Grade Point Average (GPA). Social media has generally become one of the habits that encroach on students' study time, activities such as visiting the library or time spent reading notes and study materials.

The survey of college students conducted by Kirschner and Karpinski (2010), as reported by Alloway, T. P., Horton, J., Alloway, R. G., & Dawson, C. (2013), measured the association between the use of Facebook and academic performance. It applied grade point average (GPA) and the time spent studying per week as variables. According to Asur and Huberman (2010), social media/ social networking sites provided tools by which people can communicate, share information, and create new relationships. Students devote more attention and time to social media than they do for their studies and they cannot pass their examinations well if they do not learn (Osharive, 2015). The increased use of social media has become a social norm and way of life for people from all over the world. Teenagers and young adults have especially embraced social media as a way to connect with their peers around the globe, share information, reinvent their personalities and showcase their social lives (Boyd, 2007).

Students from Yangon University of Economics need to have more up to date knowledge to grab opportunities like scholarship program, exchange program and to follow the trend of international standard. And the activities such as power point presentation, brainstorming and group discussion is a must. Sometimes, teachers delivered the lectures by linking with online system. Therefore, wireless internet system (wi-fi) is installed to access conveniently in Yangon University of Economics. They can access social media easily. Thus, there is a concern about whether the utilization of social media effect or not on students' academic performance.

This study contributes to existing knowledge about social media and their place in academic performance of students. Academic excellence plays an important role in an individual's life, be it in the family, at social gatherings, at workplace, in an institution or even among peers. Much emphasis is placed on academic excellence because of the role it plays in an individual's life as far as a successful life and respect is concerned in every part

of the world. Today, students at all levels have engaged in the use of social media. It is believed that the potential findings of the research will lay a foundation for further inquiries.

## **1.2 Objective of the Study**

The objectives of the study are as follows:

1. To identify students behavior of using social media from Yangon University of Economics and
2. To analyzethe effect of social media on students' academic performance.

## **1.3 Scope and Method of the Study**

The study is conducted to assess the effect of social media on students' academic performance. This study uses the quantitative as well as qualitative method of research. Descriptive research design is utilized to gain accurate profile of situation. To support the study, information relevant to the study are obtained from both primary and secondary data. Primary data are acquired from the respondents of the study. On the other hand, secondary data are obtained from previous studies, literatures, books, documents related to the study. The sample of 105students (70%) were selectedfrom 150master students atYangon University of Economics by using sample random sampling method. Among the master programs, this studyslected only the students of Master of Commerce, Master of Accounting, Master of Economics majoring in Statistics, Master of Population Studies, Master of Economics majoring in Economics because they got the bachelor degree from Yangon University of Economics and also academic masters. Moreover, this study just emphasizes the effect of social media on academic performance of Yangon University of Economics' students. And other master students are graduated from various universities.

## **1.4 Organization of the Study**

The contents of the study are organized by five chapters. In chapter (1), the brief introduction about the research problem, rationale of the study, objective of the study, scope and method of the study, and organization of the study are presented. Chapter (2)is the literature review section of the study. Chapter (3) reveals the profile of Yangon University of Economics. Chapter (4) describes the results of analysis conducted on demographic profile and the effect of social media on students' academic performance. Chapter (5) represents the conclusion of the study. It includes findings and discussions, suggestions and recommendation and needs for further study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter consists of reviews of literature, relevant theoretical model reviews and conceptual framework regarding to the effect of social media on students' academic performance. The aim of this chapter is to review the concepts and theories of social media effect on academic performance. Then, conceptual framework of the study is developed based on these literature reviews.

#### **2.1 The Concept of Social Media**

Martin (2008) and Lusk (2010) defined social media as an aspect of the Internet which allows individuals and groups to create and publish online content, share the content, and interact about it through the use of Facebook, Skype, Blogs, MySpace, LinkedIn, Yahoo Messenger, Whatsapps and Twitter. Kaplan and Haenlein (2010) defined social media as "Internet based applications that allow the creation and exchange of content which is user generated". They stated that social media was first known in 1979. At this time, Tom Truscott and Jim Ellis from Duke University created the Usenet (a worldwide discussion system that allowed Internet users to post public messages) and Bruce and Susan Abelson founded "Open Diary" in 1998. *Open Diary* was an early social networking site in which members of a certain community shared their daily diary online and the word "blog" was first used at the same time. Users at this time were considered consumers, not participants.

It was mentioned in Ritzer and Jurgenson (2010) study, Web 2.0, representing the second stage of the Internet development namely "User Generated Content (UGC)" (as cited in Obar & Wildman, 2015) afterwards. Internet users were transformed from being consumers and participants to "prosumers" which means that they consume and produce media (as cited in Obar & Wildman, 2015). Some of the common features that qualify a tool to be considered a social networking site are: enabling users to communicate with each other in an easy way and allowing users to exchange information, pictures and messages (Dijck, 2011). Social media are sometimes interchangeably used with social networking sites or SNSs because it is via these networking sites individuals can connect, relate and communicate with each other (Tess, 2013).

Social media is different from more traditional forms of media because it allows students or users to interact more closely with their peers, teachers, engage and comment on the course material both outside and inside the classroom environment (DeAndrea et al., 2012). It also helps advance educational concepts and connect with students in new and meaningful ways (Bergen, 2000) and provides a richer experience than traditional media can offer (Stageman, 2011). By interacting with the material and commenting, reshaping, and sharing the messages presented to them over social media, students can invest more time and energy into that material (Kuh, 2001). Indeed, Browning et al., (2011), who surveyed 141 students had a strong and favorable perception of social media and a high degree of willingness to embrace social media as a way to deliver course content. With all the features social media are providing, they have facilitated the lives of millions of people. Although they are easily accessible and despite the tremendous opportunities they offer, social media can have their drawbacks. Issues of privacy, detachment from reality and being the target of advertisers are some of the main concerns. However, they are creating a new communication landscape that is yet to be discovered and used.

According to Kietzmannn (2012), Social media means that employs mobile and web- based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. Kaplan and Haenlein (2010) classified social media into six different classes as follows:

1. Collaborative Project (Wikipedia)
2. Blogs and Micro blogs (Twitter)
3. Content Communities (Youtube)
4. Social Networking Site (Facebook; 2go; BB chat)
5. Virtual Game World (World of war craft)
6. Virtual Second World (Second life)

## **2.2 Academic Performance**

Academic performance means the final grade or result obtained by a student after different standardized course assessments or tests are undertaken in a course. It is denoted by the grade point average (GPA) or cumulative grade point average of a student (CGPA).

According to Annie, Howard & Mildred(1996), academic performance is commonly measured by examinations result but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Academic performance was operationalized by self-reported cumulative grade point average (CGPA). GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. The use of the objective measure of CGPA was appropriate in the study because it is the most common measure of academic performance/ability used in many higher education institutions around the world (Junco, 2015). At the university under study: the higher the CGPA, the better the academic performance.

Academic performance is the dependent variable of this study and is defined as the performance a student has maintained in his/her academic career. Academic performance at university level is considered up to the mark if the student has persistently maintained his GPA. However, external factors may affect on student's academic performance such as social media usage. In light of this, the objective is to investigate the effect of social media on academic performance of students and to determine whether it has a negative or positive relationship. In Yangon University of Economics, grading system of undergraduate courses and honours degree courses are identified as follows in table (2.1).

**Table (2.1) GPA Grading System of Yangon University of Economics**

Sr. No	Marks	Grade	Undergraduate Courses	Grade	Honours/Qualifying/Master/PhD
1	75 and above	5	Pass	5	Pass
2	Between 65 and 74	4		4	
3	Between 50 and 64	3		Fail	3
4	Between 35 and 49	2	2		
5	34 and below	1	1		

Source: Yangon University of Economics Website([www.yueco.edu.mm](http://www.yueco.edu.mm))

### 2.3 Theoretical Framework

The ‘Uses and Gratification Theory’ will be used as the theoretical models for this study and it has been chosen based on the contributions it makes to understanding the underlying relationship between the use of social media by students and how the students perform academically. It is regarded that theoretical position will complementarily help in providing the insights needed for reaching the aims of this study.

Uses and Gratification Theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. It was originated in the 1970 by Blumler and Katz as a reaction to traditional mass communication research which lays emphasis on the sender and the message while viewing the receiver as a passive component of the communication process. In early stage of development (around 1950s-1980s), the approach focused on traditional media - radio, newspaper and television. In the internet era, the theory gained new momentum and significance due to a social media development (Raacke, Bonds-Raacke, 2018). Uses and Gratification theory discusses the effects of the media on people. It explains how people use the media for their own need and get satisfied when their needs are fulfilled. The theory is closely related to human psychology of needs, motives and influence.

Uses and gratification approach theorists Katz, Blumler and Gurevitch pointed out five basic assumptions of the theory:

- the audience is active and its media use is goal oriented,
- the initiative in linking need gratification to a specific medium choice rests with the audience member,
- the media compete with other resources for need satisfaction,
- people have enough self-awareness of their media use, interests, and motives to be able to provide researchers with an accurate picture of that use and
- value judgments of media content can only be assessed by the audience".

Katz et al. (1973) offer a typology of needs of media users that can be classified into five categories related to five groups of human needs;

- Cognitive needs - acquiring information, knowledge and understanding of our environment, curiosity, exploration
- Affective needs - aesthetic, pleasurable and emotional experiences.
- Personal integrative needs - credibility, self-confidence, personal stability, integrity, social status and the need for self-respect
- Social integrative needs -family relations and friendship, connection with outside world, the need for affiliation
- Escapist needs – the need to escape, tension release and shifting attention from unpleasant to pleasant

A classical study by Blumler and Katz (1974), based on investigation with mass communication background, posited that people (the audience of media) have always been passive users of the media. The proponents of the theory postulated that people, by personal choices, adopt a media based on their needs for gratifications. They showed, therefore, that the choices made (among several competing choices) by the audience are justifiable according to needs or goals. The reasons noted include having companionship, excitement, relaxation, social interaction and for information gathering.

Uses and gratification of the social media approach focuses on why and how people use social media to satisfy their needs (Larose, Mastro, & Eastin, 2001). Park, Kee, and Valenzuela (2009) study, users' behaviour was found to be correlated to uses and gratification theory in that the motives of the user influence the uses to have a certain expectation of gratification after using the networking site. In the study, the participants were asked on why they use the social networking sites and the outcomes expected as gratifications. The results were that the users mostly use the social networking sites to keep

up with the social nature of their youth and to be updated about the activities and events happening in their surrounding areas.

According to Olise&Makka (2013), the theory was developed by Elihu Katz in the early 1970's,uses and gratification theory suggests that social media users have power over their media consumption and assume an active role in interpreting and integrating media into their own lives and that they are responsible for choosing media to meet their desires and needs to achieve gratification. Frogot et al (2013), reported a comprehensive list of what were found to be the strongest predictors for the use of social media. They showed that using social media serves to fulfill the following needs: information/updates of information, entertainment, discussion, connection, product inquiry, commerce and impression management. Specifically, the import of this theory is its help in understanding, for instance, motivations for unfocused non-academic use of social media that can directly or indirectly affect student learning outcomes as represented by the CGPA obtained.

The following perspectives on the motivations for the use of social media were noted by the researcher.

- Filling up free time (diversion or passing the time when one is bored)
- Keeping in touch with previously established relationships
- Meeting people
- Doing what everyone is doing (critical mass effect)
- Sharing media
- Escaping other social situations
- Exploring things randomly
- Interpersonal utility
- Personal status seeking

This theory aids an understanding of the user's motives and their actions as the users seek gratifications from the use of social media.

## **2.4 Influence of Social Media on Students' Academic Performance**

Over the years, many studies have been conducted and social media has depicted both positive as well as negative effect on the academic performance of the students. There are certain factors that influence the relationship between social media and academic performance such as how long students use social networking sites? What time of the day do they use these sites the most? Using social media to enhance the learning process can take a number of forms, target various skills, and utilize different tools. University educators propose that social media can have a positive influence on interaction, engagement, knowledge building, and sense of community (Rovai, 2001). However, there is also research that shows that these same tools can distract learners from their studies, and encourage procrastination and superficial thinking.

The following section will present some of the studies that addressed the relationship between social media and academic performance and learning. Studies generally imply that college students mainly used social media to socialize rather than for academic pursuits. Reynol Junco, associate professor at Lock Haven University in Pennsylvania, in his study reported that there is correlation between the time spend on facebook and educational grades, more time spend leads to low academic grades and vice-verse.

Many researchers such as Choney (2010), San Miguel (2010) and Enriquez (2010) studies on students' use of the social media revealed a negative effect of the use of social media on students' academic performance. Furthermore, a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower grade point average (GPAs) than those who do not. There is negative relationship between the use of various media, including mobile phones, and self-reported GPA among first year university students in the United States (Jocabsen and Forste, 2011).

Some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying or sleeping (Krischner and Karpinski, 2010). According to Karpinski (2009), social media users usually devote lesser time to their studies than nonusers and subsequently has lower GPAs.

Students and instructors use social networking sites such as Facebook and LinkedIn for the academic communication (Hew & Cheung, 2012; Paul, Baker & Cochran, 2012). The potential of social media develop students' self-directed learning skills because they give students a platform to explore subjects and gather information through accessing existing

data on the web or interacting with like-minded students to constructively exchange ideas and build knowledge through informal and formal activities (Wodzicki, Schawmmlein and Moskluik, 2012).

Junco (2013) examines the relationship between Facebook activity, time taken for class preparation and overall GPA for 1839 students. Hierarchical linear regression analyses was used in this study which indicated that time spent on Facebook was significantly negatively correlated with overall GPA, but only weakly related to time spent on class preparation. Moreover, using Facebook to search for information was a positive predictor of GPA while time spent on socializing was a negative predictor. Camilia, Sajoh, & Dalhtu (2013) also investigated this relationship in the Nigerian context. The responses of 536 students to a survey revealed that 97% of students used social media networks. Facebook was the most popular social network site, followed by “2go” and YouTube. The majority of students (91%) spent less than 4 hours a day on social networks. A quarter of the students reported that they believed that social media impacted their academic performance positively, 32% indicated that it impacted it negatively; the rest though it had no effect. About 75% of the students reported that they used it for academic assignments (Camilia, Sajoh, & Dalhtu, 2013).

In a study conducted by Tayseer, Zoghieb, Alcheickh, and Awadallah (2014) using GPA as an indicator, there is a correlation between students' GPAs and their usage of social media network. The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media users study less and generate lower grades (Abaleta et al., 2014). Alwagait, Shahzad, and Alim (2015) investigated to role of social media on academic performance of 108 Saudi students. The results showed that Twitter was the most popular social network followed by Facebook. The number of hours spent by students on social media was average 25.3 hours. Sixty percent of the respondents acknowledged that excessive use of social media negatively impacted their performance, and indicated that 10 hours per week of use would ensure that their academic performance is not negatively impacted. Boogart (2006) conducted a study in four universities to investigate the impact of Facebook on campus life at four higher education institutions, analyzing the responses of 3134 students. He found significant relationships between time spent on Facebook, and several demographic variables. Students with a GPA of 2.99 or less reported being longer on Facebook than those with a higher GPA. According to Jehopio et al., 2017, the effect of online social networking usage on academic performance was significant.

## **2.5 Social Media Usage and Academic Performance**

A handful of studies have discussed the relationship between social media and academic performance internationally as well as in Pakistan. A research was done by Madge, Meek, Wellens and Hooley (2009) based on the universities in the U.K. The study showed negative relationship between Facebook and the academic performance of students. However, the study didn't focus on which students were using Facebook and what time of the day they used it the most. Moreover, the sample used for the study was homogenous thereby restricting their research findings. According to Pasek, More and Hargittai (2009), the use of Facebook has a positive relationship with academic performance. According to their research, the students with higher grades tend to spend more of their time on Facebook. Furthermore, a negative relationship exists between time spent by students on social networking sites and their academic performance (Paul, Baker and Cochran, 2012). Internet usage has also become a concerning issue in Pakistan's society as the vast availability of social media has affected many sectors of the society.

## **2.6 Aspects of Social Media**

Social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler, (2008); Rifkin, Longnecker, Leach and Ortia, (2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. With the increasing number of online community participation, the social media has become a major medium of communication.

Social media spread across variety of channels and medium. It is a dynamic, flexible medium that keeps changing in terms of content, tools and keeps changing in terms of content tools and keeps evolving all the time. Social media network is a very fast pace and in line with faster changing technology tools that are being made available. Positive aspects and negative aspects of social media are presented as follows:

The positive aspects of social media are;

- **Education**

Teachers are able to easily collaborate and communicate with students and one another. Students have easy, free access to resources online to help them

learn. Grades improve and absenteeism is reduced. Students users reports that social media are used to discuss educational topics and school assignments.

- Politics

Voter participation is increased. Facebook users said they are more likely to vote if they see that their online friends did. Social media facilitates political change: online networks gives social movements a quick, cheap method of disseminating information and mobilizing people.

- Being informed/Awareness

Information spreads faster online than any other media. More than 50% learn about breaking news on social media. Social media provides academic research to everyone with online access, allowing people access to previously unavailable resources. Social media sites inform and empower individuals to change themselves and their communities.

- Social benefits

Social media allows people to communicate with friends and this increased online communication strengthens those relationships. It helps them in maintaining their friendship and helps them stay keep in touch with friends even though they don't see regularly.

- Job opportunities

Great for professionals for marketing, connecting and finding business opportunities. Employers find employees and unemployed find work. Social media has created thousands of jobs and new avenues of income.

The negative aspects of social media are:

- A detriment to work/school

Social media enables cheating on school assignments among the students. While grades did improve for light users, the grades of students who are heavy users of social media tend to suffer. It can affect their grades due to misused of social media out of time. Using social media can harm employment and prospects. Job recruiters check a prospective employee's social media accounts and things like poor grammar, racism, sexism, poor health, reference to alcohol and drugs, and sexual and religious content can all count against the employee.

- Lack of privacy

People, especially the young, are often too open and public with personal information when online. Most don't read privacy policies and may be unaware that their information may be used by third parties like advertisers, insurance companies.

- **Social detriments**

Cyber-bullying (the uses of electronic communication to bully someone, usually by sending intimidating or threatening messages) is commonplace online, causes emotional trauma and sometimes even leads to suicide. Extensive online engagement is correlated with personality and brain disorders like poor social skills, narcissistic tendencies, a need for instant gratification, and addictive behaviours and other emotional distress like depression, anxiety, and loneliness.

- **Misinformation**

Social media enables the spread of false rumors and unreliable information. It also encourages amateur medical advice and self-diagnosis of health problems which can be dangerous and life-threatening.

- **A waste of time**

When alerted to a new post or tweet, it takes about 20 to 25 minutes for the average user to return to their original task. Thus, social media is not totally bad nor so good. It all depends on the user and their motives behind.

## **2.7 Working Definition of the Study**

Based on the literature and previous studies, working definition of social media factors (time appropriateness, nature of usage, internet addiction, friends and people connection and perception by students) and academic performance are defined. Working definition of variables used in the study are presented as follows;

- (i) **Social media**

Social media is an internet-based application which allows individuals to search for information, share knowledge and interact with others to discuss about education, business and social activities through the use of Facebook, viber, Skype and LinkedIn.

- (ii) **Time Appropriateness**

Time appropriateness means that time used appropriately by students in studying academic activities and using social media. Students who have good time management use social media without disturbing their study.

(iii) Internet addiction

Internet addiction means that excessive and compulsive use of social media that linked with risky behaviors such as ignoring important professional and personal duties.

(iv) Nature of Usage

The behavior of using social media by students through their academic life. Some students use for chatting with their friends and peers. But others use for getting knowledge and ideas to utilize in their academic life.

(v) Friends and People Connection

Students use social media to extend their relationship with their classmates and friends thereby improved learning motivation and developed collaborative abilities.

(vi) Perception by students

It is how students perceive about whether social media is important and helpful for academic performance or not. Students' usage differs according to their perception.

(vii) Academic Performance

Academic performance is defined as the performance a student has maintained in their academic career. Academic performance at university level is considered up to the mark if the student has persistently maintained his GPA.

## 2.8 Conceptual Framework

Based on the theories cited in the review of literature and related studies, the conceptual framework of the study was formulated. From the research study of Mensah, S., Nizam I. (2016), four variables were selected among six variables used in this research that examine the impact of social media on students' academic performance. Those selected four variables have a significant influence on students' academic performance while two variables are not significant influence. And, perception by students was applied as another independent variable which included in conceptual framework for effect of online social networks on student academic performance.

In the previous studies, students that spend more time on social media platforms for mere casual chats are most likely to see a drop in their academic performance. They spend more time without taking into consideration their meal. Missing of the meal could affect the health of the students which in turn will have an impact of the academic performance on the students. Students can form study groups which facilitates better means through which students improve on their studies. Also, lecturers can connect with students to provide and ready study material can be helpful and useful to students

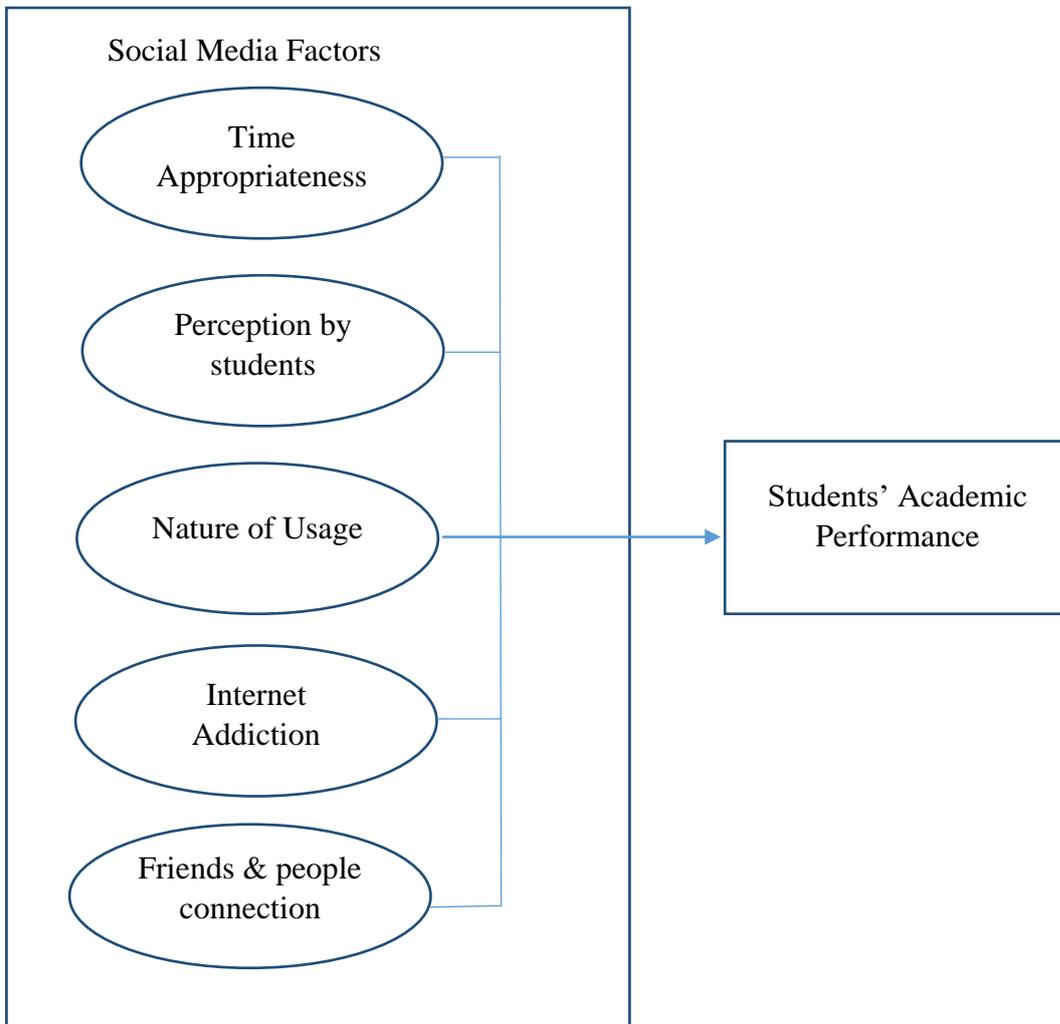
The survey questions were designed to measure the constructs focusing on various plausible independent variables including time appropriateness, nature of usage, internet addiction, friends & people connection, perception by students and dependent variable is students' academic performance. The use of the objective measure of CGPA was appropriate in the study because it is the most common measure of academic performance/ability used in many higher education institutions around the world (Junco, 2015). In this study, uses and gratification theory was used to check how the students use social networking sites to fulfill specific gratification as this theory assumes that users take an active role in interpreting and integrating media into their own lives.

This theory also holds that users are responsible for choosing media to meet their needs. The approach suggests that people use the media to fulfill specific gratifications. The uses and gratifications theory highlighted in this study which shows that social media significantly influence on students' academic performance and it helps them in their academic activities. In order to better understand, the main theoretical framework is established as the following;

**Figure (2.1) Conceptual Framework of the Study**

**Independent Variables**

**Dependent Variable**



Sources: Adapted from Sandra Okyeadie Mensah and Dr. Ismail Nizam (2016)

## **CHAPTER 3**

### **PROFILE OF YANGON UNIVERSITY OF ECONOMICS**

This chapter presents profile of Yangon University of Economics that includes education system in Myanmar, social media usage in Myanmar, behavior of using social media, vision and mission of Yangon University of Economics, teaching methods and internet available for students from Yangon University of Economics.

#### **3.1 Education Systems in Myanmar**

The education system of Myanmar is operated with the vision by the Ministry of Education to create an education system that will generate a learning society capable of facing the challenges of the knowledge age. And it is based on the United Kingdom's system, due to nearly a century of British presence in Myanmar. The motto is building a modern developed nation through education. The Ministry of Education is implementing short and long-term education development plans to develop a lifelong learning society which improves the quality, access, and diversity of higher education. The implementation of the education development plan is not only bringing about the enhancement of the quality of higher education and promoted diversity, but it has also markedly increased accessibility to higher education.

The government envisions higher education as an avenue for empowering people to make educated decisions and capitalize on economic opportunities within Myanmar, and therefore, foresees investment in education as a fruitful investment for the people of Myanmar. Also, the Ministry of Education aims at producing qualified graduates who can compete regionally and globally; at reforming Higher Education Institutions in order to enable greater knowledge, skill, motivation, professional, personality, and encourage research culture for supporting socioeconomic development, and encourages universities to develop joint research programmes and academic exchange programmes with international institutions and enhance internationalization in higher education.

### **3.2 Higher Education System**

Universities and professional institutes from upper Myanmar and lower Myanmar are run by the department of Higher Education whose office headquarters are based in Yangon and Mandalay respectively. Higher education administrative policy falls under two councils. The Universities' Central Council holds responsibilities in generating broad policies for higher education. The Council of University Academic Bodies' responsibilities lie in academic regulations and academic work. The Myanmar Education Committee was established in 1991 and was renamed the National Education Committee in 2011. The committee remains responsible for upkeeping cultural, social, and traditional values within the education system, while respecting the economic and political visions of the country. The committee is chaired by the Union Minister of Education.

University entrance derives from students' tenth grade standard examination marks. Some universities set a minimum exam score for student acceptance in the university. Minimum scores vary depending on the University, but medical schools demand the highest exam scores. Student enrollment in university in 2014 was 550000. Universities offer bachelor's degree programs, master's degree programs, and doctorate degree programs. Some Universities have begun offering morning, evening and night courses, some towards degrees and diplomas, to allow students more flexibility in their schedules. The higher education system follows with 4 years for a bachelor's degree, one year of qualifying classes, and 2 years for a master's degree.

### **3.3 Behavior of Using Social Media**

Myanmar is a Southeast Asian nation bordering India, Bangladesh, China, Laos and Thailand. Myanmar has population of 53.61 million, consisting of diverse ethnic groups speaking over 100 languages and dialects. It is ranked 150 out of 187 countries on Human Development Index. (About Myanmar, 2019). The People of Myanmar (36% of total population) live in urban areas, 18 million of total population use internet actively and all the internet users are also social media users. Internet in Myanmar has existed since the late 1990s. The growth of internet usage depends on population growth and growth of migration to cities. Population growth of Myanmar between 2015 and 2016 was just 0.9%, but internet growth of 2016 was 29%.

Nowadays, Social media is one of the essential tools of people especially young and adolescents. Among social media, such as Facebook, Instagram, Twitter and Viber,

Facebook is the largest and most popular social media in Myanmar. It offers valuable sources of information on assorted fields such as education, economic, politics and technology.

There were 21,342,000 Facebook users in Myanmar in January 2019, which accounted for 39.1% of entire population. People aged between 18 and 24 were the largest user group and the majority were men (63.1%). In February 2019, Facebook users in Myanmar were 21,765,000 which is 39.8% of entire population.

The statistic shows the share of social media users as a percent of the total population in Myanmar from 2016 to 2019. As of January 2018, about 34 percent of Myanmar population were active social media users and increased to 39 percent of Myanmar population in January, 2019. According to this statistic, social media users are increasing dramatically from 2016 to 2019 (Source: NapoleonCat.com). One of the studies of social network addiction (SNA) related to anxiety among students at Kyaukse University, Mandalay Region, Myanmar pointed out that social network is addicted by most of students. The students who are addicted to social network (Facebook, Google), who are adoption of it for more than 3 years, who are using it for more than 4 hours per day suffer from anxiety.

Male and Female use social media at similar rates (Pew research center, 2017). However, females perceive social media differently than males (Lim, Heinrichs and Lim, 2017). Social media corporations found out that interest and curiosity are the main factors that affect the social media usage of female, whereas variety of contents is the main factor that affects the social media usage of male. There are also several researches mentioned that there are gender differences in the social media usage.

Social media usage of male and female differs according to the personality traits. Girls are also more likely than boys to share personal information about their daily lives. Female gave emphasis to emotional expression while using social media and male enjoy showing that they are having fun while using social media. A study by Chan, Cheung, Na Shi & Lee (2015) showed that the majority of female use social media for socializing and connecting with their family members, whereas male are more focused on task-oriented actions and gaming.

### **3.4 Yangon University of Economics**

Yangon University of Economics is the premier university of economics and business in Myanmar which is the State University under the Department of Higher

Education (Yangon Region, Myanmar). The University was established in 1964 and it is one of the leading universities in Myanmar to train economist, statisticians, accountants and management personnel, and to do research on economic, business and statistical issues related to the Myanmar Economy.

In 1924, began as Department of Economics under the Yangon University. Department of Economics began offering Commerce as a special subject in 1940 and special courses in Statistics were given in 1953. Separate Commerce Department and Separate Statistics Department were established in 1955 and 1956. In 1964, Yangon University of Economics became an independent tertiary institute with three academic departments and one separate research department. In 1987, the Research Department was transformed into the Department of Management Studies and another academic department; the Department of Applied Economic was setup. Now the University has five major academic departments and four supporting academic departments.

Currently, the University provides 8 certificate courses, 7 postgraduate diploma courses, 9 Bachelor's degree programs, 10 Master's degree programs and 3 Doctoral degree programs, with more than 6000 students enrolled each year. Its mission contemplates the implementation of diversified, multidisciplinary, and quality courses to meet national as well as regional demands and requirements, which are designed to maximize students' employment in the field. Consequently, the University has recently established new graduate programs at the Centre of Excellence (Hlaing Campus) in Accounting, Public Administration, Development Studies and Population Studies. At the moment, the university is involved in the ASEAN University Network and actively participates in 29 international cooperation projects with foreign HEIs, with the aim of expanding its network of exchange programs targeted at students, faculty members, and admins.

There are three Campuses in the University namely Kamayut Campus, Hlaing Campus and YwarThaGyi Campus. Kamayut Campus is the original campus which is located on the shores of Inya Lake at the corner of Inya Road and Pyay Road. Newly campus (YwarThaGyi Campus) was established in 2000. Courses are separately being offered in YwarThaGyi Campus and Kamayut Campus. Myanmar-India Entrepreneurship Development Center has been established and offering the courses under the Human Resource Development (HRD) programme in Hlaing Campus since 2009.

The Association for Overseas Technical Scholarship (AOTS) of Japan recognized Yangon University of Economics as one of the Centers of Excellence (COE) and also member of ASEAN University Network (AUN). The university is also affiliated with Osaka

Sanjo University of Japan, Yunnan University of Finance and Economics (YUFE) of China, Management Development Institute of Singapore (MDIS), University of Utara Malaysia (UUM) and University of Kaiserslautern of Germany. At the present, there are many foreign universities which was signed MOU with Yangon University of Economics and joint conferences are holding each year.

### **3.5 Vision and Mission of Yangon University of Economics**

The vision and mission of Yangon University of Economics are developed and presented as follows;

#### **Vision**

- To create the intellectually and morally developed human resources that can effectively utilize in development of national economy

#### **Mission**

- To be an internationally recognized institution
- To provide the educational services that can assure the quality of our students to the modern economic environment
- To enhance the development and welfare of faculty members
- To build up the required competence and skills needed in research that can be applied in the business community and the public sector
- To fulfill the interests of stakeholders and the society

### **3.6 Teaching Methods and Internet Available for Students in Yangon University of Economics**

Advancements in technology have driven the education sector in the last few decades. The high-tech approach to learning utilizes different technology to aid students in their classroom learning. Many teachers use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect with their students.

Teachers encourage students to ask questions and consider what they want to know about the world around them. Students then research their questions, find information and

sources that explain key concepts and solve problems they encounter along the way. Findings were presented with power-point presentation. A teaching method consists of the principles and methods used by teachers to enable student learning.

Teaching methods or approaches can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, teachers are the main role and students passively receive information via lectures. It is the primary role of teachers to pass knowledge and information into their students. In Student-Centered Approach to Learning, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning. In Yangon University of Economics, teachers also use those two methods appropriately.

Since 2014, wi-fi (wireless system) is installed to surf the internet in Yangon University of Economics. Students can access social media conveniently and easily to search for information, share knowledge and study real business case through the use of social media. This cause benefits for all students and teachers in doing their academic activities. Students who use social media are able to create new ideas that facilitate learning. In Library, students can also get online access system to read books, research paper and articles. Therefore, students from Yangon University of Economics get international updated information to follow international trend in real world.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

The purpose of this study is to analyze the effect of social media on students' academic performance. Based on conceptual framework, primary data are collected using the questionnaire set for this study and analyzed by the aids of statistical methods. To show the quality of data, descriptive statistics is used. And multiple regression analysis which is main analytical method of the study is applied to point out which variables about social media have the effect on students' academic performance.

#### **4.1 Research Design**

This study applied qualitative and quantitative research method. Qualitative research is the measure of respondents' perceptions by using five-point Likert scale. The sample for this study is drawn from the population of students in Yangon University of Economics. One hundred and five respondents are randomly selected which included students across different level of studies and departments by using sample random sampling method. The data is collected from both primary and secondary sources. Primary data is collected from Yangon University of Economics through questionnaires and secondary data is acquired from the relevant books, articles, journals and internet websites.

According to Bakar (2001), questionnaires, the best suitable research, acquire primary data based on experiment, observation and survey. The survey method can supply with data on attitude, feelings, beliefs and envisioned behavior and questionnaires is also appropriate to get the actual information from the targeted population (Tull and Kawkins, 1990). The questionnaires are divided into two sections, section A consists of general background of the respondents such as gender, age, academic year level and major while section B contains the targeted questions to convey the entire enquiry.

Questions included in section B is divided into five groups of social media factors and these are time appropriateness, nature of usage, internet addition, friends and people connection and perceptions by students. There are 34 questions under this section. This study uses SPSS (Statistical Package for Social Science) to analyze the collected data for the findings of study by running of reliability test, correlation, regression that ascertain whether the respondents agree to social media factors have an effect on students' academic

performance or not. Variance inflation factor (VIF) was calculated to find out whether multicollinearity among the dependent variables exist or not.

#### 4.2 Demographic Characteristics of the Respondents

Demographic Characteristics is the statistical data about the characteristics of population. Descriptive analysis is the elementary transformation of data in a way that describe the basis characteristics, summarize the data in straightforward and understand manner (Zikmund, Babin, Carr & Griffin, 2010). Therefore, one of the most common ways to summarize a set of data is to construct a frequency distribution. The population in this study are master students especially academic master in Yangon University of Economics.

The total population includes 150 master students majored in Commerce, Accounting, Statistics, Economics and Population Studies. The number of master students classified by major are obtained through the Student Affairs Office and listed in Table 4.1 below. The aim for obtaining this information is to evaluate the representativeness of the sample of students participating in the study of Yangon university of Economics' master student population.

**Table (4.1) No. of Academic Master Students**

<b>Major</b>	<b>No. of Students</b>
Commerce	50
Accounting	8
Statistics	48
Economics	32
Population Studies	12
<b>Total</b>	<b>150</b>

Source: Student Academic Affairs Office(2019)

This study selected academic master students of Yangon University of Economics because they are conferred bachelor degree by Yangon University of Economics and other master students are graduated from various universities. Moreover, this study just emphasizes the effect of social media on academic performance of Yangon University of Economics' students.

Then, the reason of choosing students from Yangon University of Economics among students from higher education is that wireless internet system (wi-fi) can be accessed freely

and conveniently in this university, students have academic discussion groups on social media to make presentation, do assignments and discuss about real business cases as business student than others.

For the quantitative component of this study, and in order to get a representative sample covering population (150 students), 105 students (70%) are collected as sample through survey questionnaires by using sample random sampling method. This study adapts Peter Osharive's (2015) Social Media and Academic Performance of Students Questionnaire (SMAAPOS) (shown in Appendix I).

#### **4.2.1 Profile of Respondents**

The respondents were asked the questions such as gender, age, academic year level, major, use of social media, length of time and study hour. Respondents are given multiple choice for each question out of which the respondents have to choose the relevant one. Table (4.2) shows the profile of respondents.

**Table (4.2) Profile of Respondents**

Particular	Demographic	Frequency	Percentage (%)
Total Respondents		105	100
Gender	Male	22	21.0
	Female	83	79.0
Age	19-22	35	33.3
	23-26	69	65.7
	27-30	1	1.0
Academic Year Level	First Year Master	62	59.0
	Second Year Master	43	41.0
Major	Commerce	43	41.0
	Accounting	7	6.7
	Statistics	24	22.9
	Economics	26	24.8
	Population Studies	5	4.8
Grade Point Average (GPA)	≤ 4.25	7	6.7
	4.26 - 4.50	34	32.4
	4.51 - 4.75	39	37.1
	> 4.75	25	23.8

Source: Survey Data (2019)

According to Table (4.2), the total respondents comprised of 105 students from Yangon University of Economics. Regarding gender, the highest proportion are female (79%) then male (21%). The age of respondents which are classified into three categories as 19-22, 23-26 and 27-30. It is found that the most dominant age group among respondents is between 23 to 26 years (65.7%) followed by 19 to 22 years old at 33.3% of total respondents. Age 27-30 years is 1% (only 1 respondent). Therefore, most of master students are in the age of 19-26. Majority of respondents are first year master students which is 59% (62 respondents) of total population followed by second year master students at 41% (43 respondents). Majority of respondents who are specialized in commerce major are 41% (43 respondents) and minority of respondents are accounting major students and population studies students at 6.7% (7 respondents) and 4.8% (5 respondents) respectively. As grade point average (GPA), 37.1% of total population have the range of GPA 4.51 – 4.75 followed by 32.4% of respondents are in GPA 4.26 – 4.5 and 23.8% of total population have over

GPA 4.75. Only 6.7% of respondents have GPA 4.25 and below. This study concludes that majority of respondents have the range of GPA 4.26 – 4.75. According to this analysis, it indicates that GPA of respondents is fairly good as per academic performance criteria.

#### 4.2.2 Social Media Accessed by the Respondents

The list of the name of social media accessed by respondents are presented in table (4.3) with frequency distribution.

**Table (4.3) Social Media Accessed by Respondents**

<b>Social Media</b>	<b>No. of Respondents (users)</b>	<b>Percentage (%)</b>
Facebook	103	98.1
Viber	27	25.7
Instagram	15	14.3
Others	13	12.4

Source: Survey Data (2019)

Table (4.3) shows 103 respondents out of total population (105 respondents) widely used Facebook which is also well-known social media in Myanmar. Viber is the second dominant social media used by respondents which is made up of 25.7% and followed by Instagram as third dominant social media at 14.3 % of total population. 12.4% of respondents also use others social media. No one use WhatsApp in this study.

#### 4.2.3 Length of Time Used on Social Media by Respondents

The respondents were asked length of time that respondents used social media by giving choice of time period and are described in table (4.4).

**Table (4.4) Length of Time Spent Using Social Media by Respondents**

<b>Length of Time Spent Using Social Media</b>	<b>No. of Respondents</b>	<b>Percentage (%)</b>
Less than 6 months	1	1
6 month – 1 year	1	1
1 year – 5 years	39	37
More than 5 years	64	61
<b>Total</b>	<b>105</b>	<b>100</b>

Source: Survey Data (2019)

Table (4.4) states the length of time used on social media by respondents. Based on the data collected among 105 respondents, those who had used social media for more than 5 years were 64 (61%), followed by 37% (39 respondents) used for 1 year – 5 years. Only for 1% (1 respondent) had used social media with minimum length of time in both of less than 6 months and 6 months – 1 year. According to table 4.8, this study concludes that majority of respondents have been using social media for at least 5 years and it is one of the reasons of conducting this study.

#### 4.2.4 Daily Study Hours and Daily Spending Hours for Using Social Media by Respondents

The respondents were asked how much time per day they had access social media, had spent for studying which are presented in table (4.5) and (4.6).

**Table (4.5) Daily Study Hours of Respondents**

<b>Daily Study Hours</b>	<b>No. of Respondents</b>	<b>Percentage (%)</b>
30 minutes – 1 hour	16	15.2
1 – 2hours	48	45.7
2 – 5 hours	28	26.7
6 – 8 hours	13	12.4
More than 8 hours	-	-
<b>Total</b>	<b>105</b>	<b>100</b>

Source: Survey Data (2019)

Table (4.5) states that 15.2% (16 respondents) spend studying between 30 minutes and 1 hour per day while 45.7% (48 respondents) used between 1 and 2 hours per day and 26.7% (28 respondents) used between 2 and 5 hours. Furthermore, 12.4% (13 respondents) used between 6 and 8 hours per day. Therefore, it can be concluded that the majority of respondents used studying hour between 1 and 2 hours per day.

**Table (4.6) Daily Spending Hours for Using Social Media by Respondents**

<b>Daily Spending Hours for Using Social Media</b>	<b>No. of Respondents</b>	<b>Percentage (%)</b>
30 minutes – 1 hour	17	16.2
1 – 2hours	31	29.5
2 – 5 hours	47	44.7
6 – 8 hours	9	8.6
More than 8 hours	1	1
<b>Total</b>	<b>105</b>	<b>100</b>

Source: Survey Data (2019)

Table (4.6) states that majority of respondents (44.7%) spend social media between 2 to 5 hour per day while 29.5% used between 1 and 2 hours per day and 16.2% used between 30 minutes to 1 hour. Furthermore, 8.6% used between 6 and 8 hours per day. It is amazed that 1 respondent spends social media for more than 8 hours. Therefore, it can be concluded that the majority of respondents used social media between 2 to 5 hours per day.

### **4.3 Testing of Reliability for Construct Variables**

According to Zikmund et al., 2010, reliability is an indicator of internal consistency. Internal consistency represents a measure's homogeneity or the extent to which each indicator of a concept converges on some common meaning and it is measured by correlating scores on subsets of the items which makes up a scale. It is used to ensure the degrees to which measures are free from random error and therefore yield consistent results. The reliability of the data in the present study is assessed by Cronbach's Alpha. Cronbach's Alpha is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. It is computed in terms of the average inter-correlations among the items measuring the concept (Sekaran & Bougie, 2010). In addition, Cronbach's Alpha is range in value from 0, meaning no consistency, to 1, meaning complete consistency.

Normally, the scales with a coefficient alpha between 0.80 and 0.90 are considered to have excellent reliability. The scales with a coefficient alpha between 0.7 to below 0.80 is considered as good reliability while an alpha value between 0.60 to below 0.70 indicates accepted reliability (Manerikar & Manerikar, 2012). Table (4.7) presents the results of reliability test for construct variables in the study.

**Table (4.7) Reliability Test for Construct Variables**

Construct Variables	No. of Items	Cronbach's alpha
Time Appropriateness	7	0.654
Nature of Usage	7	0.656
Internet Addiction	6	0.724
Friends and People Connection	7	0.792
Perception by Students	7	0.604

Source: Survey Data (2019)

According to table (4.7), internet addition and friends and people connection have alpha value above the 0.7 that shows good reliability. And another two variables; time appropriateness and nature of usage have alpha value 0.654 and 0.656 respectively that indicates accepted reliability. The Cronbach's Alpha for perception by students was a little bit low (0.604). But, Field (2005) said that psychological variable can be accepted even if they are above 0.5. Therefore, all of the variables are consistent and reliable in this study.

#### **4.3.1 Time Appropriateness**

Among the variables of social media factors, time appropriateness is measured with seven items. The mean value and standard deviation for each items and overall mean value of time appropriateness is presented in table (4.8).

**Table (4.8) Time Appropriateness**

No	Items	Mean	Standard Deviation
1	Do not spend more time for reading than chatting time	2.81	1.048
2	No allotment specific hours for studying	2.79	0.958
3	If interrupt study time with social media, lose concentration	3.34	0.998
4	Lose time while using social media	3.31	0.776
5	Do not compare time between social media and studies	3.20	0.892
6	Time spent on social media takes away study time	3.26	0.981
7	Do not perform well in academic even if stop using social media	3.45	0.877
Overall Mean		3.17	

Source: Survey Data (2019)

According to table (4.8), students from Yangon University of Economics do not perform well even if they stop using social media which is highest mean score (3.45). On the other hand, they do not allot specific hours for studying get the lowest mean score (2.79). It points out that students allot specific hour for studying but they can't perform well academic performance even if they stop using social media. In terms of overall mean value 3.17, students use time appropriately between social media and study.

#### 4.3.2 Nature of Usage

Among the variables of social media factors, nature of usage is measured with seven items. The mean value and standard deviation for each items and overall mean value of nature of usage is presented in table (4.9).

**Table (4.9) Nature of Usage**

No	Items	Mean	Standard Deviation
1	Use to understand what taught in class	3.63	0.788
2	Rely solely on information gotten from social media to do assignments	3.23	1.002
3	Follow latest development through social media	3.52	0.810
4	Use to disseminate knowledge to classmates	3.58	0.841
5	For making new friends and socialize more than for academic performance	3.40	0.977
6	Engaging academic discussion on social media improved academic performance	3.92	0.817
7	Upload and share videos and photographs	3.46	0.855
Overall Mean		3.53	

Source: Survey Data (2019)

According to table (4.9), the highest mean score(3.92) indicates that students mostly use social media to engage academic discussion and this has improved academic performance. This can also access to enormous amount of information not only for themselves but also for others to create innovative ideas and participate brainstorming session. With the rapid development of internet technology, students use social media to understand what they have been taught in class. And also, students use social media to disseminate knowledge to classmates. According to overall mean value of 3.53, students use social media in favouring of academic activities.

### 4.3.3 Internet Addiction

Among the variables of social media factors, internet addition is measured with six items. The mean value and standard deviation for each items and overall mean value of internet addition is presented in table (4.10).

**Table (4.10) Internet Addiction**

No	Items	Mean	Standard Deviation
1	Addiction is problematic issue that effect academic life	3.05	1.060
2	No improvement in grades since engaged in social media	2.51	0.845
3	Drop academic performance after involve in social media	2.48	0.867
4	Addiction is challenge that effect academic life	2.83	0.965
5	Online social media distracts from their studies	2.95	0.974
6	Social media has become part of daily routine	3.41	0.948
Overall Mean		2.87	

Source: Survey Data (2019)

According to table (4.10), students feel that social media has become a part of their daily routine which has highest mean score 3.41 and the lowest mean value 2.48 indicates that students refused about having no improvement in grades after involved in social media though they can't tell whether internet addiction effects their academic life positively or not. According to overall mean value of 2.87, students don't accept that internet addiction is a challenge that effect academic life and distract from their studies.

#### **4.3.4 Friends and People Connection**

Among the variables of social media factors, friends and people connection is measured with seven items. The mean value and standard deviation for each items and overall mean value of friends and people connection is presented in table (4.11).

**Table (4.11) Friends and People Connection**

No	Items	Mean	Standard Deviation
1	Have social media group for some courses	3.83	0.814
2	Group discussion can be arranged with classmates	4.04	0.587
3	Help in studies as lecturer's announcement can be received	3.89	0.684
4	Help in studies as assignments can be discussed with friends	3.90	0.613
5	Use to facilitate academic activities and coordinate with friends	3.87	0.636
6	Enables to have discussion with group members anywhere	3.82	0.794
7	Yield good result as group discussion on social media	3.61	0.740
Overall Mean		3.85	

Source: Survey Data (2019)

According to table (4.11), the highest mean score 4.04 indicates that students can arrange group discussions with their classmates and friends through social media. And, social media help in doing assignments, facilitate academic activities with group members anywhere in the world. This is the benefit of having social media group for some courses. As having more friends and people connection and group discussion, social media yield good result which is the lowest mean score 3.61. Consequently, the overall mean scores 3.85 indicates friends and people connection is strong in social media effect.

#### **4.3.5 Perception by Students**

Among the variables of social media factors, perception by students is measured with seven items. The mean value and standard deviation for each items and overall mean value of perception by students is presented in table (4.12).

**Table (4.12) Perceptions by Students**

No	Items	Mean	Standard Deviation
1	Improved communication skills	3.80	0.789
2	Have affected GPA positively	2.98	0.808
3	Have to use social media extensively due to online presentation	3.20	0.994
4	Unlimited access to social media effected academic performance	2.86	0.914
5	Engaging in social media enhance me significantly	2.84	0.761
6	Have affected GPA negatively	2.55	0.796
7	Have access to class notes and information easier	3.80	0.685
Overall Mean		3.15	

Source: Survey Data (2019)

According to table (4.12), students feel that using of social media has improved their communication skills and information can be accessed easily. They accept that social media has to be used extensively due to course assignments/projects are in the forms of blogs/online presentation and unlimited access to social media does not effect academic performance. With regard to overall mean score 3.15, students can't tell social media effects academic performance positively or negatively.

#### **4.4 Correlation of Social Media and Academic Performance**

Correlation analysis is a way of measuring the interrelationship between the variables and analyze the degree of interrelationship between two variables. The correlation coefficient should be range from -1 to +1. To interpret its value, the value of r is closer to +0.1, +0.2, +0.3 are weakly, +0.4, +0.5, +0.6 are moderately correlated and +0.7, +0.8, +0.9 are strongly correlated between two variables. The correlation analysis of the study is presented in Table (4.13).

**Table (4.13) Correlation Analysis**

	TA	NU	IA	FP	P	AP
TA	1					
NU	0.147*	1				
IA	-0.113	0.331**	1			
FP	0.515**	0.419**	0.088*	1		
P	0.211*	-0.067	0.120*	0.114*	1	
AP	0.128*	0.872**	0.356**	0.527**	-0.069	1

Source: Survey Data (2019)

\*\*Correlation is significant at the 0.01 level (2-tailed)

\*Correlation is significant at the 0.05 level (2-tailed)

TA=Time Appropriateness, NU=Nature of Usage, IA=Internet Addiction, FP=Friends and People Connection, P=Perception by students, AP=Academic Performance

According to Table (4.13), correlation values of time appropriateness, nature of usage, internet addition, friends and people connection and perception by students are 0.128, 0.872, 0.356, 0.527 and -0.069 respectively. It is found that nature of usage, internet addition and friends and people connection are significant and correlated with academic performance (GPA) at 0.01 significant levels. Among them, nature of usage is strongly correlated with academic performance while internet addiction and friends and people connection are moderately correlated with academic performance. Students more emphasize on academic activities through social media.

#### **4.5 Effect of Social Media on Students' Academic Performance**

Multiple regression analysis is an extension of simple regression analysis which allow a metric dependent variable to be predicted by multiple independent variables. Multiple regression analysis is used to analyze the relationship between a single dependent variable and several independent variables. The whole fitness of the regression model is shown by its adjusted R square which gives more accurate information. In this study, the adjusted R square, F-value and t-value from SPSS output have been used to interpret the results of multiple regression analysis. The results are presented in Table(4.14).

**Table (4.14) Effect of Social Media on Students' Academic Performance**

Variables	Unstandardized Coefficient		t	Sig	VIF
	B	Std. Error			
Constant	0.446	0.244	1.828	0.070	-
Time Appropriateness	-0.068	0.041	-1.651	0.102	1.470
Nature of Usage	0.713***	0.049	14.568	0.000	1.399
Internet Addiction	0.040*	0.022	1.824	0.071	1.205
Friends and people connection	0.236***	0.050	4.722	0.000	1.637
Perception by students	-0.018	0.018	-0.983	0.328	1.102
R <sup>2</sup>	0.815				
Adjusted R <sup>2</sup>	0.805				
F-value	86.943***				
Sig.	0.000				

Source: Survey Data (2019)

Note: \*\*\* indicates that significant at 1 % level, \*\* indicates that significant at 5 % level and \* indicates that significant at 10% level.

Table (4.14) shows the explanatory power of the regression model used in this study. The dependent variable of the model is students' academic performance and the independent variable (predictors) are time appropriateness, nature of usage, internet addiction, friends and people connection and perception by students. As indicated by R square, the predictors explain 81.5% of variation in students' academic performance. The value of F test, overall significance of the model, is highly significant at 1percent level. This specified model can be said valid.

According to table (4.14), the results provide nature of usage, internet addition, friends and people connection show significant and positive relationship with academic performance (b=0.713, t=14.568, p<0.01), (b=0.040, t=1.824, p<0.1), (b=0.236, t=4.722, p<0.01). But there is no significant relationship between time appropriateness, perception by students and academic performance. The study estimates the following model:

$$y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Where:

$y$  = Academic performance

$a$  = Constant

$b$  = Coefficient

$x_1$  = Nature of Usage

$x_2$  = Internet Addiction

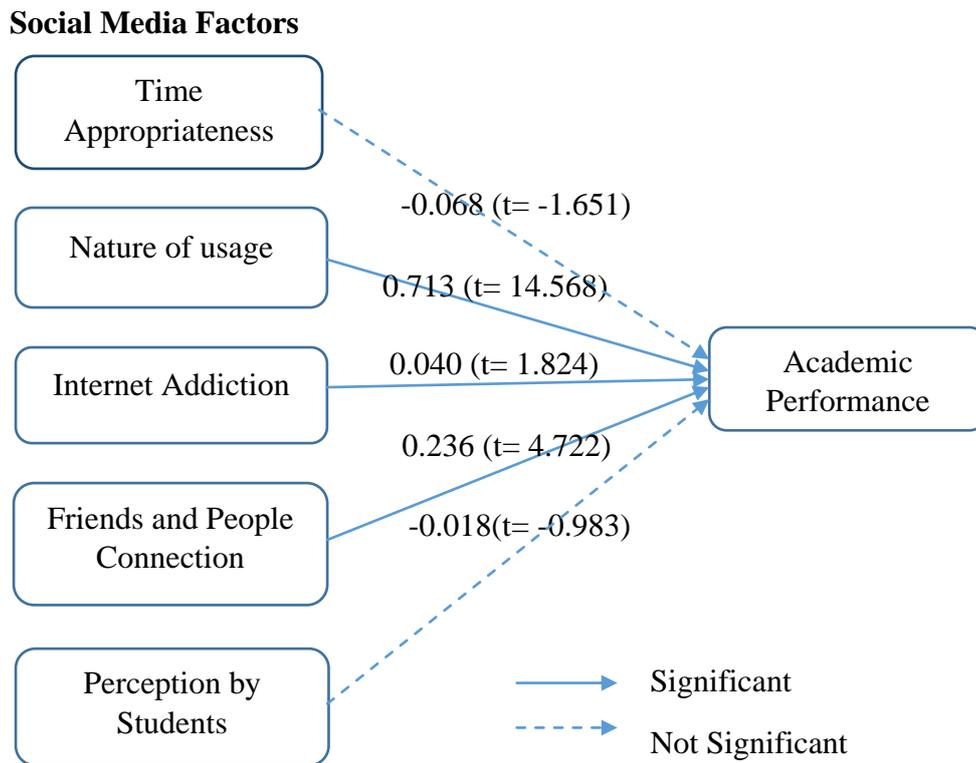
$x_3$  = Friends and People Connection

$$\text{Academic Performance} = 0.446 + 0.713 \text{ Nature of Usage} + 0.04 \text{ Internet Addiction} + 0.236 \text{ Friends and People Connection}$$

The results of regression analysis indicate that the amount of academic performance is 0.446 when students have not used the social media. Practice of one additional unit of nature of usage can increase 0.713 times in academic performance. This finding is supported by Anne (2011) states that social media provides an avenue for students to join to interesting groups that allow them to learn new skills in area of their choice. Increase in 0.04 times in academic performance can occur in one additional unit of internet addition. Practice of one additional unit of friends and people connection can cause increasing 0.236 times in academic performance.

This study analyzes the effect of social media on academic performance. According to the results, it can be seen that three social media factors (nature of usage, internet addiction, friends and people connection) are essential for academic performance. The final results are described in Figure (4.1).

**Figure (4.1) Results on Multiple Regression Analysis**



Source: Survey Data (2019)

According to the results, academic performance is created by only three social media factors. There is a positive and significant influence of nature of usage with students' academic performance at 1 percent level. The positive relationship indicates that the increase of using social media to engage in activities regarding their academic life lead to the effect of good academic performance.

Friends and people connections has a positive and significant influence on students' academic performance at 1 percent level. This is because students can form study groups which facilitates better means through their studies. Also, lecturers can connect with students to provide and ready study material can be helpful and useful to students.

There is also positive and significant relationship between internet addiction and students' academic performance at 10 percent level. This is because social media has become a part of their daily routine and there is nothing to drop their grades since engaged in social media. And also, addiction is not a challenge for their academic performance.

Time appropriateness and perception by students do not show the significant effect on academic performance. Therefore, it can't be concluded whether these two variables are

positively or negatively influence on students' academic performance. With regard to this result, there is no need to consider time appropriateness and perception by students.

## **CHAPTER 5**

### **CONCLUSION**

The study is conducted with the aim of analyzing the effect of social media on students' academic performance at Yangon University of Economics. This chapter presents the findings and discussion, suggestion and recommendation and needs for further study based on the results of the data analysis.

#### **5.1 Findings and Discussion**

Nowadays, social media have captured the attention of the people all around the world especially the youth and the students that is very important to discuss and analyze. Therefore, this study was an attempt to analyze the effects of social media on the academic performance of the master students from Yangon University of Economics. In the previous studies, most researchers conducted the study about the effect of social media on undergraduate students' academic performance. The findings were that social media effect negatively on academic performance. It is found out that the differences between previous studies and current study. In the current study, social media effect positively on academic performance.

The findings of the study supported students' behavior of using social media and the effect of social media on students' academic performance. Then, students find satisfaction when they get information, innovative ideas and knowledge to engage in academic discussion by using social media. As part of the behaviors towards social media usage, demographic factors of the respondents in the study are explored according to the variables such as gender, age, academic year level, major, social media form, length of time used social media, studying hours per day and spending hour on social media per day.

Regarding with gender, it is found that more female respondents participated than males do. This is not surprising in the case of Yangon University of Economics since female have historically dominating in the student lists of Universities.

Most of respondents are those who are in the age of between 23-26. According to academic year level, most of respondents are first year master students. The majority of respondents are those who specialized in commerce major followed by economic, statistics, accounting and population studies major is specialized by minority of respondents. As grade

point average (GPA), most respondents get GPA 4.51 – 4.75 that indicates fairly good according to academic performance criteria. Facebook, well-known social media in Myanmar, is widely used by majority of respondents. According to length of time used social media, majority of respondents have been using more than 5 years. Respondents use social media for various purposes because they have access to social media is high and it is consistent with the uses and gratifications theory which says that audience members use the social media to satisfy various gratifications. Regarding with studying hours per day, most of respondents used between 1-2 hours and 2 to 5 hours is spending on social media by most of respondents. It is found that majority of respondents spend more hours for social media than study.

The collected data are analyzed with reliability test, correlation and regression analysis by using SPSS. The effect of social media is measured by using five-point Likert scale item (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The higher mean value upon each item suggests that the social media effect on students' academic performance.

With regard to descriptive statistics, majority of respondents agree upon the fact that friends and people connection about social media is the highest effect on students' academic performance representing overall mean score 3.85. And, most of respondents agree that nature of usage of social media is also the highest effect on students' academic performance with overall mean score 3.53. Other social media factors such as time appropriateness, internet addiction and perception by students are perceived as moderately effect.

According to regression analysis, social media has a significant effect on students' academic performance in Yangon University of Economics. Among the five variables used in this study, nature of usage, internet addiction and friends and people connection have a stronger significant influence on students' academic performance. This is because the results of this study show that most of the respondents use social media for academic related purposes in order to engage in academic discussions with their colleagues, to follow latest development as business student, to understand what they have been taught in the class and to disseminate knowledge to their classmates. Then, many of the respondents who engaged in social media agree that they can improve their academic performance because it can help them in doing their assignment.

Also, having friends and people connection can help most of respondents to discuss not only with their friends but lecturers as well and coordinate with group members from anywhere in the world. Because of more friends and people connections, group discussions

on social media yield good results. Based on the findings of this study, social media becomes an integral part of the student's full life with advancement in technology and increase in social media usage. Even if many of respondents stop using social media and spend more time for doing better things like reading, they can't perform well academic performance and addition to social media is not a challenge for them. This suggests that the more students use social media, the more their academic performance (GPA) is affected.

Students make use of social media in a useful manner as a medium of communication and source of knowledge. They spent their time meaningfully without affecting their studies. Social media is part of students' daily activities who have been born in this era of emerging technology, most felt that they could not do without it. They depended on it for various positive things such as research what was happening in nationally or internationally.

## **5.2 Suggestion and Recommendation**

With great development of technology, the use of social media has become very popular all around the world. Today students, smart generation professionals, will use social media in their daily lives and grab career opportunities through social media than their seniors or predecessors. For parents and educators, there is no longer worrying about students spend more time on social media than they spend studying because the majority of students in the current study use social media for academic related purposes and accept it as a place to look for information, extend educational networks and seek career opportunities. Consequently, it doesn't disturb them from studying but it helps them.

As social media has become their daily routine for students, it will not be appropriately suggested them not to use it. Therefore, the effective and efficient way is to guide students how to use social media and what is more important. It should be known that using social media is beneficial but should be used in limited way without getting addicted. Social media can be addictive but it also depends on oneself and that can't just be blamed on social media for all the negative effects. Even though addition doesn't affect negatively on students' academic performance according to this study, it shouldn't be used longer by students because it can cost a lot and health problem will be faced in the long run.

Social media will affect differently from person to person depending on how the student's make use of it. If students know how to use social media, it will give positive reaction thereby avoid distraction which leads to deviation from their academic works and negative reaction will be given if they don't use properly. In conclusion, students who

know the benefits of social media can use effectively and it can help them in developing their academic performance and contribute it positively through their academic life.

Social media is currently an active contemporary research topic exploring the effects of social media on academic performance among university students. The present study contributes in filling this gap by examining academic performance variation in social media usage. Since social media proved that there are positive outcomes on academic performance when used actively, instructors or policy makers should consider exploiting social media when designing their pedagogical strategies and tools.

### **5.3 Needs for Further Study**

This study serves as a basis for further research study about the effect of social media on students' academic performance and just emphasizes on students from Yangon University of Economics. The result of current study was only done on academic master students because undergraduate students can't show how much they get grade point average (GPA). And then, number of students that presents to total population of the university can't be collected as time is major constraint. Similar studies should be conducted on undergraduate students' academic performance and compare those two levels (undergraduate and master students). Social media effect and high school students' academic performance in private or public schools should also be explored in the future. To gain imperative research study, further researchers are recommended to explore the effect of social media on students' academic performance with other necessary factors put under consideration. And also recommended to study the effect of social media on other variables such as student' goals, satisfaction, destination, personality and behaviors.

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**Section B**

**Instruction: Please rate how strongly you agree or disagree with the following statements about your use of Social Media**

- 1 = Strongly Disagree**
- 2 = Disagree**
- 3 = Neutral**
- 4 = Agree**
- 5 = Strongly Agree**

No	Statements	1	2	3	4	5
1.	I do not allot specific number of hours for studying.	1	2	3	4	5
2.	I do not spend more time for better things like reading than chatting time.	1	2	3	4	5
3.	Once I interrupt my study time with social media, I lose concentration.	1	2	3	4	5
4.	I lose track of time while using social media.	1	2	3	4	5
5.	Time spent on social media can never be compared to time spent on my studies.	1	2	3	4	5
6.	The time I spend online on social media takes away from my time studying.	1	2	3	4	5
7.	I will not perform well in my academics even if I stop using social media.	1	2	3	4	5

**Time Appropriateness**

No	Statements	1	2	3	4	5
1.	I use social media to understand what I have been taught in class.	1	2	3	4	5
2.	I solely rely on information gotten from social media to do my assignments without consulting other sources.	1	2	3	4	5
3.	I follow the latest developments in my field through social media.	1	2	3	4	5
4.	I make use of social media to disseminate knowledge to my classmates.	1	2	3	4	5
5.	I use social media for making new friends and socializing more than I use it for academic purposes.	1	2	3	4	5
6.	I engage in academic discussions on social media and this has improved my academic performance	1	2	3	4	5
7.	I upload and share videos and photographs in social media such as in Facebook, Twitter, Instagram, Whatsapp, e.t.c.	1	2	3	4	5

**Nature of Usage**

### Internet Addiction

No	Statements	1	2	3	4	5
1.	Addiction to online social media is a problematic issue that affects my academic life	1	2	3	4	5
2.	There is no improvement in my grades since I became engaged into these social media.	1	2	3	4	5
3.	I compare my grades before I become engaged into these social media and after I became involved. I see a drop in my academic performance	1	2	3	4	5
4.	I am addicted to social media and this is a challenge that affect my academic life	1	2	3	4	5
5.	Online social media distracts me from my studies.	1	2	3	4	5
6.	Social media has become a part of my daily routine.	1	2	3	4	5

### Friend and People Connection

No	Statements	1	2	3	4	5
1.	We have a social media group for some of my courses.	1	2	3	4	5
2.	Group discussions can be arranged with my classmates using social media.	1	2	3	4	5
3.	Social media is helpful in my studies because I can receive announcements from lecturers.	1	2	3	4	5
4.	The social media help in my studies because I can discuss my assignments with friends.	1	2	3	4	5
5.	I use social media to facilitate academic activities and coordinate with friends.	1	2	3	4	5
6.	Social media enables me to have discussion with my lecturers and group members from anywhere in the world	1	2	3	4	5
7.	Group discussions on social media yield good results as far as my academics are concerned.	1	2	3	4	5

### Perception by Students

No	Statements	1	2	3	4	5
1.	Social media has improved my communication skills.	1	2	3	4	5
2.	Social media have affected my GPA positively.	1	2	3	4	5
3.	I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	1	2	3	4	5
4.	My unlimited access to social media through my cell phone has affected my academic performance.	1	2	3	4	5
5.	Engaging in academic forums on social media enhances me significantly.	1	2	3	4	5
6.	Social media have affected my GPA negatively.	1	2	3	4	5
7.	Social media have made access to classnotes and other relevant information easier.	1	2	3	4	5

**“Thank You for Your Cooperation”**

## APPENDIX II

### Reliability Statistics

#### Time Appropriateness

Cronbach's Alpha	No of Items
0.654	7

#### Nature of Usage

Cronbach's Alpha	No of Items
0.656	7

#### Internet Addiction

Cronbach's Alpha	No of Items
0.724	6

#### Friends and people connection

Cronbach's Alpha	No of Items
0.792	7

#### Perception by students

Cronbach's Alpha	No of Items
0.604	7

## Regression

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903 <sup>a</sup>	.815	.805	.08272

a. Predictors: (Constant), Perception by Student, Nature of Usage, Time Appropriateness, Health Addiction, Friend and People Connection

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.974	5	.595	86.943	.000 <sup>b</sup>
	Residual	.677	99	.007		
	Total	3.652	104			

a. Dependent Variable: GPA

b. Predictors: (Constant), Perception by Student, Nature of Usage, Time Appropriateness, Health Addiction, Friend and People Connection

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.446	.244		1.828	.070
	Time Appropriateness	-.068	.041	-.087	-1.651	.102
	Nature of Usage	.713	.049	.746	14.568	.000
	Health Addiction	.040	.022	.087	1.824	.071
	Friend and People Connection	.236	.050	.262	4.722	.000
	Perception by Student	-.018	.018	-.045	-.983	.328

a. Dependent Variable: GPA