EFFECTS OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE OF STUDENTS IN UNIVERSITY OF CO-OPERATIVE AND MANAGEMENT, SAGAING

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Abstract

Social media has become one of the most popular among students around the world, and students' academic performance is vital for assessing a student's standing at university. The objectives of the study are to describe the demographic characteristics and the social media usage of students, and academic performance of students and to analyze the effects of social media usage on students' academic performance of second year students at the University of Co-operative and Management, Sagaing. A stratified random sampling method was applied to select 226 students from 522 second year students. The analysis of the study was based on descriptive analysis, correlation analysis and multiple regression analysis with primary data. Descriptive analysis was used to describe the demographic characteristics, social media usage, and academic performance of students and correlation analysis was used to determine the strength of the variables. Multiple regression analysis was used to analyze the effects of social media usage on students' academic performance. Based on the results of the multiple regression analysis, an adjusted R^2 of 0.646 indicates that the effects of social media usage could explain 64.6% of the variation in academic performance. Based on the results, the gender of students has a significantly positive effect on academic performance. Moreover, daily average time spent on social media, belongingness to social media, and monthly expenses for social media usage have a significantly negative effect on academic performance. The results show that gender differences exist in social media usage among students. Male students' use of social media has a negative effect on students' academic performance compared to female students. This study has been found that excessive use of social media leads to decrease academic performance and reduce time spent studying.

Keywords: social media, academic performance, multiple regression analysis

Introduction

Social media is becoming more and more popular with the advancement of technology and the Internet. Technology reveals to humanity a better way of doing things. The Internet is a global network of billions of computers and other electronic devices. With the Internet, it's possible to access almost any information and communicate with anyone else in the world. So, social media has become popular with the help of digital technologies and the internet. Social networking has taken the world towards a high-communication society. Social networks enable millions of people to connect with their friends, share experiences, information, activities, and photographs, and exchange personal content. (Kim et al., 2010)

People have a social media account based on different reasons, and it offers a way to keep in touch with new and old friends, network, follow brands and companies, and offer a mini-biography of each user's life. Social media is used by people of all age groups, but the predominant social media users are young adults. The popularity of some social media platforms is attracting more and more adult users. YouTube, Instagram, and Snapchat are the most popular social media sites among teens. Fully 95% of teens have access to a smartphone, and 45% are online almost constantly, providing electronic communication across the world (Anderson and Jiang, 2018).

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Nowadays, using social media has become a habit in students' daily lives, and most of the students are becoming more frequent users of social media platforms. Almost all students have some social media accounts at present. Parents and instructors monitor the social media use of undergraduates to prevent social media addiction associated with excessive use. Students use social media to connect course content with out-of-class peer interactions, ultimately supporting their learning within the classroom. And then, the use of social media by students influences on academic performance.

Rationale of the Study

The world is a global village at present. Technological advancements, marked by the emergence of the internet and social media, have made communication easier and transformed the world into a global village. Everyone can connect with anyone, anywhere in the world, at any time. With technology becoming more advanced and social media becoming more popular, the global village is going to continue to grow. Nowadays, people can communicate quickly and across the world without physical borders because social media and technologies have accelerated. (Miller et al., 2016)

The evolution of social media has been driven by people's impulse to communicate and by advances in digital technology. Among all people, young people are more likely to use social media than older people. In fact, in almost all countries where access to the internet is nearly universal, the vast majority of young adults use it. The use of social media, which has increased over the last decade, has come with a large increase in the amount of time people spend online. Adults spend more than six hours daily on digital media accessed through mobile phones, tablets, computers, and other devices in the United States. Facebook was the most popular social media site in 2019, with 2.3 billion users. Today, YouTube is more popular than Facebook (Ortiz-Ospina and Roser, 2023).

Social media is also used for a variety of purposes, including studying, keeping in touch with friends and family, sharing news and information, and for businesses, organizations, and academic fields. Social media has become very common among students all over the world. Social media is continually developing new educational possibilities for students. Social media has become a vital part of a student's daily life. Simultaneously, there are many positive and negative effects of social media on education. According to these situations, effects of social media usage on academic performance of students have been studied and analyzed with the statistical techniques in this study. This study investigated the relationship between social media usage and the academic performance of students. Social media usage is represented by the daily average time spent on social media, belongingness to social media, monthly expenses for social media usage, and students' academic performance in this study.

Objectives of the Study

The objectives of the study are as follows:

(i) to describe the demographic characteristics and social media usage of students in University of Co-operative and Management, Sagaing

(ii) to analyze the effects of social media usage and academic performance of students in University of Co-operative and Management, Sagaing.

Methods of Study

Primary data were randomly collected from the students using structured questionnaires. Out of the total number of 522 second year students who participated in the 2023-2024 academic year, 226 students were selected for the study. Therefore, the survey was based on the proportional allocation method of stratified random sampling with five strata: the second year students of Accounting and Finance as stratum one, the second year students of Applied Statistics are stratum as two; the second year students of Marking Management are stratum as three; the second year students of Regional Development are stratum as four; and the second year students of Social Enterprise Management are stratum as five who were studying at the University of Co-operative and Management, Sagaing in the 2023-2024 academic year. Test scores data were gathered from the results of a test in the business statistics subject. Descriptive analysis was used to describe the demographic characteristics and the characteristics of social media usage. The strength of the association between the variables was determined using correlation analysis. Multiple regression analysis was used to analyze the effects of social media usage on students' academic performance.

Scope and Limitations of the Study

The study area focuses on second year students who use social media at the University of Co-operative and Management, Sagaing, in January 2024. Business statistics subject is learnt by second year students in all five majors. Therefore, second year students in five majors were collected to get the test scores from the business statistics subject. In the study, only 226 second year students were selected as a sample due to the time limit and the test score available from the business statistics subject. First year, second year, third year, fourth year, and master's students are not included in this study. The primary data were mainly derived from the total number of 522 second year students who participated in the 2023-2024 academic year. The effect of social media usage on academic performance was examined by analyzing data from personal interviews with structured questionnaire. Among the various statistical tools, such as descriptive analysis, correlation analysis and multiple regression analysis only were used. The logistics regression analysis and other methods were not used in the study. Moreover, a business statistics subject was only considered to measure academic performance, while other subjects were not contained in this study.

Literature Review

Al-Menayes (2015) observed "Social media use, engagement, and addiction as predictors of academic performance." This survey was collected from college students enrolled in mass communication courses at a large state university. Descriptive statistics and regression analysis were used in this study. This study investigated the effect of social media usage and addiction on academic performance. Time spent using social media and academic performance ($\beta = -0.085$, $P < 0.01$) and social media addition at the 1% level of significance. Time spent using social media was a negative predictor of academic performance, and heavy usage of social media showed the same negative effects on academic performance.

Mensah and Nizam (2016) examined "The Impact of Social Media on Academic Performance: A Case Study of Malaysian Tertiary Institutions." The study was to examine the impact of social media usage on students' academic performance. The study used time

appropriateness, time duration, friend-people connection, nature of usage, health addiction, and security/privacy issues as its variables. This research adopted descriptive and regression analyses. A sample of 102 students from the collage was selected. It also employed a cross-sectional survey method using survey questionnaires. Time-appropriate activities have negative significance, and friend-people connection, natural usage, health addition, and social privacy problems have positive significance and affect students' academic performance. It can be concluded that social media platforms have a negative impact on students' academic performance.

Novaria (2018) studied "The Effects of the Use of Social Media on Academic Performance: A Case of Undergraduate Students at the Faculty of Economics, Universities Atma Jaya Yogyakarta). The study was to determine the effect of social media usage on academic performance among students. A series of multiple regression analyses were conducted to examine the relationships among the variables in the study. Time spent, experience and satisfaction are independent variables, and academic performance is a dependent variable in the study. Time spent with social media was found to have no negative influence on students' academic performance, but other dimensions, such as experience with social media and satisfaction with social media, were found to negatively influence students' academic performance.

Alaslani and Alandejani (2020) examined "Identifying factors that influence students' performance through social networking sites: An exploratory case study." The study was to determine which factors affect students' academic performance while using SNSs among undergraduate and graduate students. In this study, quantitative research and a survey were conducted to analyze the factors associated with students' performance among undergraduate and graduate students during the 2016-2017 academic session. The sample of 364 students was collected from 6898 population students by using a random sampling method. The survey data were analyzed using descriptive statistics and regression analysis. Social networking sites have a significant positive effect on students' academic performance was found in the study.

Mumgambo (2022) explored "The role of social media in improving academic performance of students." A descriptive research design was employed in the study, and both qualitative and quantitative methods were used. Secondary school students comprise the study's population. In this investigation, simple random sampling was used. Additionally, primary and secondary data were used in the study. Descriptive statistics and regression analysis were used in this study. Findings indicated that social media platforms have a positive and significant relationship with academic performance, while time spent has a negative relationship with academic performance. Also, the nature of academic use of social media was found to have a positive relationship with academic performance.

Materials and Methods

A survey was conducted in University of Co-operative and Management, Sagaing to obtain the required data with proportional allocation of stratified random sampling method. There are five different groups of second year students of five specialized subjects such as accounting and finance, applied statistics, marketing management, regional development, and social enterprise management. There are 522 students in total. These studies focus on 226 students who were randomly selected based on a stratified random sample. The size of the sample in each stratum is chosen by using the proportional allocation method of stratified random sampling. Data were

obtained by face-to-face interviews through field investigation using a self-administered questionnaire that was hand-delivered in January 2024. The questionnaire was described in Appendix A. Descriptive analysis, correlation analysis and multiple regression analysis were used in the study.

Correlation Analysis

Correlation analysis is applied in quantifying the association between two variables, for example, a dependent and independent variable or among two independent variables. The correlation analysis refers the degree of relationship between variables. Study of correlation between two variables is called simple and between more than two variables may be partial or multiple. In statistical terms, correlation is measured by a statistic called the correlation coefficient which represents the strength of the putative linear association between the variables in equation. It is a dimensionless quantity that takes a value in the range -1 to +1. A correlation coefficient of zero indicates that no linear relationship exists between two continuous variables, and a correlation coefficient of -1 or +1 indicates a perfect linear relationship. The strength of relationship can be anywhere between -1 and +1. The stronger the correlation, the closer the correlation coefficient comes to ± 1. If the coefficient is a positive number, the variables are directly related (i.e., as the value of one variable goes up, the value of the other also tends to do so). If, on the other hand, the coefficient is a negative number, the variables are inversely related (i.e., as the value of one variable goes up, the value of the other tends to go down).

Multiple Regression Analysis

The multiple linear regression models are an extension of a simple linear regression model to incorporate two or more independent variables in a prediction equation for a response variable. The use of two or more independent variables regression analysis is an extension of the basic principle used in two-variable regression analysis. It is necessary to determine the equation for the average relationship between the variables.

The multiple regression model with k independent variable is

$$Y_i = \beta_0 + \beta_1 X_{i1} + \beta_2 X_{i2} + \beta_3 X_{i3} + \cdots + \beta_k X_{ij} + \varepsilon_i$$

where, Y_i = Dependent variable

β_0 = Constant (coefficient of intercept)

X_{ij} = Independent variables, i = 1,2, …, n, j= 1, 2, …, k

$\beta_1, \ldots, \beta_k$ = Regression coefficients of independent variables

ε_i = Residual term

In all the linear regression models considered so far, the dependent variable Y and the explanatory variables, the X's, have been numerical or quantitative. But this may not always be the case; there are occasions when the explanatory variable(s) can be qualitative in nature. These qualitative variables, often known as dummy variables, have some alternative names used in the literature, such as indicator variables, binary variables, categorical variables, and dichotomous variables.

In regression analysis the dependent variables, or regressand, is frequently influenced not only by ratio scale variables (e.g., income, output, costs, prices, weight, temperature) but also by variables that are essentially qualitative, or nominal scale, in nature (e.g., gender, race, color,

religion, nationality, strikes, marital status). Variables that assume values such as 0 and 1 are called dummy variables. Such variables are thus essentially a device to classify data into mutually exclusive categories such as male or female. Dummy variables can be used in regression analysis just as readily as quantitative variables. As a matter of fact, a regression model may contain only dummy explanatory variables. Regression models that contain only dummy explanatory variables are called analysis-of-variance (ANOVA) models.

A multiple regression correlation can also be computed to determine if a significant relationship exists between the independent variables and dependent variable. In the multiple regression analysis, the strength of the relationship between the independent variables and dependent variable is measured by a correlation coefficient. This multiple correlation coefficient is symbolized by R. Then R^2 is the coefficient of multiple determination, and it is the amount of variation explained by the regression model. The expression 1- R^2 represents the amount of unexplained variation. Since the values of R^2 is dependent on n and k, statisticians also calculate what is called an adjusted R^2. This is based on the number of degrees of freedom. Both R^2 and adjusted R^2 are usually reported in a multiple regression analysis.

Data Analysis

Demographic characteristics of students, characteristics of social media usage, and academic performance of students in University of Co-operative and Management, Sagaing and correlation analysis for social media usage and academic performance of students, and effects of social media usage on academic performance of students in University of Co-operative and Management, Sagaing are included in the study.

Demographic Characteristics of Students

Demographic characteristics of students in University of Co-operative and Management, Sagaing are described in Appendix Table (1). According to the results, 28.32 % of students are males and the remaining 71.68 % are females. The numbers of female are more than that of male in the survey. Two hundred and twenty-six students are divided into according to their ages 18-20 age group and 20-23 age group. 86.73% of the students are 18-20 years age group and 13.27% of the students are 18-20 years age group respectively. Most of the second-year students are 19 years old. Among the 226 students in the survey, various ethnic groups such as Burmese, Chin, Kayin, YaKhaine, and Shan can be found. 93.81% of the students are Burmese, 1.33% of the students are Chin, 0.44% of the students are Kayin, 0.88% of the students are YaKhine, and 3.54% of the students are Shan. The majority of students are 93.81% Burmese students. The minority of students includes 0.44% (Kayin). Hostels are divided into living on campus as a university hostel and living off campus as a private hostel and family house. 36.28% of the 226 students stay on campus, and 63.72% stay off campus.

Characteristics of Social Media Usage

Characteristics of students in University of Co-operative and Management, Sagaing are described in Appendix Table (2). Social media usage includes most use social media platform of the students, monthly expenses for social media usage, belongingness to social media, daily average time spent on social media, main reasons for using social media, opinions towards using social media, willingness to use social media for academic purposes, and accessing social media.

The majority of students use Facebook (57.52%), followed by TikTok (25.66%), YouTube (7.52%), Telegram (6.64%), and other platforms (2.64%). Students' monthly expenses for social media use were 5000-10000 kyats are 29.65%, 10000–15000 kyats are approximately 26.55%, 15000–20000 kyats are approximately 23.89%, and more than 20000 kyats are 19.91%.

About 28.32% of students use social media for one to two years, followed by 26.28% for two to three years and 35.40% for three to four years. 16.37% of students reported using social media for one to two hours per day, 33.63% reported using it for two to three hours on average per day, and 50% reported using it for more than three hours. Students about 52.65% stated that their main reason to use social media was as entertainment; 8.85% of students stated that their main reason to use social media also included staying up to date with news; 20.80% of students stated that main reason to use social media was to engage in social media to reach out to teachers and study; and 17.70% of students stated that main reason to use social media was to connect with families and new friends. Regarding the use of social media, most of the students had a positive opinion and willingness to use social media for academic purposes.

Academic Performance of the Students

The students' academic performances are measured using test scores. Students who are learning at university in the second year of the 2023–2024 academic year have received test scores from business statistics subjects and used the test scores to measure academic performance of students. Appendix Table (3) shows the test scores of the Business Statistics subjects of the students. It was found that there are no students who got 34 points or less. There are 67 students who scored between 35 and 49 points, with a percentage of 29.64%. There are 117 students who scored between 50 and 64 points, with a percentage of 51.77%. There are 35 students who scored between 65 and 74 points, with a percentage of 15.49%, and then 7 students who scored between 75 points and over, with a percentage of 3.10%. Most students scored between 50 and 64 points and it was found that It was found that there are no students who got 34 points or less.

Correlation for Social Media Usage and Academic Performance of Students

The strength of relationship between variables is shown in Appendix Table (4). The correlation between test scores and gender of students is 0.224. It can be concluded that there is a weak positive linear relationship between gender and academic performance of students. The correlation between test scores and daily average time spent on social media is -0.728. It can be concluded that there is strong negative linear relationship between time spent on social media and academic performance of students. The correlation between test scores and belongingness to social media is -0.579. It can be concluded that there is fairly negative relationship between two variables. The correlation between test scores and monthly expenses for social media usage is -0.588, there is negative relationship between monthly expenses for social media usage and academic performance of students.

The Pearson correlation between place of residence and test score of students is 0.134. It can be concluded that there is weak positive linear relationship between two variables. The correlation between place of residence and gender of students is 0.138. It can be concluded that there is weak positive linear relationship between two variables. The Pearson correlation between gender and time spent on social media usage of students is - 0.1. It can be concluded that there is

weak negative relationship between gender and time spent on social media usage. The correlation between gender and monthly expenses for social media usage of students is -0.017. It can be concluded that there is weak negative relationship between two variables.

The Pearson correlation between time spent on social media usage of students and belongingness to social media is 0.469, there is fairly positive relationship between two variables. The correlation between time spent on social media usage and monthly expenses for social media usage of students is 0.546, there is positive relationship between two variables. The Pearson correlation between belongingness and monthly expense for social media usage is 0.360. It can be concluded that there is positive relationship between belonging to social media usage and monthly expenses for social media usage.

Effects of Social Media Usage on Academic Performance of Students

Multiple regression analysis was conducted to analyze the effects of Social Media Usage such as daily average time spent on social media, belongingness with social media and monthly expenses of social media usage and academic performance of students in University of Co-operative and Management, Sagaing. The results of multiple regression analysis the effects of social media usage on academic performance of students are shown in Table (1).

Table (1) Effects of Social Media Usage on Academic Performance of Students

Independent Variables	**Unstandardized Coefficients**		**Standardized Coefficients Beta**	**t**	**Sig.**	**VIF**
	B	Std. error				
(Constant)	85.0483	1.901		44.742	0.000	
Gender	2.5492***	0.866	0.118	2.944	0.004	1.030
Time spent	-4.7338***	0.505	-0.473	-9.377	0.000	1.621
Belongingness	-3.2989***	0.553	-0.271	-5.965	0.000	1.308
Monthly expenses	-0.0003***	0.000	-0.213	-4.408	0.000	1.480
R						0.808
R^2						0.653
Adjusted R^2						0.646
F-statistic						103.812***
P-value of F						0.000

Source: SPSS Output

Note: Statistical significance indicates *** at 1%level, ** at 5%level and * at 10%level

According to multiple regression analysis results, the value of F is 103.812, and the p-value = 0.000 was less than $\alpha = 0.01$, the null hypothesis was rejected. It is concluded that the multiple regression model was highly significant at 1% level. The adjusted R^2 results showed how measurable dependent variable can explain the independent variable. An adjusted R^2 of 0.646 indicates that the effects of social media usage could explain 64.6% of the variation in academic

performance and the remaining percentage of 35.4 due to other factors that were not included in the model.

According to Table (1), the results of multiple regression analysis provided that gender of students has positive significant effect on students' academic performance (b = 2.5492, t = 2.944, P < 0.01). Daily average time spent on social media, belongingness to social media, and monthly expenses for social media usage have negative significant effect on academic performance of students (b = - 4.7338, t = - 0.9377, P < 0.01), (b = - 3.2989, t = - 5. 965, P < 0.01) and (b = - 0.0003, t = - 4.408, P < 0.01). The above Table (1) shows that the values for the variance inflation factor (VIF) of the variables organized in Table (1) were smaller than 10. It shows that there was no multicollinearity among four independent variables.

Among the four significant variables, the daily average time spent on social media had the most significant effect on academic performance, followed by the belonging to social media, gender of the student, and monthly expenses for social media usage. Therefore, students should better manage study time and prevent distractions that can be provided by social media. Students should utilize social media for educational purposes rather than for negative purposes. Students who spend less time on social media daily will perform better academically.

Conclusion and Discussion

The study aims to study the effects of social media usage on academic performance of students in University of Co-operative and Management, Sagaing. This study was limited to all the 226 second year students of five major specialization of University of Co-operative and Management, Sagaing. Descriptive analysis, correlation analysis and multiple regression analysis were used in the study. According to the descriptive analysis, it can be found that the numbers of female are more than that of male in survey. Most of the second-year students are between 18 and 20 years old. Among the 226 students in the survey, various ethnic groups such as Burmese, Chin, Kayin, YaKhaine, and most of the students are Burmese. Hostels are divided into living on campus as a university hostel and living off campus as a private hostel and family house. Most of students stay off campus.

The majority of students use Facebook (57.52%), followed by TikTok (25.66%), YouTube (7.52%), Telegram (6.64%), and other platforms (2.64%). Most students' monthly expenses for social media use were 5000-10000 kyats. About 28.32% of students use social media for one to two years, followed by 26.28% for two to three years and 35.40% for three to four years. About 16.37% of students reported using social media for one to two hours per day, 33.63% reported using it for two to three hours on average per day, and 50% reported using it for more than three hours. Most of the students stated that their main reason to use social media was as entertainment.

The students' academic performances are measured using test scores. Students who are learning at university in the second year of the 2023–2024 academic year have received test scores from business statistics subjects and used the test scores to measure academic performance of students. Most students scored between 50 and 64 points and it was found that it was found that there are no students who got 34 points or less.

The result of multiple regression analysis, the value of F is 103.812, and the p-value = 0.000 is less than α = 0.01, the null hypothesis was rejected. It is concluded that the multiple regression model is highly significant at 1% level. The adjusted R^2 results shows how measurable dependent

variable can explain the independent variable. An adjusted R^2 of 0.646 indicates that the effects of social media usage could explain 64.6% of the variation in academic performance and the remaining percentage of 35.4 due to other factors that are not included in the model. The results of multiple regression analysis provided that gender of students has positive significant effect on students' academic performance. Daily average time spent on social media, belonging to social media, and monthly expenses for social media usage have negative significant effect on academic performance of students.

Among the four significant variables, the daily average time spent on social media had the most significant effect on academic performance, followed by the belongingness to social media, gender of the student, and monthly expenses for social media usage. Therefore, students should better manage study time and prevent distractions that can be provided by social media. Students should utilize social media for educational purposes rather than for negative purposes. Students who spend less time on social media daily will perform better academically.

Suggestions

The study described that most students at the University of Co-operative and Management, Sagaing, use social media (such as Facebook, YouTube, Telegram, TikTok, and Instagram). Students are using social media, which is leading to a massive loss in their connection and time spent on studies. The use of technology has direct implications for education, whether positive or negative. However, if a student chats for long hours, it will definitely have a negative effect. The cost of using social media is high, especially because students mostly do not earn a living. This cost is a constant burden, especially for students who depend on a stipend from their parents. Excessive use of social media will certainly affect students' education, communication, social life, and health. This study found that the use of social media is uncontrollable among students, which is the leading cause of poor education, communication, social, and health outcomes among students. Students should better manage their study time and prevent distractions that can be provided by social media. The use of social media networks by students should focus on the academic relevance of those sites instead of using them for negative purposes.

Acknowledgements

I would like to express my deepest gratitude to Prof. Dr. Moe Moe Yee, Rector, University of Co-operative and Management, Sagaing who encouraged me to do this research paper. I would like to respect and thank to Prof. Dr. Phyu Phyu Khaing, Professor and Head, Department of Statistics, Meiktila University of Economics, for her valuable comments and suggestions. I am highly indebted to Professor and Head Daw Khin San Kyi, Department of Statistics, University of Co-operative and Management, Sagaing for her support and encouragement. I would like to express my sincere appreciation to professor and associate professors who have provided support and encouragement toward the completion of this paper.

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Appendix Table (1)

No.	Demographic Characteristics	No. of Respondents	Percentage
1	**Gender**		
	Male	64	28.32
	Female	162	71.68
2	**Age (Year)**		
	18-20	196	86.73
	21-23	30	13.27
3	**Ethnic group**		
	Burma	212	93.81
	Chin	3	1.33
	Kayin	1	0.44
	Yakhaine	2	0.88
	Shan	8	3.54
4	**Place of residence**		
	On campus	82	36.28
	Off campus	144	63.72

Source: Survey Data (2024)

Appendix Table (2)

No.	Characteristics of Social Media Usage	No. of Respondents	Percentage
1	**Most Use Social Media Platforms**		
	Facebook	130	57.52
	TikTok	58	25.66
	YouTube	17	7.52
	Telegram	15	6.64
	Others	6	2.65

No.	Characteristics of Social Media Usage	No. of Respondents	Percentage
2	**Monthly Expense for social media usage (Kyats)**		
	5000 - 10000	67	29.65
	10000 - 15000	60	26.55
	15000 - 20000	54	23.89
	Over 20000	45	19.91
3	**Belongingness to Social Media (Years)**		
	1-2	64	28.32
	2-3	82	36.28
	3-4	80	35.40
4	**Daily average time spent on social media (hrs.)**		
	1-2	37	16.37
	2-3	76	33.63
	3≤	113	50.00
5	**Main Reasons of Social Media Usage**		
	Entertainments	119	52.65
	News	20	8.85
	Collaborate with families and friends	40	17.70
	Engage in social media to reach out to teachers and Study	47	20.80
6	**Opinions towards using Social Media of the Students**		
	Positive Opinion	158	69.91
	Negative Opinion	9	3.98
	No comment	59	26.11
7	**Willingness to use social media for academic purposes of the students**		
	Yes	212	93.81
	No	14	6.19

Source: Survey Data (2021)

Appendix Table (3)

Test Score	**No. of Students**	**Percentage**
34 and below	0	0
35-49	67	29.64
50-64	117	51.77
65-74	35	15.49
75 and above	7	3.10
Total	226	100.00

Source: Survey Data (2021)

Appendix Table (4)

		Test Scores	**Gender**	**Place of residence**	**Time spent**	**Belonging -ness**	**Monthly Expenses**
Test Scores	Pearson Correlation	1	0.224**	0.134*	-0.728**	-0.579**	-0.588**
	Sig.(2-tailed)		0.000	0.044	0.000	0.000	0.000
Gender	Pearson Correlation	0.224**	1	0.138*	-0.100	-0.080	-0.170**
	Sig.(2-tailed)	0.000		0.038	0.134	0.232	0.010
Residence	Pearson Correlation	0.134*	0.138*	1	-0.110	-0.025	-0.032
	Sig.(2-tailed)	0.044	0.038		0.100	0.704	0.628
Time Spent (hrs.)	Pearson Correlation	-0.728**	-0.100	-0.110	1	0.469**	0.546**
	Sig.(2-tailed)	0.000	0.134	0.100		0.000	0.000
Belonging -ness (years)	Pearson Correlation	-0.579**	-0.080	-0.025	0.469**	1	0.360**
	Sig.(2-tailed)	0.000	0.232	0.704	0.000		0.000

		Test Scores	Gender	Place of residence	Time spent	Belonging -ness	Monthly Expenses
Monthly Expenses (Kyats)	Pearson Correlation	-0.588**	-0.170*	-0.032	0.546**	0.360**	1
	Sig. (2-tailed)	0.000	0.010	0.628	0.000	0.000	

Source: SPSS Output

APPENDIX (A)

Roll no.: ---------- **Date: -----/Jan/2024**

Questionnaire no. -------

QUESTIONNAIRE

SOCIAL MEDIA USAGE AND STUDENTS' ACADEMIC PERFORMANCE

I am Ei Thaw Tar Mon, a Master of Applied Statistics (MAS) student. I'd like to request that you complete the following questionnaires: The questionnaires are purely for academic purposes. The questionnaires are a requirement for the MAS program. All information will be kept confidential and used for research purposes only. Names and other relevant information will be retained and will not be used for any other purposes. Thank you for your participation.

Section (I)

1. Gender ☐ Male ☐ Female
2. Age ----------
3. Religious ----------
4. Major specialization

☐ Social Enterprise Management
☐ Accounting and Finance
☐ Regional Development
☐ Applied Statistics
☐ Marketing Management

5. Where do you live? (Now) ☐ Living on Campus
☐ Living off Campus

Section (II)

6. Monthly Expense for social media usage ---------- MMK
7. Most use of social media platform (Only one choose)

☐ Facebook ☐ TikTok ☐ YouTube
☐ Telegram ☐ Others (Pls. Specify) .....

8. Belongingness with social media

---------- Years ----------Months

9. Daily average time spent in social media

---------- Hours ----------Minutes

10. Opinions of social Media usage

☐ Positive ☐ Negative ☐ No Comment

11. Willingness to use social media for academic purposes ☐ Yes ☐ No

12. Main Reasons behind using social media

☐ Entertainments
☐ News
☐ Collaborate with families and friends
☐ Engage in social media to reach out to my teachers
☐ Others (Pls. Specify) .....

13. Do you have any comments for social media usage and academic performance

……
…….

Thank you for your participation.