Critical Factors Affecting Higher Education Institution In Shah Alam Students' Engagement In Social Media

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ABSTRACT

Social media platform helps people to connect with family, friends, sharing ideas, increase awareness, know about current issues and many more. Besides that, it has been very helpful in terms of a convenient source of information, learn new market trends and demands. Social media usage is one of the most common activities among children, teenagers and adults nowadays. What are the reasons behind the social media that can affect students' engagement? The goal of making this research is to identify the impact of peer influence, entertainment, informativeness and addiction towards students' engagement in social media. The purpose of this study is to investigate the critical factors affecting Higher Education Institution in Shah Alam students' engagement in social media. Our target population estimated around 200 Higher Education Institution in Shah Alam students. The sampling strategy will be distributed an online survey to the students. The study is carried forward by involving few relevant theories as part of reference namely Social Media Platforms Theory, Technology Acceptance Model (TAM) and Theory of Planned Behaviour (TPB). Theoretical framework consisting four independent variables and a dependent variable, those independent variables are peer influence, entertainment, informativeness and addiction. This research will result in which factors that most affecting students' engagement in social media. One of the limitations that we have found is to distributing the surveys to the students. It is difficult for us due to the pandemic as we could not distribute the questionnaire to the students face-to-face and because of that we could not prevent from getting incomplete survey submitted to us.

Introduction

Universally, online social media known as web-based tools that let users to interact and communicate with each other in some way by sharing opinions, information, knowledge and interests online. It has been estimated that 94% of adults worldwide own a social media site account and have visited or used one within the last month (Chaffey, 2016). Approximately 73% of adolescents use social media (Lenhart et al., 2010). There is general consensus that one of the most popular Internet activities among college students is social media use as confirmed by Smith & Caruso (2010) who found that 90% of 36,950 university students drawn from 126 U.S.A and Canadian universities use social networking websites. There are many types of social networking sites (SNS). Examples of SNS are Instagram, Facebook, Twitter, WhatsApp, Wechat, Telegram, Yahoo etc. Social media users create, share as well as exchange information and ideas in virtual communities and they can connect with other members who share similar or common interest, dreams and goals.

Problem statement is to investigate the reason why students are interested with the social media and the reason why they spend so much time on it. We have witnessed students spending so much time on it and we wanted to find out why they invest such huge amount of time on social media. We also wanted to investigate the types of activities that the students do that made them so interested with the social media.

The objectives of this research is to study the impact of peer influence on students' engagement on social media, to identify on how entertainment effect on students' engagement on social media, to explore the outcome of informativeness on students' engagement on social media and to examine the effect of addiction on students' engagement on social media. All of these objectives of this research are to assist to derive the outcome of the research problems.

The significance of the study refers to the benefits that we will receive and we can apply the findings of the study in our future prospect. As mentioned previously, our main goal of this study is to learn about the factors that affect the students' engagement in social media. Thus, we can use the information that we gained through this research for better use in the future. This research will be beneficial for the students that have intense interest towards the social media.

Literature Review

The chapter will give an overview of literature and models that are related to the research problem presented in the previous chapter as well as introduce the concepts of peer influence, entertainment, informativeness and addiction relation between effects of social media in students. Based on our study it is shown that social media can give impact in two ways such as positive and negative. It is depend on how students engage with it. Other than that, the social media can improve and be an active learning platform for students to gain in variety of ways. Jalal, A. N., Bahari, M., Tarofder, A. K., & Musa, W. M. N. M. W. (2019).

Peer pressure happens when another person influences his thoughts or actions. A significant basis for peer

socialization, identification and decisions is the process of interpersonal control, which influences the attitudes and opinions of the people. The research on Turkish culture carried out by Kamiloğlu and Yurttaş (2014) emphasized that Facebook was the most widely used social media and was mainly used to acquire information, entertainment and as a free-time activities. These functions can be listed as social media websites being web-based sites that allow for social communication, the users being able to create online communities and share information with these communities as well as allowing for a two-way communication. Addiction to social media is a term often used to refer to someone who spends so much time using Facebook, Twitter, Instagram or other social networking sites so much that it interferes with certain aspects of daily life. Ibrahim, Z., Johar, M. G. M., & Rahman, N. R. A. (2018).

There are three theories that we used in this research which are Social Media Platforms Theory (SMPT), Technology Acceptance Model (TAM) and Theory of Planned Behaviour (TPB).

Social Media Platforms Theory (SMPT)

The increment in the consumers' engagement with the social media platforms is due to the various choices of social media developed such as Twitter, YouTube and many more (Wirtz et al., 2010). This has greatly piqued the consumers' interest to use the social media. This has piqued the researchers' interest as they were curious as to why the consumers are so interested with social media platforms and the reason they invested so much on it. The researchers are also wondering what made the consumers continuously using it. Social media platform has given the freedom to the consumers to search for any types of information as the information and knowledge in the social media platform are close to bottomless as you can gain any knowledge from the social media platforms. Amran, A. M., Mohamed, I. S., Yusuf, S. N. S., & Rozzani, N. (2019).

Technology Acceptance Model (TAM)

This model has been developed to investigate the reason for the individuals' engagement with the consciously intended behaviours (Rodrigues Pinho & Soares, 2011). Basically, TAM is developed to explain the acquisition of the technology and information system. This model also look into other factors that include concerns on the online privacy, online experience, innovativeness, gender and age (Cha, 2010). This theory believes that TAM is made up of two types of beliefs which include Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Perceived Usefulness (PU) can be defined as the model that refers to the improvement one will get for their job performance if they make use of the technology (Davis, 1989). This model has helped the researchers to investigate the reason for the continuous usage of social media. Mosbah, A., Debili, R., & Merazga, H. (2018) Social media platforms may serves the users' needs (Hussein & Hassan, 2017) and we can see that different social media platforms serve for different purposes. PU has been defined as the user might find the social media to be very helpful as it may meet their goal-driven needs (Rauniar et al., 2014). This is due to the various features

offered in every social media platforms. Moreover, Perceived Ease of Use (PEOU) refers to the fact that the usage of the technology takes less mental and physical effort (Davis, 1989). PEOU has contributes positive impacts on the users' insights and behaviours towards the social media platforms (Sago & Professor Of Marketing, 2013).
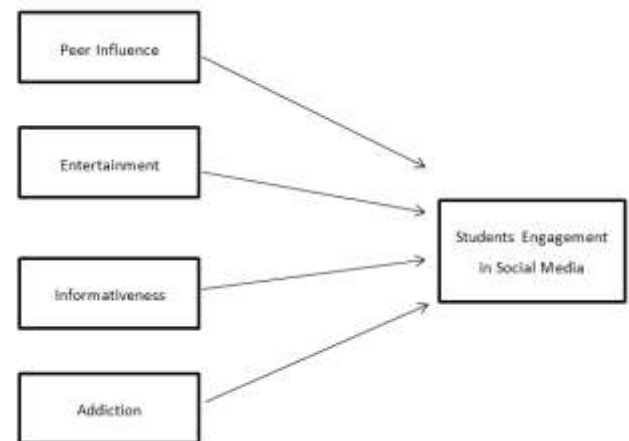
Conceptual Model

Figure 2.1: Conceptual Model

Social media is different from more traditional forms of media because it allows students or users to interact more closely with their peers and teachers and engage and comment on the course material both outside and inside the classroom environment (DeAndrea et al., 2012). Nowadays the numbers of social media use is increasing. It may influence the students to using social media by seeing most of their friends are using social media. Musah, A. A., Ghazali, Z., & Isha, A. S. N. (2015)

H1: There is a significant relationship between peer influence and students' engagement in social media.

There are students that using social media to provide entertainment and enjoyment. Both Palmgreen and Rayburn (1979) and Papacharissi and Rubin (2000) had an entertainment dimension in their scales. Korgaonkar and QMRIJ 16,4 364 Wolin (1999) also had a related factor for internet use which they called escapism. They defined escapism as pleasurable, fun, and enjoyable. Hassan, A., Jubari, A., & Ali, I. H. (2015).

H2: There is a significant relationship between entertainment and students' engagement in social media.

The students use social media to try to find information or to self-educate. Korgaonkar and Wolin (1999) also had a similar construct called information. Social media also allows students to become active learners; they are no longer passive consumers but active co-producers of content (Rutherford, 2010).

H3: There is a significant relationship between informativeness and students' engagement in social media.

Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Griffiths, 2000; Starcevic, 2013). Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014).

H4: There is a significant relationship between addiction and students' engagement in social media.

Methodology

A questionnaire is a research tool consisting of a set of questions or other types of prompts aimed at gathering information from a respondent. In the questionnaire, they are forms into two part which consists of demographics and behavioral model. Demographic questions are an integral part of any survey. Demographic questions are intended to help survey researchers decide which factors that influence the responses, interests and opinions of a respondent.

There are 10 questions for demographic questions in this thesis which consists of gender, level of education, faculty, year of study, marital status, religion, nationality, race and when they started use the social media. For the behavioral model, the questions need to identify the relationship between independent and dependent variables. This research has four independent variables and one dependent variable in the model. Tarofder, A. K., Azam, S. F., & Jalal, A. N. (2017).

Basically for the sampling strategy we need to identify what population that we are targeting. In this research, our target population are the students because the research is about the students' engagement with the social media. The overall respondents are derived from Higher Education Institution in Shah Alam. The total population in Higher Education Institution in Shah Alam by 2019 is around 14,999 students which are significantly large number of participants and irrelevant to our target.

For the sampling size, participants were briefed through the messaging application which is WhatsApp regarding the questionnaire and the scale and confidentiality of the data was assured to the participants. Mainly, our target respondents was 200 students but we managed to get 150 as we are only have one way to distribute the questionnaires due to this pandemic outbreak. Thus, 150 sets of questionnaires were distributed through online survey using Google form.

In the sample frame, the strategy used in this paper is non-probability as the population has no sample frame. Non-probability does not rely on the use of randomization techniques to select members. This is typically done in studies where randomization is not possible in order to obtain a representative sample and more specifically is convenient or accidental sampling where the participants are selected based on their availability. Convenience sampling is a type of non-probability sampling, we will target and approach the students who conveniently available to participate in our research.

Result And Discussions

Chapter 4 focused on the results and discussions of the data collected from the survey questionnaire. The survey questionnaire is divided into three (3) sections. We have distributed the online survey to the Higher Education Institution in Shah Alam students as they are our main target for this research. We have accumulated a total of 152 respondents through online survey.

Table 4.6: Frequency Test of Gender of the Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	24.3	24.3	24.3
	Female	115	75.7	75.7	100.0
	Total	152	100.0	100.0	

Table 4.7: Frequency Test of Age of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 – 24	134	88.2	88.2	88.2
	25 – 35	15	9.9	9.9	98.0
	36 – 44	3	2.0	2.0	100.0
	Total	152	100.0	100.0	

Table 4.8: Frequency Test of Education of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	5	3.3	3.3	3.3
	Diploma	51	33.6	33.6	36.8
	Bachelor Degree	96	63.2	63.2	100.0
	Total	152	100.0	100.0	

Table 4.9: Frequency Test of Faculty of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FBMP	86	56.6	56.6	56.6
	SESS	13	8.6	8.6	65.1
	IMS	10	6.6	6.6	71.7
	CFS	8	5.3	5.3	77.0
	FISE	10	6.6	6.6	83.6
	FHLS	6	3.9	3.9	87.5
	SCHA	14	9.2	9.2	96.7
	SPH	5	3.3	3.3	100.0
	Total	152	100.0	100.0	

Table 4.10: Frequency Test of Year of Study of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	31	20.4	20.4	20.4
	Year 2	55	36.2	36.2	56.6
	Year 3	45	29.6	29.6	86.2
	Others	21	13.8	13.8	100.0
	Total	152	100.0	100.0	

Table 4.11: Frequency Test of Marital Status of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	144	94.7	94.7	94.7
	Married	6	3.9	3.9	98.7
	Others	2	1.3	1.3	100.0
	Total	152	100.0	100.0	

Table 4.12: Frequency Test of Religion of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Islam	132	86.8	86.8	86.8
	Christian	8	5.3	5.3	92.1
	Buddha	3	2.0	2.0	94.1
	Hindu	9	5.9	5.9	100.0
	Total	152	100.0	100.0	

Table 4.13: Frequency Test of Nationality of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malaysian	151	99.3	99.3	99.3
	Non-Malaysian	1	.7	.7	100.0
	Total	152	100.0	100.0	

Table 4.14: Frequency Test of Race of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	131	86.2	86.2	86.2
	Indian	10	6.6	6.6	92.8
	Chinese	8	5.3	5.3	98.0
	Others	3	2.0	2.0	100.0
	Total	152	100.0	100.0	

Table 4.15: Frequency Test of Started to Use Social Media of Participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12 and below	54	35.5	35.5	35.5
	13 -17	82	53.9	53.9	89.5
	18 and above	16	10.5	10.5	100.0
	Total	152	100.0	100.0	

Table 4.16: Reliability Test

Variables	No. of Items	Reliability
Informativeness	5	0.747
Peer Influence	5	0.727
Entertainment	5	0.702
Addiction	5	0.820
Student Engagement	5	0.725

Table 4.17: Correlations

		Informativeness	Peer Influence	Entertainment	Addiction	Engagement
	Pearson Correlation	1	.253**	.330**	.175*	.330**
	Sig. (2-tailed)		.002	.000	.031	.000
	N	152	152	152	152	152

Table 4.18: Multiple Linear Regression (ANOVA[a])

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.360	4	5.840	23.184	.000[b]
	Residual	37.028	147	.252		
	Total	60.387	151			

Table 4.19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.622[a]	.387	.370	.50188

Table 4.31: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.676	.380		1.778	.077
	Peer Influence	.120	.078	.115	1.538	.126
	Entertainment	-.010	.072	-.010	-.132	.895
	Informativeness	.451	.076	.414	5.918	.000
	Addiction	.257	.062	.319	4.126	.000

HYPOTHESIS TESTING

H1a: There is no significant relationship between peer influence and students' engagement in social media. Table 4.31 shows the sig-value is 0.126 (sig > 0.05). We reject the null hypothesis and accept the alternatives hypothesis. Hence this concludes there is no significant relationship between informativeness and students' engagement in social media.

H2a: There is no significant relationship between entertainment and students' engagement in social media. Table 4.31 shows the sig-value is 0.895 (sig > 0.05). We reject the null hypothesis and accept the alternatives hypothesis. Hence this concludes there is no significant relationship between entertainment and students' engagement in social media.

H3: There is a significant relationship between informativeness and students' engagement in social media. Table 4.31 shows the p-value is 0.000 (p < 0.05). We accept the null hypothesis and reject the alternatives hypotheses. Hence this concludes there is a significant relationship between informativeness and students' engagement in social media.

H4: There is a significant relationship between addiction and students' engagement in social media. Table 4.31 shows the p-value is 0.000 (p < 0.05). We accept the null hypothesis and reject the alternatives hypotheses. Hence this concludes there is a significant relationship between addiction and students' engagement in social media.

Conclusions

After we have finished our data analysis, the researchers will explain about the findings, point by point. Subsequently, this chapter will interpret the results of the research, give the research constraint and recommendation for the future researchers. This chapter will mark the end of the research with overall conclusion of the whole research.

For the theoretical contributions, the study results showed that there is no significant relationship between peer influence and students' engagement in social media. Based on Technology Acceptance Model (TAM). TAM is made up of two types of beliefs which include Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). In Perceived Ease of Use showed that the ease of use will impacts the users' experience and it will also impacts the users' insights and behaviours towards these platforms.

Based on Social Media Platforms Theory identified social media platform has given the freedom to the consumers to search for any types of information as the information and knowledge in the social media platform are close to bottomless as you can gain any knowledge from the social media platforms. The social media platform has given various usages for the consumers. However, in my study results showed that there is no significant relationship between informativeness and students' engagement in social media.

Based on Theory of Planned Behaviour (TPB), it has identified that someone will continuously use the platforms as they find the platform to be enjoyable and convenient to use for their daily life and also their future prospect. However, this study showed that there is no significant relationship between entertainment and students' engagement in social media.

For the practical contributions, social media is a platform where university can use it as a tool to communicate directly or to share news with the students. As we all known, social media does not work for education purpose only, but also can be used in various way. University also can use social media in a way to attract students by sharing photos, videos or any activities and awareness that they are having in the campus. By doing this, student will draw to get involve and participate. Other than that, university can help students by uploading their achievements on university page and this will keep the students spirits in study to grow more and achieve more in the future. Hence, this can raise the university profile all at once.

The limitation that we have faced during this research is when we are distributing the online survey to the respondents. It is especially difficult for us due to the pandemic as we could not distribute the questionnaire to the students face-to-face. This research targeted sample size was 200 respondents but due to this pandemic outbreak we only have one way to distribute this questionnaires and we managed to get 150 respondents.

Other than that, the limitations that we faced also include the lack of resources where we faced difficulty in finding the appropriate articles and journals from trusted website. This is because not all website offers free access to the articles and journals. We had difficulty in finding the articles and journals that we can make as reference. Some websites only allow their user the full access if the users make a monthly or yearly subscription with them. As a student, we could not afford to pay for the subscription as it is costly.

In addition, the limitations that we faced also include learning about each chapter in this research especially in Chapter 4 where we need to use SPSS to acquire the data from our online survey. Initially, we had difficulties in using the SPSS software and our research had come to a halt as we need to learn on how to use the SPSS first. Especially during this pandemic, we were unable to meet up with the lecturers as usual and despite having the platform to discuss with them, it was still difficult for us to comprehend on how to use it.

For the further research, Based on our research, the result from Table 4.29 has shown that the value of R square which is 38.7% and this draws the conclusion for the table where the relationship between the independent and dependent variables in the model is only about 38.7% identified

meanwhile the remaining 61.3% is unidentified due to external or additional factors. The value of R square can increase or decrease depending on the external or other additional factors for the future research on this topic. The future researchers can use other remaining unidentified factors for the research of this topic and they will obtain different results.

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