UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING
DEPARTMENT OF STATISTICS
HUMAN RESOURCE DEVELOPMENT PROGRAMME
MASTER OF APPLIED RESEARCH

FACTOR AFFECTING THE USAGE OF SOCIAL MEDIA ON EDUCATIONAL PERFORMANCE IN HRD PROGRAMME AT UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING

THEINT HTET HTET ZAW

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This thesis is submitted to the Board of Examiners in partial fulfillment of the requirements for the degree of Master of Applied Research.

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ACCEPTANCE

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ABSTRACT

In the digital age, social media has been seen as one of the most commonly used mediums of communication among all age groups. Social media usage is one of the most common activities among children, adolescents, and emerging adults nowadays, influencing both academic and personal activities. This research investigates the effects of social media usage on the educational performance of master's students in the Human Resource Development (HRD) programme at the University of Co-operative and Management, Sagaing. In particular, the study analyzes the influence of four critical factors time appropriateness, nature of usage, friends and people connection, and self-regulation on students' educational outcomes. The main objective of the study is to identify HRD programme students using social media from University of Co-operative and Management, Sagaing and to analyze the effect of social media on students' educational performance. A simple random sampling method was used to collect data from 221 respondents who participated using a questionnaire with a five-point Likert scale to measure the effects of students' educational performance. Descriptive statistics and multiple regression analysis were used to analyze the data. Findings indicate moderate positive correlations between time appropriateness, friends and people connections, and Self-Regulation by students of social media usage and educational performance. Conversely, the nature of social media usage was found to have a negative impact. The findings of this study have implications that stress the need for self-regulation, effective time management, and reflective social media use in achieving academic success. It is thus suggested that universities and teachers should strongly promote digital discipline and offer support in cultivating students' self-regulation capacities to harness the complete potential of social media in education. Besides, institutions of higher education are urged to foster responsible digital behavior and provide detailed instructions on optimal time management strategies. Implementation of these recommendations is likely to enhance the level of educational attainment among students and enable them to manage social media use more efficiently.

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LIST OF ABBREVIATIONS

UCMS	University of Co-operative and Management, Sagaing
LMS	Learning Management System
HRD	Human Resource Development
MBA	Master of Business Administration
MPA	Master of Public Administration
MAR	Master of Applied Research
SPSS	Statistical Package for the Social Sciences
ANOVA	Analysis of Variance
SM	Social Media
Fb	Facebook
3G	Third Generation (Mobile Telecommunication Technology)
SIM	Subscriber Identity Module
ICT	Information and Communication Technology
CGPA	Cumulative Grade Point Average
SNS	Social Networking Sites
VIF	Variance Inflation Factor
MSR	Mean Square Regression
MSE	Mean Square Error
SSR	Sum of Squares for Regression
SSE	Sum of Squares for Error

CHAPTER 1
INTRODUCTION

In the global village, humans' use of the Internet has increased dramatically. In this contemporary era of digitization, social media has transformed how individuals interact, communicate, and consume information globally. Users can connect with others within seconds, share their ideas, and provide comments on different areas of interest and issues. Facebook, YouTube, Telegram, and Instagram are a few of the social media platforms that enable individuals in sharing knowledge, ideas, and opinions instantly regardless of geographical boundaries. From personal interactions to professional networking, social media platforms have evolved into multifunctional spaces that influence daily lives globally. In this contemporary era of digitization, social media has transformed how individuals interact, communicate, and consume information globally. Users can connect with others within seconds, share their ideas, and provide comments on different areas of interest and issues. Facebook, YouTube, Telegram, and Instagram are a few of the social media platforms that enable individuals in sharing knowledge, ideas, and opinions instantly regardless of geographical boundaries. From personal interactions to professional networking, social media platforms have evolved into multifunctional spaces that influence daily lives globally.

Among all types of users, university students, particularly those enrolled in Human Resource Development (HRD) programs are increasingly relying on social media for both academic and non-academic purposes. Social networking sites have evolved from spaces of personal communication to platforms for collaborative learning and interactive spaces. All but a few students use these sites and platforms, which are no longer mere conduits for sharing personal experiences but are also instruments of collaborative learning, networking, and gaining real-time information to engage in group discussion, share educational information, access career information, and even collaborate with mentors in professional networks. However, despite the scholarly benefits of these platforms, excessive use or absence of regulation may lead to distraction, reduced study time, or even lower educational performance.

Nowadays, we can learn HRD (Human Resource Development) courses through various online platforms. Human Resource Development (HRD) is a field of study concerned with lifelong learning, skills development, and strategic human capital creation. At the University of Co-operative and Management, Sagaing, the HRD course was introduced in 2023 to equip students with organizational management and leadership skills. These students are expected to meet their educational needs while managing the influence of social media on their study habits.

As a result of the extensive use of mobile internet and growing popularity of smartphones use in Myanmar, particularly since 2014, students can access social media anytime and anywhere. Students at UCMS are not exempt either. Social media facilitates the student connection, resources sharing and collaborative learning. On the other hand, it may lead to procrastination, addiction, and a lack of self-discipline if not controlled. About such things, this study would like to explore how the use of social media affects the educational performance of UCMS' HRD students. Specifically, it seeks to like determine which of the aspects of social media use, namely time appropriateness, nature of use, online interaction, and self-regulation, affect the educational performance of students to a significant extent.

This study is expected to offer useful information to teachers, university administrators, and students themselves. Understanding the behavioral patterns and the academic impacts of social media can guide the development of digital discipline guidelines and effective learning strategies. Additionally, it may help improve the digital habits of university students in Myanmar, particularly those in cooperative and management education.

1.1 Rationale of the Study

In recent years, the use of social media has rapidly expanded in Myanmar, particularly among university students who utilize these platforms for both educational purposes and personal social interactions. With smartphones and internet access becoming more accessible, students have become highly active online, using such platforms as Facebook, Telegram, YouTube, and TikTok in digital spaces. These platforms can facilitate collaborative learning, resource access, and communication, although excessive or inappropriate use of them may limit attention, foster procrastination and lower educational performance.

In the context of higher education, particularly in Human Resource Development (HRD) programs, the effectiveness of teaching and learning plays a crucial role in shaping students' academic and professional growth. Students in the Human Resource Development (HRD) program at the University of Co-operative and Management, Sagaing (UCMS) are expected to develop competencies in leadership, communication, and lifelong learning. These competencies are directly influenced by students' ability to manage their time and learning environment effectively. Since HRD studies emphasize personal growth and self-discipline, the impact of social media use on educational performance is especially relevant to these students.

Despite the general utilization of social media among university students, there is minimal empirical work on the effects of particular social media behavior on academic performance in Myanmar, especially among HRD students. The motivation behind conducting this study stems from a desire to identify the key components of the instructional content that resonate most with HRD students. Furthermore, this research aims to deliver a constructive message to both the institution and the students by reflecting on the strengths and weaknesses of the current teaching approach. The goal is to contribute to more effective learning outcomes through targeted improvements in pedagogy while fostering greater awareness among students about their own learning habits and environments. Most existing studies focus on general student groups without examining the specific program requirements, such as those in HRD.

Therefore, the current study attempts to narrow this knowledge gap by examining the contributions of time appropriateness, type of use, social contacts, and self-regulation to students' educational performance. The study's outcomes may provide direction to educators, students, and policymakers on the role of digital discipline in educational success. It also aims to assist in understanding the evolving learning environment in Myanmar's higher education system, where traditional learning occurs simultaneously with digitalization.

Even though social media use is common among the university students, there is limited empirical research focusing on the impact of specific social media behavior on academic performance in Myanmar, particularly among HRD students. Articles to date have been limited to general student populations and have not investigated special program requirements, such as those of HRD. Therefore, the present work

aims to begin addressing this knowledge gap by investigating how time appropriateness, type of use, social contacts and self-regulation contribute to students' educational performance.

The study outcomes are expected to inform educators, students, and policymakers about the impact of digital discipline on educational success. It also aims to enhance understanding of the changing learning environment in Myanmar's higher education system, where older forms of learning are occurring in conjunction with the forces of digitalization.

1.2 Objectives of the Study

The objectives of this study are:

(i) to identify HRD programme students who use social media from the University of Co-operative and Management, Sagaing and

(ii) to analyze the effect of social media usage on students' educational performance.

1.3 Method of Study

To investigate the factors influencing social media usage among students at the University of Co-operative and Management, Sagaing, descriptive and analytical research methods are used. Quantitative and qualitative data analysis (mixed-methods approach) is carried out, multiple regression analysis. This study uses a sample of 221 students. This survey uses a Likert scale with 5 points, and interviews are conducted in March 2025 in two or three weeks. Cronbach's alpha was calculated to assess each variable's internal consistency and reliability. Finally, the relationship between educational performance and social media use is investigated by multiple regression analysis. Additional data and information are gathered from internet sources, previous study documents, and related textbooks.

1.4 Scope and Limitations of the Study

The study aims to identify the factors influencing social media usage among students from the University of Co-operative and Management, Sagaing and examine the impact of these usage patterns on their educational performance. By doing so, it seeks to contribute valuable insights into the relationship between social media and

education. The study investigates how various factors affect social media usage among (first and second batches of HRD programme students) students from the University of Co-operative and Management, Sagaing. Furthermore, the research explores how these behaviors impact the students' educational performance. The study employs a structured survey questionnaire as the primary tool for data collection. Data are gathered from primary data. Sampling is conducted using stratified random sampling methods, targeting a sample size of 221 students. Surveys are conducted (online questionnaires) during university hours, specifically from Monday to Friday, over a period of two to three weeks.

1.5 Organization of the Study

This thesis is organized into five chapters. Chapter 1 is the introduction including the rationale of the study, objectives of the study, method of study, scope and limitations of the study and organization of the study. Chapter 2 is presented with literature reviews. Research methodology is discussed in Chapter 3. In Chapter 4, the analysis of factors affecting the usage of social media on educational performance in the HRD program at UCMS is presented. Chapter 5, summarizes key findings, suggestions and needs for further research.

CHAPTER 2
LITERATURE REVIEW

This chapter consists of reviews of social media, social media usage students' educational performance and relevant theoretical model regarding the effect of social media on students' educational performance.

2.1 The Concept of Social Media

Social media is defined as web platforms that enable users to create, share, and exchange their ideas, content, information, videos or photos in computer-mediated groups and communities. Social media has a huge impact on social capital because it promotes collaboration, knowledge sharing, and community engagement.

Social capital is defined as the networks of connections between individuals that enable societies to function efficiently, and social media plays a significant role in building and maintaining these networks. Platforms such as Facebook, Instagram, and Twitter have enabled users to connect with friends, family, and communities beyond geographical boundaries, hence improving personal and professional interactions (Boyd and Ellison, 2008). In addition, social media new site is also social media site. Some media websites include Social Bookmarking, which interacts by tagging websites and searching through website bookmarked by others and social news which interacts by voting for articles and commenting on them.

Social media platforms have played an important role in mobilizing in mobilizing community action and disseminating public health messages during emergencies, including natural disasters and health crises. Social media has different forms, together with blogs, micro-blogs, wikis, social networking sites, photo-sharing platforms, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Millions of people around the world use social media to share information and interact. It is easy to confuse social media for social news because we often refer to members of the news industry as "the media." Social media is considered the fastest-growing web application of the 21st century, and this rapid growth is driven by continuous technological advancements.

Social media technologies take on different forms including magazines, internet forums, weblogs, social blogs, podcasts, pictures, and videos. Considering

that social media come in diverse forms, Kaplan and Haenlein (2010) tried to classify social media into six distinct categories: Collaborative projects (Wikipedia), Blogs and microblogs (such as Twitter) make it possible to publish, instantaneously, short messages to which other users can subscribe. Personal, publicly available journals that also allow anyone to report or comment on news and events), Content communities (e.g. YouTube and Flickr that let users publish material they have produced), and Social networking sites (SNS) such as Facebook and the professional network LinkedIn, which allow users to create an online profile and to link to – and communicate with friends, colleagues and organisations), Virtual game worlds (e.g. World of Warcraft), Virtual social worlds (e.g. Second Life).

Technology includes the blogs, picture sharing, music sharing, crowdsourcing, e-mail, instant messaging and voice over. These services could be integrated via social network aggregation platforms.

2.2 Effects of Social Media on Students' Academic Life

Social media has become an integral part of students' lives, and its impact on their academic performance has been the subject of extensive research in recent years. Numerous studies have shown that excessive use of social media can have negative effects on students' academic performance, while others argue that it can also have positive implications. One study conducted on students who spent more time on social media had lower GPAs compared to those who spent less time online (Junco et al., 2011). However, other researchers have argued that social media can be a valuable tool for learning and information sharing if used effectively. According to Junco and Clem, 2015, social media use for educational purposes, such as joining online study groups or accessing academic resources, positively correlated with higher academic performance. Furthermore, some researchers have suggested that the relationship between social media use and academic performance may be mediated by factors such as self-esteem, self-regulation, and time management skills. They argue that students with higher self-esteem and better self-regulation skills are more likely to use social media in a controlled and productive manner, which can lead to improved academic performance. Here are positive and negative effects of social media on students' lives.

2.3 Definition of the Study

Definition of the study based on the literature and previous studies, working definitions of social media factors (time appropriateness, nature of usage, friends and people connection and self-regulation) and educational performance are defined as follows:

Time Appropriateness

Time management is crucial for academic success. Students may allocate substantial amount of time to social media, potentially compromising their study hours. Previous studies have shown that excessive use of social media leads to procrastination, reduced study time, and decreased academic performance for students. Conversely, certain studies argue that moderate and purposeful use of social media can improve learning experiences. Time appropriateness means that the time spent on social media is related to educational activities. Students with good time appropriateness focus on their educational tasks and studies without spending too much time on social media.

Nature of Usage

The nature of usage refers to how students engage with social media throughout their academic lives. Some students use social media to access academic resources, participate in discussion forums, and collaborate on group projects. The nature of usage describes the behavior of using social media by students through their academic life. Some students use social media to access academic resources, participate in discussion forums, and collaborate on group projects. How students engage with social media can significantly impact their academic performance. Research indicates that purposeful and educational use of social media can positively influence learning outcomes (Kirschner & Karpinski, 2010). On the other hand, mindless scrolling and excessive use may lead to distractions and reduced academic focus (Rosen, Whaling, Carrier, Cheever, & Rokkum, 2013).

Friends & People Connection

Students use social media, which provides them with many ways to connect virtually with others (family, friends/peers, teachers, members of interest groups, and

even strangers), thereby improving learning motivation and developing collaborative abilities. Social media platforms facilitate connections with friends and peers, providing a virtual space for social interaction. The influence of these online social connections on academic performance remains a complex and multifaceted area of study. Some research suggests that positive online social interactions can contribute to a supportive academic environment (Ellison, Steinfield, & Lampe, 2007). Conversely, negative interactions and cyberbullying may have detrimental effects.

Self-Regulation

Self-regulation is the ability to understand and manage one's own behavior and reactions. Reducing social media usage requires intentional planning and commitment to new habits. Keep yourself indulged in some work. This involves setting clear goals, using available tools, engaging in alternative activities, setting limits, prioritizing tasks, and maintaining discipline to ensure that social media use enhances rather than hinders educational performance. Strong self-regulation skills enable students avoid procrastination and maintain focus on their studies.

Educational Performance

Educational performance is defined by a student's academic grades and exam/test scores, social/emotional communication skills, comprehension, time management, skill development, and overall learning outcomes. A study was done by Madge, Meek, Wellens and Hooley (2009) focused on the universities in the U.K. In today's digital age, so everyone is getting closer to technology. The ways of learning have changed with modern methods. This change has also affected education, and what students want to know that the subjects that you want to learn are not only in the traditional classroom; it has become an age where you can find and learn personally through the Internet. In particular, the education system in Myanmar has also undergone some digitalization, with students now able to take advantage of online courses, opportunities to study with the best teachers, and access to educational resources from both domestic and international sources. Students who are proficient in and use digital technology effectively will have a significant impact on their educational performance. Moreover, they will benefit from being able to efficiently search for accurate and reliable information, manage their study time using digital

tools, and access not only curriculum-related content but also many other educational resources outside the classroom. Digitally literate students can become independent learners, maintain educational engagement, and successfully adapt to evolving education systems. This will be leading to stronger educational outcomes and better preparedness for achieving long-term career goals in the future.

2.4 Previous Studies

The studies summarized here explore various factors influencing educational performance. The previous studies are shown in Table 2.1.

Table 2.1 Previous Studies

Author	Title	Objective	Method	Finding
Asemah et al. (2013)	Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria	To ascertain the influence of social media exposure on their academic performance.	Purposive and simple random sampling techniques.	The study concluded that exposure to social media negatively impacts academic performance, as students reported spending more time on social media than on academic activities.
Peter (2015)	Social Media And Academic Performance of Students in University of Lagos	The purpose of this research study is to examine the influence of Social Media and Academic Performance of students at the University of Lagos.	The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data and Chi-square.	Research findings showed that a great number of students at the university of Lagos, are addicted to social media.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Htet (2018)	Social Media Impact On Students In Bago University	The main objective of the study is to investigate the causes and effects of social media that impact students.	Confirmatory factor analysis	It was found that social media usage for learning utilization and multiple uses.
Emeri (2019)	Influence of Social Media on Students' Academic Performance in Lagos Metropolis	To determine the influence of age on social media usage and academic performance of secondary school students.	Chi-square, t-test, analysis of variance (ANOVA) and stratified random sampling technique.	The study found no gender difference in students' usage of social media which means that both boys and girls are high users of social media. Also, the study found no influence of age on social media usage among secondary school students. This implies that both boys and girls of all ages use social media.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Oo (2019)	A Study On The Effect Of Socials Media On Students' life Case Study: Female Students Of Yangon University Of Economics	This study aims to examine the reasons of using social media by the female students and to identify the attitudes and perceptions towards social media and its impacts.	Descriptive method was used	According to the findings, more than half of the respondents have used social media for their relaxation and social.Activities 35% of respondents believed social media can improve their academic performance.
Lwin (2020)	The Effect of Social Media on Students' Academic Performance	The objective of the effect of social media on students' academic performance at Yangon University of Economics	Regression Analysis	The results provide students, parents, educators and policymakers considerable insight about social media and point out the factors that affect on good academic performance.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Oguguo et al. (2020)	Influence of social media on Students' Academic Achievement	The general purpose of the study is to determine the extent to which the use of social media has influenced students' academic achievement in secondary schools in Accounting.	Mean and standard deviations and t-test used. Multi-stage sampling procedure. Purposive sampling:	The study found that students frequently use social media for various purposes, including making friends, researching assignments, other educational materials and keeping up with current trends.
Molla (2021)	Factors Affecting the Usage of social media of University Students in Bangladesh	Estimate the degree in which factors are influencing the actual usage of social media.	Using multiple regression analysis, correlation analysis, descriptive statistics in analysis and stratified sampling.	These are the main results of the study: they used social media for educational purpose were found in sharing their educational content, learning enhancement, access of educational resources, quickly recognizing job information.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Lokesh et al.(2022)	The effect of social media use on psychological wellbeing among students in a medical school.	The research aims at finding out how social media use impacts the mental health of medical college students.	Purposive sampling and descriptive statistics used in this study.	This paper showed that screen time almost always exceeded the permissible limit, but it had little effect on psychological well-being.
Sharma & Behl, (2022)	Analysing the Impact of Social Media on Students' Academic Performance: A Comparative Study of Extraversion and Introversion Personality	To analyse the impact of social media on students' academic performance using extraversion and introversion personality trait, education level and gender as moderating variables	Oneway ANOVA has been employed to compare the extraversion and introversion students of different education levels and gender.	Students' behaviour according to their education level and gender for extraversion and introversion personalities have also been explored.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Alshanqiti et al. (2023)	Social media usage and academic performance among medical students in Medina, Saudi Arabia	This study aims to determine the impact of social media usage, addiction, and exposure on students' academic performance.	chi-square and fisher's exact tests	This is an encouraging finding by focusing on making social media platforms educational tools by enhancing the use of information and communication in these platforms to improve the student's academic performance.
Yuan et al. (2023)	The Use of Social Media and Its Effects on Students' Academic Performance	The primary objective of this study is to determine whether or not the use of social media influences students' academic performance.	descriptive analysis was used as the methodology	According to the study's findings, students' use of social media had no adverse effect on their overall academic performance.

Table 2.1 Previous Studies (Cont.)

Author	Title	Objective	Method	Finding
Clein (2024)	A Study on the Use of Social Media in Hpa-An Township	This study examined the impact of social media on youth in Hpa-An Township, Kayin State, focusing on psychological, social, educational, personal and professional impacts.	Analyzed using a descriptive method	The findings indicated that while social media improves communication, provides access to educational resources, and supports professional development, it also introduces challenges such as cyberbullying.

Source: Various Studies

2.5 Conceptual Framework of the Study

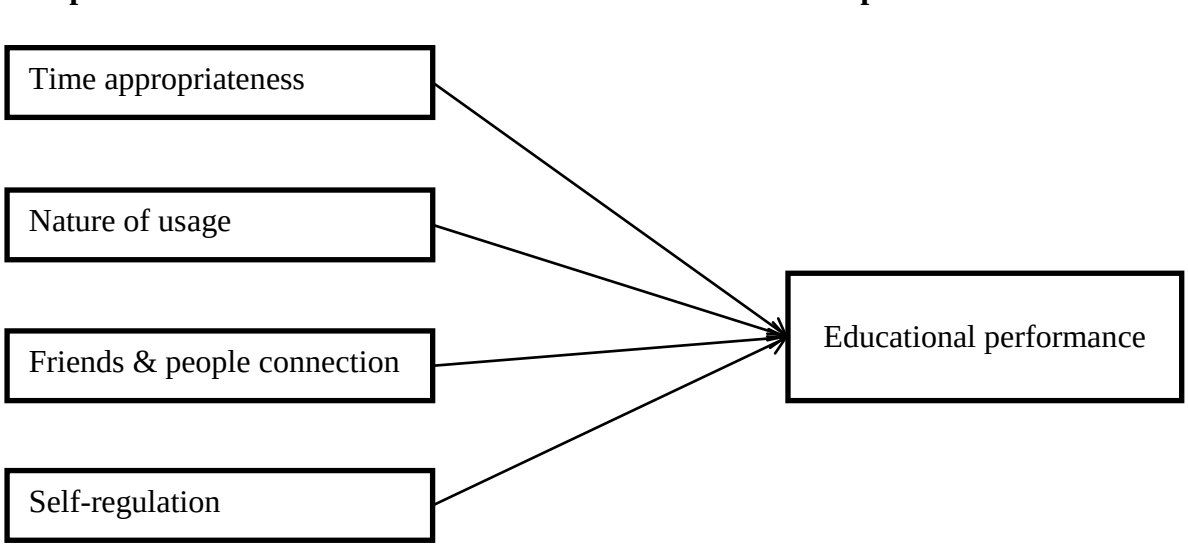
Based on the theories cited in the review of literature and related studies, the conceptual framework of the study was developed. From the research study of Mensah, S., Nizam I. (2016), four variables were selected among six variables used in this research that examine the impact of social media on students'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

In previous studies, students who spend more time on social media platforms for casual conversations are most likely to see a drop in their educational performance. They often spend more time without taking into consideration their meal. Missing the meal could affect the students' health which in turn will have an impact on the educational performance of 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 readily accessible study material that 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 and people connection, and students' perceptions, and the dependent variable is students' educational 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 shows that social media significantly influences students' educational performance and it helps them in their educational activities. In order to better understand, this relationship the main theoretical framework is established as the following:



Source: Own Compilation

Figure 2.1 Conceptual Framework of the Study

CHAPTER 3
METHODOLOGY

This chapter provides the methodology used for the analysis of the effect of social media on students' educational performance in the University of Co-operative and Management, Sagaing.

3.1 Background of the Study

The University of Co-operative and Management, Sagaing is located at Shwe Thamar Ward, near Ywar Htaung Train Station, Sagaing. The total area is 26.052 acres. In 1982, the Co-operative Training School was originally founded in Kachin State, Chin State and Sagaing Region. In 1996, it was elevated to the status of Co-operative College, Sagaing. Co-operative College was upgraded as Co-operative University Sagaing according to the guidance of the President of the Republic of the Union of Myanmar on 12th February 2012. On November 25, 2021, Co-operative University, Sagaing was renamed University of Co-operative and Management, Sagaing.

In the organizational structure of University of Co-operative and Management, Sagaing, there are mainly two departments: Administrative and Academic Department. Under the Administrative Department, there are the Training Department, Management Department, Research and Development Department. Under the Training Department, there are Examination and Graduation Branch, Students Affairs Branch and Library Branch. Under the Management Department, there are the Administration Branch, the Finance Branch and the Engineering Branch. Under the Research and Development is e-Government Branch. Under the Academic Division, there are eleven (11) teaching departments, Department of Training and Department of Research and Development.

The university comprises eleven (11) academic departments: Department of Co-operative Studies, Department of Commerce, Department of Economics, Department of Management Studies, Department of Statistics, Department of ICT, Department of Myanmar, Department of English, Department of Mathematics, Department of Law, and Department of Economic Geography. Under the Department

of Training, there are Students Affairs Branch, Examination and Graduation Branch, International Relation Branch, Library Branch and Sports Branch.

After the university was upgraded, the students will obtain a Degree in B.BSc (Business Science). In 2014-2015 Academic Year, Co-operative University has expanded five major bachelor degrees. These five majors are Bachelor of Business Science (B.BSc) degrees in Regional Development, Social Enterprise Management, Accounting and Finance, Applied Statistics, and Marketing Management. Starting from the 2018-2019 Academic Year, Post Graduate Diploma and Master's Degree courses have been opened. These programs include Post Graduate Diplomas in Regional Development, Social Enterprise Management, Accounting and Finance, Applied Statistics, and Marketing Management, as well as Master's degrees in Regional Development, Social Enterprise Management, Accounting and Finance, Applied Statistics, and Marketing Management. The University of Co-Operative and Management, Sagaing (UCMS) held a training session (LMS Training) for the first use of the Learning Management System (LMS) on January 11, 2023, and an LMS Review Workshop was held on December 4, 2023. Therefore, the university is currently using an LMS platform for teaching purposes.

The vision of the University of Co-operative and Management, Sagaing is to become a regionally recognized university that provides qualified human resources for socio-economic development. The mission is (i) to develop specific programs for regional development, social enterprise management, accounting and finance, marketing management and applied statistics, (ii) to bring up human resources who are able to be attentive and cooperative in respective fields and (iii) to conduct applied and practical research constantly. Currently, the University of Co-operatives and Management, Sagaing has offered online courses. The online courses are mainly used for recruitment and teaching through social media platforms. The aim is to enable any graduate from any region to use social media to access master's courses remotely and to produce qualified human resources for socio-economic development.

3.2 Determination of Sample Size

There are several approaches to determining the sample size based on the following criteria. They include the precision level, the confidence or risk level, and the extent of variability in the measured attributes. Among them, the level of precision

criteria is used. In this study, Solvin's (1960) sample size formula is used. Assume that the margin of error is 0.05

$$n = \frac{N}{(1+Ne^2)} = \frac{498}{(1+498(0.05)^2)} = 221 \quad (3.1)$$

Where;

n = Sample size

N = Total population (498)

e = Margin of error (0.05)

The result above the sample size is 221 from the total population of 498.

3.3 Sample Size Allocation for Each Stratum

There are three different groups of HRD students in the University of Co-operative and Management, Sagaing Region such as MBA, MPA and MAR. For the proportional allocation method, the size of the sample in each stratum is taken in proportion to the size of the stratum. A total of 221 respondents from HRD students, at the University of Co-operative and Management, Sagaing were selected chosen to cover the sampling error.

Table 3.1 HRD Students in UCMS

Group	Population	Sample HRD students
MBA	248	110
MPA	204	91
MAR	46	20
Total	498	221

Source: Survey Data, 2025

3.4 Data Collection Method

A total of 221 students were selected from the total population of 498 master's students enrolled in the HRD program during the process of completing the questionnaire with the online survey. A random sample of sample design exits. Simple random sampling, stratified sampling and cluster sampling are the most widely used in sampling design. This research utilizes a stratified random sampling technique for data collection and analysis. Data for this survey was collected through field research. The information was gathered by a questionnaire survey to obtain the highest number of observations, conducted in 2025.

The questionnaire was constructed by analyzing preceding research literature in order to analyze educational performance as well as the current environment of the study area. The socio demographic profile of the respondents, which included gender, age and occupation, was concerned with examining the analysis of educational performance. The respondents chose one of the options as their view of each question. A standardized questionnaire, which was given 221 students by one of the investigations conducted in March, 2025, was used to collect the data.

3.5 Research Design

This study adopts a quantitative and qualitative research design to examine the factors affecting the use of social media on educational performance among HRD master's students at UCMS. A descriptive approach was used to identify and analyze the relationships between various dimensions of social media usage and students' educational outcomes. Although different alternatives exist for structuring research, applying the most suitable methods regarding the research problem and purpose facilitates fulfilling desired outcomes.

This defends that the chosen method would guide the study to gain the justifiable knowledge with respect to the research problems. This thesis conducted a further qualitative study based on the quantitative analysis. The study conducted inconspicuous observation and had a few brief chats with a random sample of 221 students from 498 students in the process of completing the questionnaire.

3.6 Questionnaire Design

Once the survey objectives have been determined, the relevant questionnaire can be developed. The questionnaire plays a central role in the survey process in which information is transferred from the respondents to the interviewers. This study has used the questionnaire method to collect primary data. A questionnaire refers to all the techniques for data collection in which every respondent is asked to respond to a written series of questions presented in a prearranged order (De Vas, 2002); (Saunders et al., 2012). It is an efficient method to collect data when the investigator can specify what data is required and how the specific variables are computed.

The questionnaire aimed to achieve two goals: to collect relevant data and to gather reliable and valid data. The questionnaire consists of two major sections. The

first section includes several personal questions covering gender, marital status, educational status, and social media usage patterns. The second section is about education performance, and it includes questions about time appropriateness, nature of usage, friends and people connection and self-regulation by students. The questionnaires adopted the five-point Likert scale (1= strongly disagree, 2 = Disagree, 3 = Moderate, 4 = Agree, and 5 = strongly agree).

3.7 Data Analytical Procedure

Statistical analyses such as descriptive analysis and regression analysis were used according to the respective objectives of the study.

3.7.1 Reliability Analysis

Reliability is the scale construction counterpart of precision and accuracy in physical measurement. Reliability can be thought of as consistency in measurement. To establish the reliability of the data, the reliability coefficient (Cronbach's Alpha) was verified. There are a number of different reliability coefficients. One of the most commonly used is Cronbach's alpha. Cronbach's alpha can be interpreted as a correlation coefficient; it ranges in value from 0 to 1. Robinson and Shaver (1973) suggested that if Alpha is greater than 0.7, it means high reliability and if Alpha is smaller than 0.3, it means low reliability. Moreover, it is often said that Cronbach's Alpha is a more reliable scale.

Reliability Test

Before conducting factor analysis, it is important to test the reliability of the dimensions in the questionnaires. Cronbach's alpha, a statistical test was used to examine the internal consistency of attributes and was determined for each dimension. This statistical test shows that the attributes are related to each other and to the composite score. The composite score for each section of the questionnaires was obtained by summing the scores of individual items. Cronbach's alpha is defined

$$\alpha = \frac{K}{K-1}\left[1 - \frac{\sum_{i=1}^{k} S_i^2}{S_T^2}\right] \quad (3.2)$$

Where;

α = Cronbach's alpha

K = Number of Statement

S_i^2 = variance of each statement

S_T^2 = variance for sum of all

If the alpha value is high, then this suggests that all of the items are reliable and the entire test is internally consistent. If alpha is low, then at least one of the items are unreliable and must be identified via an item analysis procedure. However, the Cronbach's alpha value should be above 0.7.

3.7.2 Multiple Regression Model

Multiple regression analysis is the study of how a dependent variable y is related to two or more independent variables. In the general case, using k refers to the number of explanatory variables.

The introduction of a model in multiple regression analysis is very similar to introduce this concept in simple regression analysis. The equation that describes how the dependent variable y is related to the independent variables$x_1, x_2, \dots, x_k$and an error term *u* is called the multiple regression model. Multiple regression models take the following form.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_k X_k + u_i \quad (3.3)$$

In the multiple regression model, $\beta_0, \beta_1, \dots, \beta_k$are the parameters and u_i is a random variable. The error term accounts for the variability in *y* which is not captured by the linear relationship between *y* and the independent variables. The assumptions of the error term u_i are all still true under the multiple regression model.

One of this assumptions is that *E(u) = 0.* This implies the following relationship.

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \cdots + b_k X_k \quad (3.4)$$

This is called the Multiple Regression Equation.

3.7.3 Estimated Multiple Regression Equation

If the values of $\beta_0, \beta_1, \dots, \beta_k$are known, the previous equation is used to calculate the mean of value of *y* at the given values of $X_1, X_2, \dots, X_k$. In general, these parameter values will not be known and will have to estimate them from sample data. Using this sample, an estimated multiple regression equation can develop which takes the following form

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \cdots + b_k X_k \quad (3.5)$$

Where, $b_0, b_1, \dots, b_k$ are the estimated value of the parameters $\beta_0, \beta_1, \dots, \beta_k$ and $\hat{y}$ is the estimated value of the dependent variable. The estimation procedure for multiple regression is nearly identical to simple regression. The least squares method is used to come up with our "best" fit.

3.7.4 Least Squares Method

The least squares method is used to develop the estimated regression equation. This same approach is used to develop the estimated regression multiple regression equation. The least squares criterion is

$$min \sum_{i=1}^{n} (y_i - \hat{y}_i)^2 \quad (3.6)$$

Where;

y_i = the observed value of the dependent variable for the ith observation

$\hat{y}_i$ = the estimated value of the dependent variable for the ith observation

n = the number of observations

The estimated values of the dependent variable are obtained from the estimated multiple regression equation.

$$\hat{Y} = b_0 + b_1 X_1 + b_2 X_2 + \cdots + b_k X_k \quad (3.7)$$

The least squares method uses sample data to provide the values of $b_0, b_1, \dots, b_k$ that minimize the sum of squared residuals.

3.7.5 Inference of Testing for Significance

The significance tests for the simple regression model were the *t* test and the *F* test. In the simple regression model, these tests always generated the same conclusion. If the null was rejected, concluded that $\beta_1 \neq 0$. In multiple regression, the *t* test and the *F* test have different purposes.

1. The *F* test is used to determine whether there exists a significant relationship between the dependent variable and the entire set of independent variables in the model; thus, the *F* test is a test of the overall significance of the regression.
2. If the *F* test shows that the regression has overall significance, the *t* test is then used to determine whether each of the individual independent variables is significant. A separate *t* test is used for each of the independent variables; thus, the *t* test is a test for individual significance.

(i) F-test

To test the significance of the overall regression coefficient, 'F' test is used. The multiple regression model is defined as

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_k X_k + u \quad (3.8)$$

The hypothesis for the *F* test takes the following form

Null Hypothesis : $\beta_0 = \beta_1 = \beta_2 = \cdots = \beta_k = 0$

Alternative Hypothesis: At least one $\beta_i \neq 0$

If the null is rejected, conclude that one or more of the parameters in the model is not equal to zero. Thus, the overall relationship between the dependent variable *y* and the independent variables $x_1, x_2 ..., x_k$ is significant. However, if the null is not rejected, conclude that there is an overall significant relationship and our regression does not significantly to explain the variation in the dependent variable.

The test statistic for the *F* test is

$$F = \frac{MSR}{MSE}$$

Where, the MSR is the mean square due to the regression, which is equal to

$$MSR = \frac{SSR}{K}$$

And, the MSE is the mean square error which is equal to

$$MSE = \frac{SSE}{n-k-1}$$

Where, *n-k-1* is the degrees of freedom and *K* is the number of independent variables. The decision rule for the *F*-test takes the following form

Reject the null hypothesis if : $F > F_{\alpha,k,n-k-1}$

Do not reject null hypothesis if: $F \leq F_{\alpha,k,n-k-1}$

Where, $F_{\alpha,k,n-k-1}$ is based on the *F* distribution with *K* degrees of freedom in the numerator, *n-k-1* degrees of freedom in the denominator, and a probability of α in the upper tail of the probability distribution.

(ii) t-test

To test the significance of each regression coefficient, 't' test is used. The t test of significance works the as it did for simple regression models. For any parameter β_i the hypotheses take the form;

Null Hypothesis : $\beta_i = 0$

Alternative Hypothesis : $\beta_i \neq 0$

The t-test statistic for $\hat{\beta}_i$ is simple to compute given $\hat{\beta}_i$ and its standard error:

$$t = \frac{\hat{\beta}_i}{Se(\hat{\beta}_i)}$$

The decision rule for this test takes the following form

Reject the Null Hypothesis if : $t < -t_{\alpha/2, n-k-1}$ or $t > t_{\alpha/2, n-k-1}$

Do not reject the Null Hypothesis if : $-t_{\alpha/2, n-k-1} \leq t \leq t_{\alpha/2, n-k-1}$

3.7.6 Coefficient of Determination

In the simple linear regression, the total sum of squares, the total variation in the dependent variable (SST), can be broken into two parts: the sum of squares due to regression (SSR) and the sum of squares due to error (SSE). This same partition works for multiple regression.

$$SST = SSR + SSE \quad (3.9)$$

The quality of the fit for the regression can be calculated by computing the coefficient of determination. The coefficient of determination is still computed as

$$R^2 = \frac{SSR}{SST} \quad (3.10)$$

3.7.7 Adjusted Coefficient of Multiple Determination (R^2_{adj})

In multiple regressions, it is generally possible to increase the coefficient of determination R^2 by including additional predictors. To prevent overfitting the model, an adjustment can be made in the R^2statistics to penalize the inclusion of useless predictors. The adjusted coefficient of determination using n observations and k predictors is

$$R^2_{adj} = 1 - \left[(1 - r^2)\frac{n-1}{n-k-1}\right] \quad (3.11)$$

R^2_{adj} is always less than or equal to R^2 Reporting the adjusted R^2 is extremely important in comparing two or more regression models that predict the same dependent variable but have a different number of independent variables.

3.7.8 Assumptions of Multiple Regression

Just as with the simple regression model, several assumptions are made about the multiple regression. These assumptions are about the behavior of the error terms u. These are the following assumptions about the multiple regression model;

$$y = b_o + b_1X_1 + b_2X_2 + ...+b_kX_k \quad (3.12)$$

1. The error term *u* is a random variable with an expected value of zero; *E (u) = 0.* Implication: For the given values of the independent variables. The expected value of the dependent value is

$$E(y) = \beta_0 + \beta_1X_1 + \beta_2X_2 + \cdots + \beta_kX_k \quad (3.13)$$

The linearity between the dependent and the independent variables is correct.

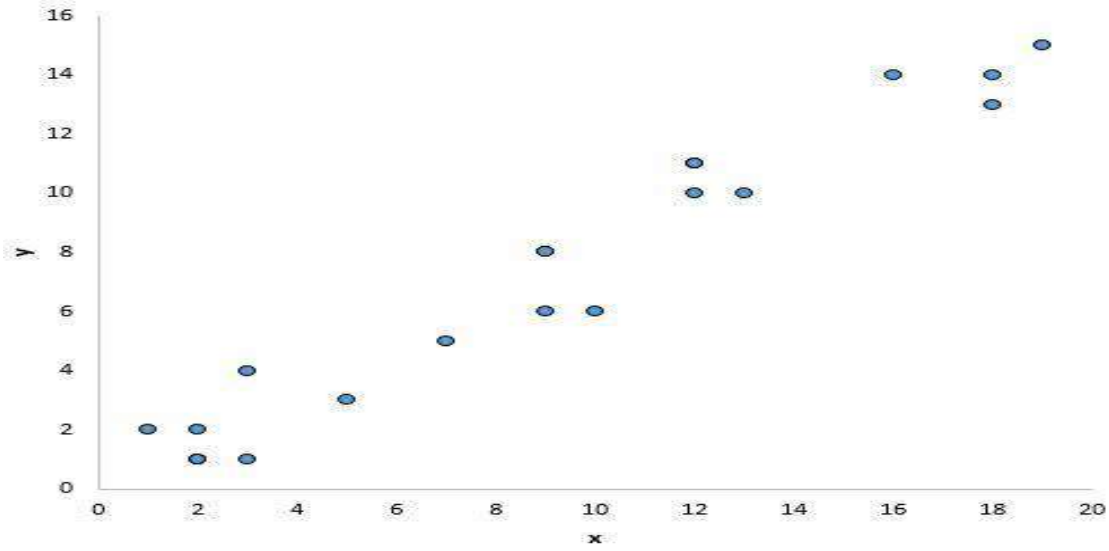


Figure 3.1 Scatter Plot

2. The variance of *u* is denoted by σ^2 and is the same for all values of the independent variables. Implication: The variance of y equals σ^2 and is the same for all values of the independent variables.

In regression analysis, heteroscedasticity refers to the unequal scatter of residuals or error terms. Heteroscedasticity is a problem because ordinary least squares (OLS) regression assumes that the residuals come from a population that has homoscedasticity, which means constant variance. Heteroscedasticity occurs naturally in datasets where there is a large range of observed data values. In regression analysis the distribution of the residuals depends on the heteroscedasticity of the errors and the selection of predictors to model the data.

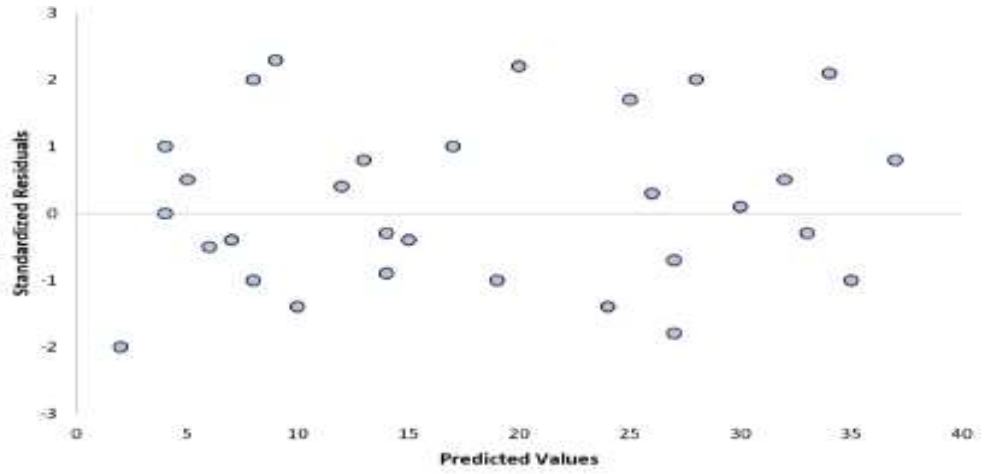


Figure 3.2 Standard Residual vs. Predicted value

3. The error *u* is a normally distributed random variable reflecting the deviation between the value of *y* and the expected value of *y*. Implication: The dependent variable is also a normally distributed random variable.

Multiple linear regression assumes that the residuals that the model produces are normally distributed, especially when the objective is to perform hypothesis testing or construct confidence intervals.

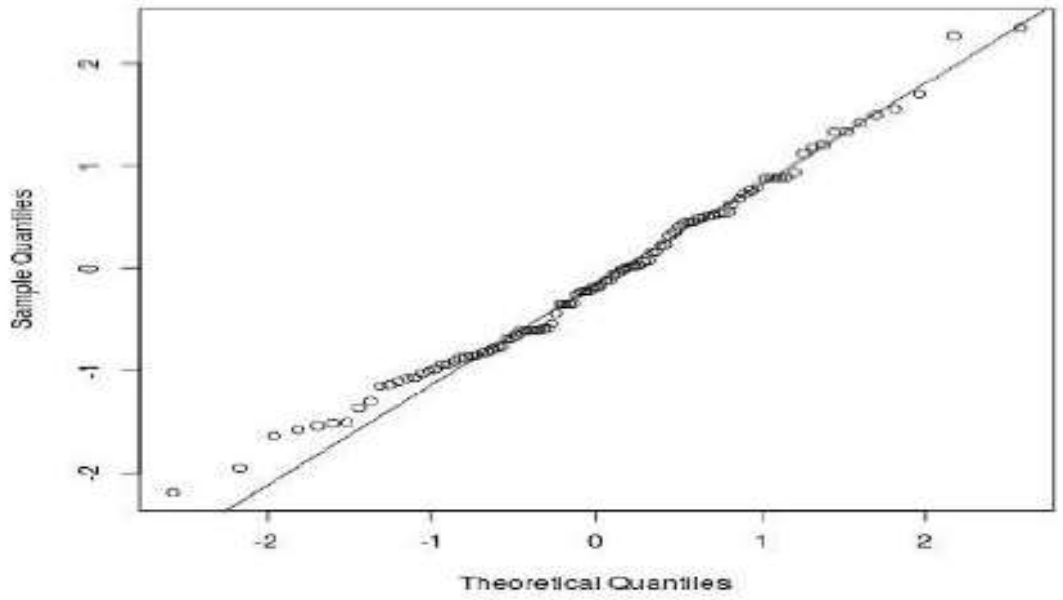


Figure 3.3 Normal Q-Q Plot

4. Multicollinearity problem arises when one of the independent variables is linearly related to one or more of the other independent variables. Such a situation violates one of the conditions for multiple regressions. Specifically, multicollinearity occurs if there is a high correlation between two independent variables, $X_i \; and \; X_j$. If the correlation coefficient r_{ij} between X_i and X_j in the multiple linear regression

model is high, multicollinearity exists. Multicollinearity is a problem of degree. Any time two or more independent variables are linearly related, some degree of multicollinearity exists. If its presence becomes too pronounced, the model is adversely affected. The presence of multicollinearity creates many problems in the use of multiple linear regression model.

The most direct way of testing for multicollinearity is to produce a correlation matrix for all variables in the model. If a correlation is greater than 0.7 or less than -0.7, the independent variables are highly correlated. If a correlation is less than 0.5, it can be concluded that multicollinearity is not problem.

Another way to detect multicollinearity is to use the value of Tolerance. If the value of Tolerance is not less than 0.1, it can be said that there is no multicollinearity problem in this study.

The third way to detect multicollinearity is to use the variance inflation factor (VIF). The VIF associated with any X-variable is found by regressing it on all the other X-variables. The result R^2 is then used to calculate that variable's VIF. The VIF for nay X_i represents that variable's influence on multicollinearity.

The VIF for any independent variable is a measure of the degree of the multicollinearity contributed by that variable.

The VIF for any given independent variable X_i is

$$\text{VIF}\ (X_i) = \frac{1}{1- R_i^2} \tag{3.14}$$

Where, R_i^2 is the coefficient of determination obtained by regression X_i on all other independent variables. Multicollinearity produces an increase in the variation, or standard error, of the regression coefficient. VIF measures the increase in the variance of the regression coefficient over that which would occur if multicollinearity were not present. In general, multicollinearity is not considered a significant problem unless the VIF of a single X_i measure at least 10 or the sum of the VIF's for all X_i is at least 10.

CHAPTER 4
ANALYSIS OF SOCIAL MEDIA AND EDUCATIONAL PERFORMANCE OF STUDENTS

The purpose of this study is to analyze the effect of social media on students' educational performance. Based on the conceptual framework, primary data were collected using the questionnaire set for this study and analyzed with the aid of statistical methods. Descriptive statistics and multiple regression analysis were utilized to assess the quality of data and identify variables influencing students' educational performance through social media.

4.1 Profile of Respondents

The respondents were asked questions such as gender, age, marital status and academic year level (major). Respondents are given multiple choice for each question, out of which the respondents have to choose the relevant one.

Table 4.1 Profile of Respondents

Variables	Category	Frequency (n)	Percentage (%)
Gender	Male	87	39.4
	Female	134	60.6
Age	23-32	79	35.7
	33-42	105	47.5
	43-52	32	14.5
	53-62	5	2.3
Marital Status	Single	134	60.6
	Married	87	39.4
Academic Year Level	MBA	110	49.77
	MPA	91	41.18
	MAR	20	9.05

Table 4.1 Profile of Respondents (Cont.)

Variables	Category	Frequency (n)	Percentage (%)
Social Media	Facebook	32	14.5
	Viber	3	1.4
	YouTube	15	6.8
	Telegram	12	5.4
	TikTok	7	3.2
	Two or More Usage (Facebook & Youtube)	151	68.3
	Others	1	0.5
Length of Time Spent Using Social Media	Less than 6 Months	6	2.7
	6 Months – 1 Year	4	1.8
	1 Year – 5 Years	33	14.9
	More than 5 Years	178	80.5
Daily Spending Hours	1 hour	22	10.0
	1-2 hours	48	21.7
	2-4 hours	98	44.34
	5-8 hours	46	20.8
	More than 8 hours	7	3.2
Use Social Media Sites by Respondents	Only Education	60	27.1
	Watching Movie	11	5.0
	Two or More	130	58.9
	Others	20	9.0
Social Media Using for Education	Yes	209	94.6
	No	12	5.4
Can Improve Students' Educational Performance	Yes	198	89.6
	No	2	0.9
	Not Sure	21	9.5

Table 4.1 Profile of Respondents (Cont.)

Variables	Category	Frequency (n)	Percentage (%)
Social Media Usage Cost Per Month (MMK)	10,000-25,000	110	49.8
	25,000-40,000	92	41.6
	40,000-55,000	16	7.2
	55,000-70,000	3	1.4

Source: Survey Data, 2025

According to Table (4.1), the total respondents comprised 221 students from the University of Co-operative and Management, Sagaing. Regarding gender, the highest proportion are female (60.6%) then male (39.4%). The age of respondents, which are classified into four categories as 23-32, 33-42, 43-52 and 53-62. It is found that the most dominant age group among respondents is between 23 and 32 years 35.7% followed by 33 to 42 years (47.5%). Age 43 to 52 years is 14.5% and 53 to 62 years old is 2.3% of total respondents. Therefore, most of the master students are between 33 to 42 years old.

The respondents' marital status consists of Single at (60.6%) and Married at (39.4%). Majority of respondents are MBA major students at 49.77% (110 respondents), MPA major students at 41.18% (91 respondents) and MAR major students at 9.05% (20 respondents) respectively. MBA students represent the majority of academic year level in this study.

The study shows 221 respondents from the total population (221 respondents) widely used Facebook, which is also well-known social media platform in Myanmar. YouTube is the second dominant platform used by respondents which is made up of 6.8% and followed by Telegram as third dominant social media at 5.4% of total population. Others is (WeChat, Line, Microsoft Team) 0.5% of respondents also use social media in this study. 68.3% (151 respondents) use two or more (Facebook and YouTube) social media platforms. It was found that both two or more (Facebook and YouTube) are used most frequently on social media.

Based on the data collected from 221 respondents, those who had used social media for more than 5 years were 178 (80.5%), followed by 14.9% (33 respondents) who had used it for 1 to 5 years. Only for 2.7% (6 respondents) and 1.8% (4 respondents) had used social media with minimum lengths of time of less than 6 months and 6 months to 1 year, respectively. According to Table 4.1, this study

concludes that majority of respondents have been using social media for at least 5 years and it is one of the reasons for conducting this study.

The study states that 10% (22 respondents) spend studying 1 hour per day while 21.7% (48 respondents) used between 1 and 2 hours per day and 44.34% (98 respondents) used between 2 and 4 hours. Furthermore, 20.8% (46 respondents) used between 5 and 8 hours per day. Therefore, it can be concluded that the majority of respondents used studying hours between 2 and 4 hours per day.

According to table (4.1), the reasons why respondents use social media 58.9% (130 respondents) use social media for two or more purposes, indicating that the majority of respondents rely on social media for multiple reasons. 27.1% (60 respondents) use social media only for education. 5% (11 respondents) use it primarily for watching movies. 9% (20 respondents) cite other reasons (knowledge) for using social media. Most respondents, 58.9% use social media for multiple purposes, meaning that social media is predominantly used as a multifunctional tool by users.

Table (4.1) shows that 94.6% of the respondents (209 respondents) indicated that they use social media for education, while 5.4% (12 respondents) indicated that they do not use it. Therefore, it can be concluded that most respondents use social media for educational purposes.

Furthermore, 198 respondents (89.6%) believe that social media had a positive impact on the educational performance of most students. This shows that social media is positively perceived by the majority. Only 0.9% (2 respondents) disagree, suggesting almost no impact. There are a further 21 respondents (9.5%) who do not know for sure whether it helps or not.

Table (4.1) shows spending ranges: 49.8% (110 respondents) spend 10,000-25,000 MMK, 41.6% (92 respondents) spend in the range of 25,000-40,000 MMK, 7.2% (16 respondents) spend 40,000-55,000 MMK, and 1.4% (3 respondents) spend in the range of 55,000-70,000 MMK. Most respondents, 49.8% spend a maximum of 10,000-25,000 kyats per month, with fewer in higher ranges. Most of those who use social media for educational purpose are found to be doing so effectively on a limited budget.

4.2 Testing of Reliability for Construct Variables

Based on Zikmund et al. (2010), internal consistency can be determined via reliability. The reliability and internal consistency of the items were analyzed on survey data. The reliability of the data in the present study is assessed by Cronbach's Alpha. Cronbach's Alpha is a reliability coefficient that measures the degree to which items within a set are positively correlated with one another. In addition, Cronbach's Alpha is ranges in value from 0, meaning no consistency, to 1, meaning complete consistency. Normally, 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 and below 0.80 are considered to have good reliability while an alpha value between 0.60 and below 0.70 indicates accepted reliability. The reliability of the items, both by factors and in general, was calculated using Cronbach's alpha. Reliability analysis values for the overall items and each factor are presented in Table (4.2).

Table 4.2 Reliability Test for Construct Variables

Construct Variables	No. of Items	Cronbach's alpha
Time Appropriateness	8	0.846
Nature of Usage	8	0.786
Friends and People Connection	8	0.923
Self-Regulation by Students	8	0.916
Educational performance	8	0.923

Source: Survey Data, 2025

This study includes eight factors including time appropriateness, nature of usage, friends and people connection, self-regulation by students and educational performance. The number of items and Cronbach's alpha values for all factors of selected HRD program master students at UCMS were shown in Table 4.7. According to the results, all scale characteristic factors are highly reliable as the Cronbach's alpha values meet the criteria value of 0.70. It means that the questionnaire has reliability. All dimensions of the questionnaire had Cronbach's Alpha with values of more than 0.7 which means that all factors are reliable.

According to table (4.2), nature of usage has an alpha value above 0.7 which shows good reliability. Time appropriateness of 0.8 is regarded as having good reliability. And another three variables; friends and people connection and self-

regulation by students have alpha values of 0.923 and 0.916 respectively, which indicates accepted reliability. Therefore, all variables are consistent and reliable in this study. Ensuring that the constructs accurately reflect the intended variables related to social media use and students' educational performance.

The Cronbach's alpha coefficient for five factors (each with eight items) ranged from 0.786 to 0.923 for the five factors such as times appropriateness, nature of usage, friends and people connection, self-regulation by students and educational performance. The results of each factor are reliable because the alpha coefficient of each factor is more than 0.7 which is an acceptable value. The Cronbach's Alpha for the nature of usage, even at its lowest value of 0.786, remains within the acceptable range. By examining the item total statistics, the Cronbach's alpha reliability coefficient is calculated as 0.923 which indicates a high level of internal consistency for the overall items with this specific sample.

These factors are measured on a five-point Likert scale: 1. strongly disagree, 2. disagree, 3. neutral, 4. agree, and 5. strongly agree. Table 4.8 displays the observed data together with the overall mean, standard deviation, and respondents' percentage agreement level.

Table 4.3 Respondent's Statements of Independent Variables

Sr. No.	Statements	Percentage Agreement Level
Times Appropriateness		
1	I avoid using social media during work or study hours.	56.6
2	Social media does not distract me from important academic or work tasks.	53.4
3	I separate the time I spend on social media for my academic matters and non-academic activities.	76.0
4	Social media has been used for a long time by many platforms or applications.	49.3
5	I lose track of time while using social media.	54.3
6	Social media is used only after activities on weekends and holidays.	53.4
7	Using social media before bed does not interfere with my sleep.	44.8
8	Using social media is spending more time on my education.	36.6
Overall Mean		3.1833

Table 4.3 Respondent's Statements of Independent Variables (Cont.)

Sr. No	Statements	Percentage Agreement Level
Nature of Usage		
1	Social media has made my daily life easier.	39.3
2	I like using social media to stay informed about current events and news.	45.7
3	I use social media primarily for staying connected with friends and family.	83.2
4	I rely on social media for entertainment and learning.	42.5
5	People who work in business get new ideas because of social media.	73.3
6	I use social media mainly for educational or professional purposes.	79.6
7	I use social media to follow influencers, celebrities, or brands for inspiration.	82.3
8	I upload and share videos and photographs in social media. (such as in Facebook, Google Scholar and Telegram, etc.,)	73.7
Overall Mean		3.3891
Friends & People Connection		
1	I use social media to stay in touch with friends I don't see regularly.	73.3
2	Social media helps me maintain strong relationships with my close friends.	65.6
3	I enjoy engaging in study groups, academic discussions, and knowledge-sharing on social media.	55.6
4	Social media helps me meet new people with similar interests.	63.3
5	I use social media to expand my professional or social network.	87.7
6	I enjoy interacting with students around the world online, gaining new perspectives, and gaining cultural awareness.	81.9
7	Social media is helpful in my studies because I can receive announcements from lecturers.	77.8
8	The social media helps in my studies because I can discuss my assignments with friends.	82.8
Overall Mean		4.0701

Table 4.3 Respondent's Statements of Independent Variables (Cont.)

Sr. No.	Statements	Percentage Agreement Level
Self-Regulation by Students		
1	I am aware of how much time I spend on social media each day.	83.2
2	I avoid using social media during work or study hours.	55.6
3	I have set boundaries to limit my social media use before sleeping.	70.1
4	I use apps or time limits to control my social media use.	77.3
5	Complete academic assignments before engaging with social media.	39.8
6	I schedule or plan my social media usage instead of using it impulsively.	62.4
7	I maintain a balance between social media use and real-life commitments.	45.2
8	I have physical/mental problems because of social media use.	72.3
Overall Mean		4.1041
Educational performance		
1	Social media platforms provide access to study materials, online courses, and academic communities.	70.1
2	Using social media, students can connect with teachers, experts, and colleagues around the world to advance their education.	85.0
3	Online platforms make it easier to learn the lessons.	85.1
4	I am satisfied with my overall academic performance.	88.7
5	I enjoy engaging in study groups, academic discussions, and knowledge-sharing on the Internet.	81.9
6	A lot of the information we read on social media is not 100% accurate.	74.2
7	Social media helps me learn about scholarship opportunities, conferences, and academic events.	80.5
8	Using educational content on social media has improved my research skills.	88.2
Overall Mean		4.2217

Source: Survey Data, 2025

The overall mean of 3.18 suggests that respondents agreed or strongly agreed with all questions and responses were included in the questionnaire for time

appropriateness. This indicates that social media can be used appropriately and has the best impact on education. However, some students may have difficulty with time management.

The overall mean of 3.38 suggests that respondents agreed or strongly agreed with all questions and responses that were included in the questionnaire for Nature of Usage. This indicates that students use social media primarily for learning, research, and information gathering, and it is proven to be beneficial for education. However, some may also have disadvantages, such as using it for entertainment purposes.

The overall mean of 4.07 suggests that respondents agreed or strongly agreed with all questions and responses were included in the questionnaire for friends and people connection. Social media helps to improve friendships, social connections, and education.

The overall mean of 4.10 suggests that respondents agreed or strongly agreed with all questions and responses were included in the questionnaire for Self-Regulation by Students. It shows that students can control their own social media use, which has a positive impact on education.

The overall mean of 4.22 suggests that respondents agreed or strongly agreed with all questions and responses were included in the questionnaire for educational performance. Social media use has been shown to enhance educational performance of students by supporting better focus and time management.

4.3 Multiple Regression Analysis of Social Media Factors Influencing Students' Educational Performance

Multiple regression analysis was applied to investigate the factor affecting students' educational performance. To develop the multiple regression models, the dependent variable is students' educational performance at UCMS. Time appropriateness, nature of usage, friends and people connection, and self-regulation by students were used as independent variables. In this study, four independent variables are used to explain the dependent variable.

The estimated multiple regression model

$$\hat{Y}_i = b_0 + b_1 X_{1i} + b_2 X_{2i} + b_3 X_{3i} + b_4 X_{4i} \quad (4.1)$$

In constructing the model, the variables noted as:

Y_i= Students' Educational Performance

X_{1i}= Time Appropriateness

X_{2i}= Nature of Usage

X_{3i}= Friends and People Connection

X_{4i}= Self-Regulation by Students

Table 4.4 Results of Multiple Regression Model

Independent Variables	Unstandardized Coefficients		Standardized Coefficients β	t	Sig.
	B	Std. Error			
(Constant)	1.058***	0.181		5.839	0.000
Time Appropriateness	0.180***	0.038	0.428	4.679	0.000
Nature of Usage	-0.157***	0.045	0.278	-3.503	0.001
Friends and People Connection	0.261***	0.059	0.164	4.417	0.000
Self-Regulation by Students	0.502**	0.066	0.135	7.580	0.000
F-value	85.190***				
R^2	0.612				
Adjusted R^2	0.605				

Source: Own Computation

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

Multiple Regression Equation is

$$\hat{Y}_i = 1.058 + 0.180X_{1i} - 0.157X_{2i} + 0.261X_{3i} + 0.502X_{4i} \quad (4.2)$$

According to table 4.3, the results show that the value of F test, overall significance of the model, is highly significant at 1% level. The specified models explain the variation of students' educational performance which is predicted by four independent variables as the value of adjusted is 60.5%.

Time appropriateness, friends and people connection and self-regulation by students show a significance at 1% level and a positive relationship with educational performance. Nature of Usage had a negative and significance at 5 % level relationship with educational performance. R^2 is 61.2% of the variation in the educational performance can be explained by the variation in the time appropriateness, nature of usage, friends and people connection and self-regulation by students.

Time appropriateness has a significant and positive effect. Students use social media for various purposes, but those who can manage time appropriateness can reduce the incidence of procrastination by using it only for educational purposes. Using social media during free time or after completing classes increases educational focus, as its limited and effective use does not interfere with study time. Moreover, using social media for online research can provide educational benefits, and its effective use can improve academic outcomes.

The nature of social media usage has a significant but negative effect. This indicates that students' use of social media for non-educational purposes (e.g., playing games, watching videos, excessive use for entertainment, viewing non-educational content) can lead to decreased study time and interfere with educational performance. Such ineffective use gradually leads to a decline in students' educational performance.

The dimension of Friends and People Connection has a significant and positive effect on educational performance. Students using social media for academic discussions with friends and teachers can enhance knowledge exchange. However, it is also necessary to avoid over-socializing. Collaborative activities, such as group discussions and resource sharing, can improve multifaceted learning. Strong social connections for learning can improve students' educational performance by connecting with educational groups on social media, finding and reading learning resources, and sharing them with others.

Self-regulation by students is significant with a positive effect. Self- Regulation in social media use, such as focusing on studies, managing time effectively, minimizing distractions by turning off notifications or alerts during study hours and setting specific goals, keeping personal discipline results in quality learning and more effective learning. Students who practice strong self-regulation experience noticeable improvements in their educational performance.

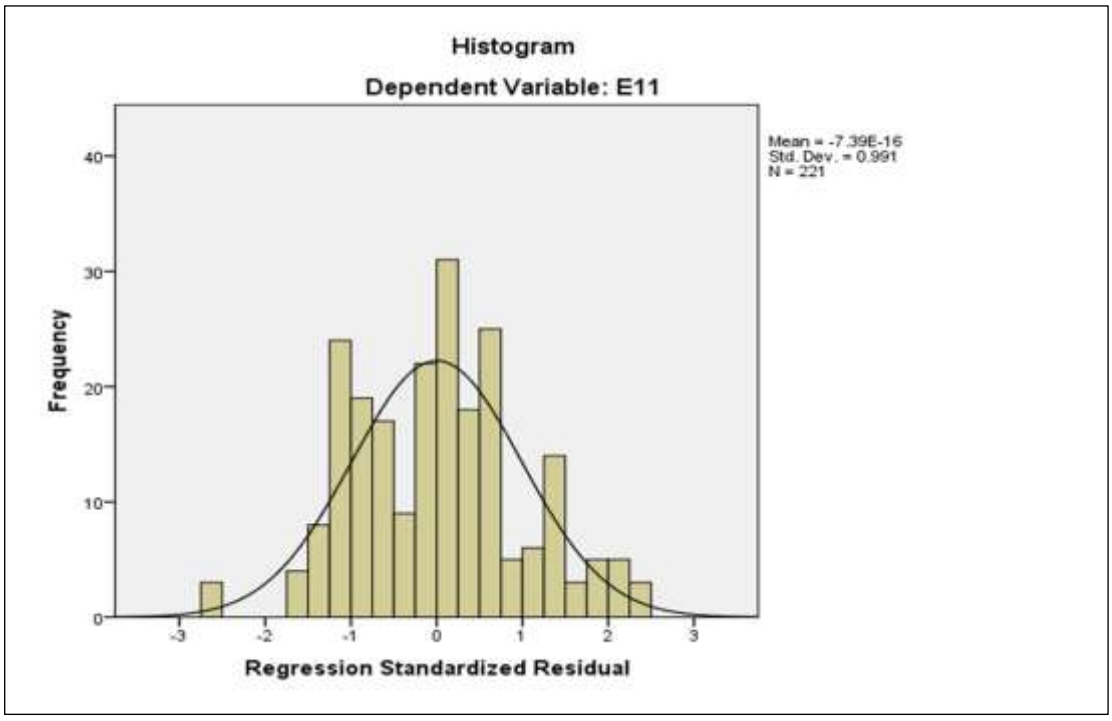
Self-regulation by students and friends and people connection is significant and the best. Self-regulation must be controlled and friends and people connection must be used properly. Time appropriateness is a key factor for educational success for students if it is managed effectively.

4.3.1 Test for the Assumption of Multiple Regression

To determine the required assumption from the multiple linear regression model for students' educational performance, the following procedures have been used.

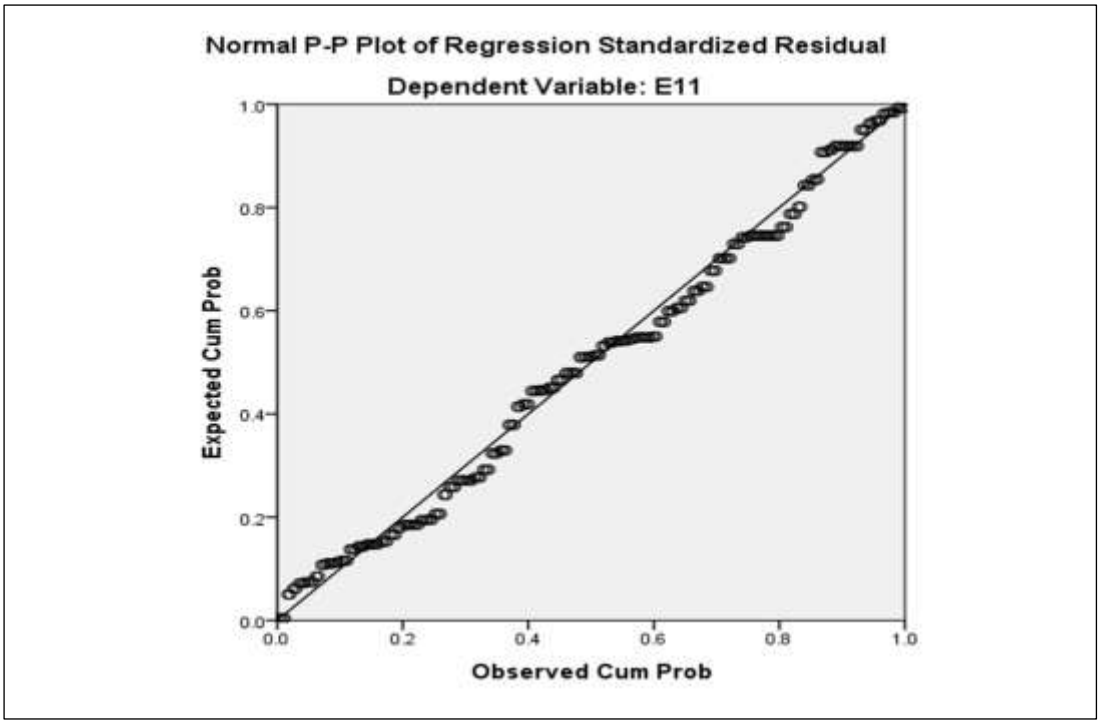
(i) Test for Normality Disturbances

The first assumption of the Ordinary Least Squares (OLS) model is that disturbances are a normal variable and are normally distributed with a mean of zero and constant variance. To check whether the disturbances are normally distributed, Histogram and Normal plot of the disturbances of students' educational performance can be constructed. The histogram of disturbances and the normal plot of disturbances for students' educational performance at UCMS are shown in figure 4.1 and 4.2.



Source: Survey Data, 2025

Figure 4.1 Histogram of Disturbances of Students' Educational Performance



Source: Survey Data, 2025

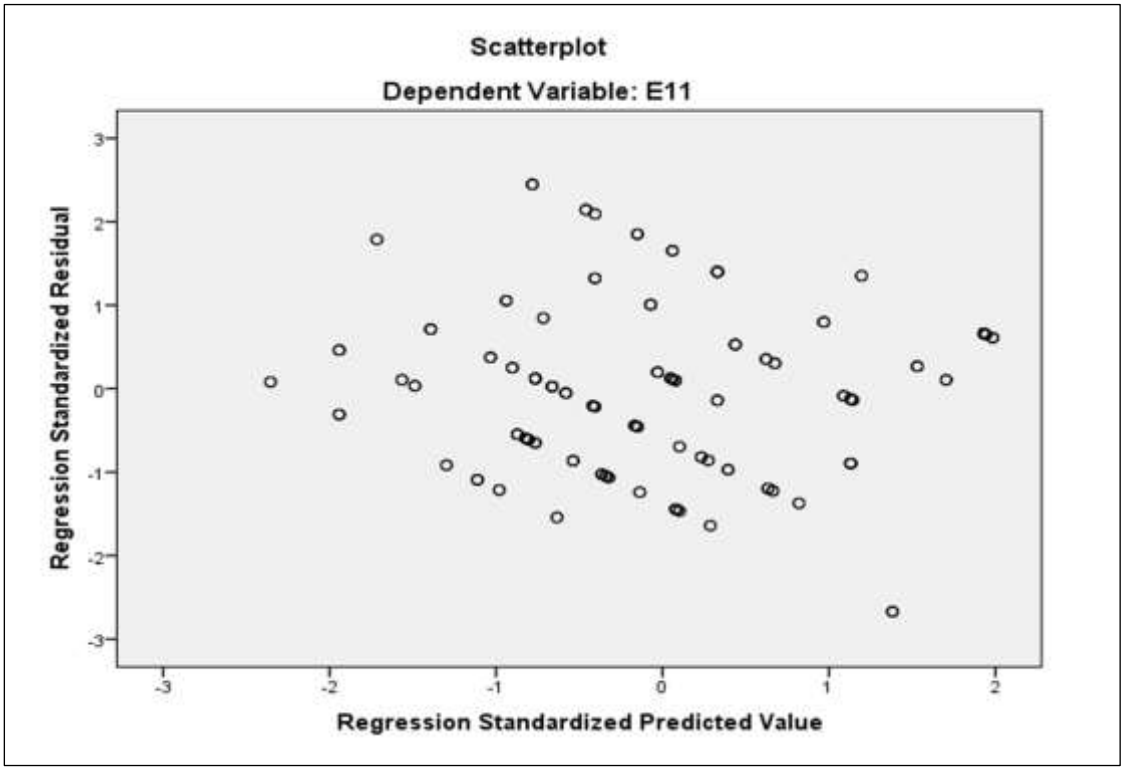
Figure 4.2 Normal Plot of Disturbances Students' Educational Performance

Normal Plot of Regression Standardized Residual

According to the histogram and normal plot, it can be concluded that the normality assumption appears to be generally reasonable.

(ii) Testing for Equal Variance (Homoscedasticity)

Another basic assumption of the multiple regression model is homoscedasticity. In the presence of heteroscedasticity, the regression coefficients become less efficient. Heteroscedasticity can often be detected by plotting the estimated Y values against the disturbances. Figure 4.3 presents the predicted students' educational performance on x axis and the disturbance for students' educational performance on y axis.



Source: Survey Data, 2025

Figure 4.3 Residual Pattern for Homoscedasticity

In figure 4.3, it can be seen that there is no residual pattern. Therefore, it can be concluded that residuals in students' educational performance have on equal variance or homoscedasticity.

(iii) Detecting Multicollinearity

The problem of multicollinearity, which is a problem of high correlation among the independent variables in the model, is also assessed. This problem can also be deleted from the value of Tolerance and VIF (variance inflation factor). If the correlation among the independent variables, is weak, and the value of the Tolerance is not less than 0.1 and the value of the VIF is not above 10, it indicates of absence of multicollinearity problem. According to the findings from the study, Tolerance and VIF value of independent variables are shown in the following table.

Table 4.5 Tolerance and VIF of Independent Variables

No.	Independent Variable	Tolerance	VIF
1	Time Appropriateness	0.633	1.579
2	Nature of Usage	0.555	1.802
3	Friends and People Connection	0.420	2.378
4	Self-Regulation by Students	0.383	2.611

Source: Survey Data, 2025

According to the table 4.5, among the independent variables, it is found that the collinearity statistics of the value of Tolerance is not less than 0.1. Based on the coefficient, output collinearity statistics, variance inflation factor (VIF) value of each predictor variable is obtained 1.579, 1.802, 2.378 and 2.611 respectively. Thus, since VIF values are less than 10, there is no multicollinearity.

CHAPTER 5
CONCLUSION

This chapter includes three sections, which are findings and discussions, suggestions and recommendations and needs for further study based on the results of the data analysis.

5.1 Findings and Discussions

In the current era of digital transformation, internet technologies have a increasing usage, and most of social media influences people in Myanmar. Social media has become a key part of students' daily lives, especially among the younger generation. Social media are more influential for university students, and they have more impact on social media. This study aimed to analyze the effects of social media usage on the educational performance of HRD programme master students at the University of Co-operative and Management, Sagaing. A sample of 221 respondents was utilized for this study including HRD programme master students from UCMS, selected through stratified random sampling. The questionnaire used in the study comprised two sections: Section A, consisting of eleven questions about the profile of respondents, and Section B, consisting of eight questions to examine the effect of social media on educational performance. A 5-point Likert scale was used for rating the perceptions of the respondents.

Regarding the demographic profile, it was found that more female respondents participated than male respondents. The majority of attendees were women, consistent with the gender ratio at the UCMS. According to academic year level, most of the respondents were second-year master's students. Most of the respondents were between the ages of 33 and 42 from HRD programme. Almost 58.9% of students use two or more social media platforms. The students use Facebook (14.5%) and YouTube (6.8%), and these social media are by far the favorites among students. Next, Telegram (5.4%), TikTok (3.2%), Viber (1.4%), and others (WeChat, Line, Microsoft Teams) (0.5%) are widely used by most respondents. According to the length of time they have used social media, the majority of respondents have been using it for more than 5 years. Regarding study hours per day, most of the respondents used between 2 and 4 hours, spending most of their time on social media. It is found

that the majority of respondents spend more hours on social media than on studying. The collected data were analyzed with descriptive and reliability tests and regression analysis by using SPSS. The descriptive analysis revealed that social media used purposefully, can positively influence educational performance through the following aspects: effective communication, access to information, and social relationships that support education.

The effect of social media is measured by using a five-point Likert scale item (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). Based on the data analysis conducted on the relationship between social media use and the educational performance of students at the University of Co-operative and Management, Sagaing, the findings suggest moderate positive correlations between certain aspects of social media use and educational performance.

Specifically, engaging with social media for students who manage their time well (Time Appropriateness), have strong online connections (Friends and People Connection), and use it for the ability to control (Self-Regulation) all show positive associations with higher educational performance. And using it for educational purposes (Nature of Usage) shows a negative association with educational performance. Additionally, students who developed self-regulation strategies, such as setting time limits, avoiding unnecessary searches, and focusing on educational contents were found to perform well academically.

Educational platforms, online forums, social media, and digital libraries are readily available for assignments, group presentations, research projects, and research resource needs. Students' learning habits and patterns of digital engagement can be created and monitored with new teaching methods. More effective use of online feedback, assessment, and resource-sharing systems can enhance the learning experiences. Social media is an important technology resource for improving teaching quality, reforming curriculum, and distributing new educational technologies within schools. This finding emphasizes the importance of digital discipline and purposeful usage.

5.2 Suggestions and Recommendations

The early period of social media was marked by the rise of platforms enabling users to create profiles and connect with people globally. Social media is a digital

technology that allows knowledge to be shared in online communities. Social media is no longer a distraction but a key part of the modern student's educational and career development. The accessibility of online learning resources and collaborative platforms via social media empowers students to take control of their learning journeys. Consequently, it doesn't disturb them from studying, but it helps them.

Students need to be aware of the importance and effects of managing their time effectively to balance social media usage with their study hours. Effective time management allows students to harness the benefits of social media while minimizing distractions. By setting clear boundaries and schedules, they can engage with online platforms for collaboration and support without compromising their educational performance. It is important to provide strategies and techniques for students to allocate their time appropriately, find out the value of the effects, and make efforts to ensure that students dedicate enough time to study. Students should be trained to manage their internet usage appropriately, such as setting rules to limit their use of the internet during certain times.

Social media should be intentionally used by students for beneficial purposes, particularly in education. For HRD students to do assignments and group presentations, they have to search for information from the internet and social media. The more they use social media as educational platforms, the easier it is for them to learn, and the higher the educational performance. Use social media more to raise the learning attitudes and apply what we have learned. Educational performance will be improved only by using it. Programs are essential to ensure the continued production of qualified human resources, promote digital discipline and effective time management, and promote self-regulation among students.

When social media is strategically integrated into teaching and learning, it can enhance the quality of programs by supporting collaborative learning, resource sharing, and student engagement. If these methods can be used systematically, the quality of teaching and learning can be improved simultaneously. Therefore, individual students should take more responsibility for their own learning and try to use social media for educational purposes. Social media needs to be intended for entertainment and conversation, and excessive use of social media should be decreased by using valuable research papers and educational purposes. Therefore, the

most effective approach is to guide students on how to use social media responsibly and what is more important in their academic journey.

While HRD programs continue to expand, social media can be a useful resource for research activities, group discussions, new teaching techniques, new course creation, and more effective management and educational development to become a program that can produce higher-quality human resources. Self-regulation is a skill that can be improved for myself. Students need to use social media to enhance their own skills and abilities. Self-control, goal setting, time management, soft skills for youths, etc. should be practiced by attending courses. Awareness programs should be introduced to develop students. Educational policymakers need to encourage responsible use of social media platforms, and universities should also use digital platforms to improve educational outcomes. Educational institutions should consider including digital literacy, internet literacy, and self-management courses in their curriculum. Given the benefits of using social media for educational performance, educational policymakers should use social media to enhance their teaching methods.

5.3 Needs for Further Study

The study provided in filling this gap by examining variations in educational performance related to social media usage. Achieving a valuable Master of Applied Research (MAR) degree will enable effective use of human resources in the workplace. It can become a fundamental force that can produce important HRD students for the country's economic development. This study serves as a basis for further research study about the effect of social media on students' educational performance and just emphasizes HRD programme master students from the University of Co-operative and Management, Sagaing. Future comparative studies involving high school students, undergraduates, and graduate students should be conducted to explore social media use and its educational effects. It is also recommended to study the effect of social media on other variables such as students' educational goals, personal satisfaction, personality traits, and digital behaviors.

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APPENDIX A

Factor Affecting the usage of Social Media on Educational Performance in HRD Programme at University of Co-operative and Management, Sagaing

Please tick (Â) the one that matches your situation.

1. Gender **Phone No.** _____

☐ Male ☐ Female

2. Age

☐☐

3. Marital Status

☐ Single ☐ Married

4. Academic Year Level

☐ MBA - Batch ☐1 ☐2

☐ MPA ☐1 ☐2

☐ MAR ☐1 ☐2

5. Which forms of social media do you use the most?

☐ Facebook

☐ WhatsApp

☐ Instagram

☐ Viber

☐ Tik Tok

☐ If other, please specify: _____

6. How long have you been using social networking sites? You may tick more than one

☐ Less than 6 months

☐ 6 month-1 year

☐ 1 year -5 years

☐ More than 5 years

7. How many hours do you spend on social media daily?

☐ 1 hour

☐ 1-2 hours

- [ ] 2-4 hours
- [ ] 5-8 hours
- [ ] More than 8 hours

8. During that time, do you use social media sites for education or learning?

- [ ] Yes
- [ ] No

8. If yes, please specify time: _____.

9. How much does social media usage cost per month? Monthly Expense (Kyats)

----

10. Why do you use social media sites? You may tick more than one

- [ ] Chatting
- [ ] Academic work
- [ ] Downloading videos
- [ ] Watching movies
- [ ] If other, please specify: _____

11. Using social media sites can improve students' eduactional performance.

- [ ] Yes
- [ ] No
- [ ] Not Sure

Please read each statement carefully and decide if you ever feel this way about your work and please choose how much you agree or disagree with each statement by crossing One number for each statement.

1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

No.	Times Appropriateness	Significant level				
		1	2	3	4	5
1	I avoid using social media during work or study hours.					
2	Social media does not distract me from important academic or work tasks.					
3	I separate the time I spend on social media for my academic matters and non-academic activities.					
4	Social media has been used for a long time by many platforms or applications.					
5	I lose track of time while using social media.					
6	Social media is used only after activities on weekends and holidays.					
7	Using social media before bed does not interfere with my sleep.					
8	Using social media is spending more time on my education.					

No.	Nature of Usage	Significant level				
		1	2	3	4	5
1	Social media has made my daily life easier.					
2	I like using social media to stay informed about current events and news.					
3	I use social media primarily for staying connected with friends and family.					
4	I rely on social media for entertainment and learning.					
5	People who work in business get new ideas because of social media.					
6	I use social media mainly for educational or professional purposes.					
7	I use social media to follow influencers, celebrities, or brands for inspiration.					
8	I upload and share videos and photographs in social media. (such as in Facebook, Google Scholar and Telegram, etc.,)					

No.	Friends & people connection	Significant level				
		1	2	3	4	5
1	I use social media to stay in touch with friends I don't see regularly.					
2	Social media helps me maintain strong relationships with my close friends.					
3	I enjoy engaging in study groups, academic discussions, and knowledge-sharing on social media.					
4	Social media helps me meet new people with similar interests.					
5	I use social media to expand my professional or social network.					
6	I enjoy interacting with students around the world online, gaining new perspectives, and gaining cultural awareness.					
7	Social media is helpful in my studies because I can receive announcements from lecturers.					
8	Social media helps in my studies because I can discuss my assignments with friends.					

No.	Self-Regulation by Students	Significant level				
		1	2	3	4	5
1	I am aware of how much time I spend on social media each day.					
2	I avoid using social media during work or study hours.					
3	I have set boundaries to limit my social media use before sleeping.					
4	I use apps or time limits to control my social media use.					
5	Complete academic assignments before engaging with social media.					
6	I schedule or plan my social media usage instead of using it impulsively.					
7	I maintain a balance between social media use and real-life commitments.					
8	I have physical/mental problems because of social media use.					

No.	Education performance	Significant level				
		1	2	3	4	5
1	Social media platforms provide access to study materials, online courses, and academic communities.					
2	Using social media, students can connect with teachers, experts, and colleagues around the world to advance their education.					
3	Online platforms make it easier to learn the lessons.					
4	I am satisfied with my overall academic performance.					
5	I enjoy engaging in study groups, academic discussions, and knowledge-sharing on the Internet.					
6	A lot of the information we read on social media is not 100% accurate.					
7	Social media helps me learn about scholarship opportunities, conferences, and academic events.					
8	Using educational content on social media has improved my research skills.					

APPENDIX (B)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782[a]	.612	.605	.43867

a. Predictors: (Constant), S11, T11, N11, F11

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.572	4	16.393	85.190	.000[b]
	Residual	41.564	216	.192		
	Total	107.136	220			

a. Dependent Variable: E11

b. Predictors: (Constant), S11, T11, N11, F11

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.058	.181		5.839	.000		
	T11	.180	.038	.249	4.679	.000	.633	1.579
	N11	-.157	.045	-.199	-3.503	.001	.555	1.802
	F11	.261	.059	.289	4.417	.000	.420	2.378
	S11	.502	.066	.519	7.580	.000	.383	2.611

a. Dependent Variable: E11