USE OF SOCIAL MEDIA, STUDENT ENGAGEMENT, AND ACADEMIC PERFORMANCE OF BUSINESS STUDENTS AT UNIVERSITI UTARA MALAYSIA

BY

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MASTER OF SCIENCE (MANAGEMENT)
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Social media is considered an important phenomenon in today’s generation and is more popular among youngsters in many nations. This study aims to investigate the effect of social media on academic performance of students of College of Business at Universiti Utara Malaysia through the mediation of student engagement using self-determination theory. A total number of 227 students were randomly chosen to participate in this study. Questionnaire was used as the main data collection technique, which was personally administered during class sessions. Structural equation modelling-partial least square (SEM-PLS) was used as the main data analysis to test the research hypotheses. Result showed no direct relationship between social media and academic performance, but the effect was mediated by agentic engagement and behavioural engagement. The result suggests that social media has the potential to be used in a learning environment as it promotes engagement of student in class and subsequently their academic performance and success. Recommendations for future research and limitations of the study are also highlighted.

Key words: social media, academic performance, student engagement, self-determination theory, university students
ABSTRAK


Kata kunci: media sosial, pencapaian akademik, penglibatan pelajar, teori penentuan nasib kendiri, pelajar universiti
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Mohammad Sa’id Alshuaibi
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Permission To Use</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>ii</td>
</tr>
<tr>
<td>Abstrak</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>v</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>ix</td>
</tr>
</tbody>
</table>

**CHAPTER ONE: INTRODUCTION**

1.1 Introduction                           | 1    |
1.2 Problem Statement                      | 3    |
1.3 Research Questions                     | 4    |
1.4 Research Objectives                    | 5    |
1.5 Significance of Study                  | 6    |
1.6 Scope of Study                         | 6    |
1.7 Key Terms and Definition               | 6    |
1.7.1 Academic performance                | 6    |
1.7.2 Social media and its use            | 7    |
1.7.3 Student engagement                  | 7    |
1.8 Outline of Research Report             | 8    |

**CHAPTER TWO: LITERATURE REVIEW**

2.1 Introduction                           | 10   |
2.2 Self-determination Theory (SDT)        | 10   |
2.3 Social Media and Social Networking Sites (SNSs) | 11   |
2.3.1 Use and applications of social media/SNSs | 14   |
2.4 Student Engagement                     | 15   |
2.5 Academic Performance                   | 17   |
2.6 Empirical Evidence                     | 18   |
2.6.1 Use of social media and academic performance | 18   |
2.6.1.1 Positive evidence of social media use | 19   |
2.6.1.2 Negative evidence of social media use | 20   |
2.6.1.3 No evidence of social media use    | 22   |
2.6.2 Use of social media, student engagement, and academic performance | 23   |
2.7 Conceptual Model                       | 28   |
2.8 Summary                                | 29   |

**CHAPTER THREE: RESEARCH METHOD**

3.1 Introduction                           | 30   |

v
3.2  Research Design  30
3.3  Population and Sampling  31
   3.3.1  Sample and sample size  32
   3.3.2  Sampling design and technique  33
3.4  Data Collection Procedure  35
3.5  Measurement of Variables  35
   3.5.1  Use of social media  36
   3.5.2  Student engagement  37
   3.5.3  Academic performance  38
   3.5.4  Demographic variables  39
3.7  Questionnaire Development and Design  39
3.8  Data Analyses  40
3.9  Summary  41

CHAPTER FOUR: ANALYSES AND FINDINGS  42
4.1  Introduction  42
4.2  Data Screening and Preliminary Analysis  42
   4.2.1  Missing value analysis  43
   4.2.2  Assessment of outliers  43
   4.2.3  Normality test  44
   4.2.4  Assessment of the multicollinearity  46
4.3  Non-Response Bias  46
4.4  Common Method Variance Test  47
4.5  Demographic Profile of the Participants  48
4.6  Level of Social Media Use  49
4.7  Assessment of the Measurement Model  52
4.8  Re-formulation of the Research Hypotheses  57
4.9  Assessment of the Measurement Model  58
4.10  Summary of Findings  63
4.11  Summary  63

CHAPTER FIVE: DISCUSSION AND CONCLUSION  65
5.1  Introduction  65
5.2  Recapitulation of Research Objectives  65
5.3  Discussion of Research Findings  67
   5.3.1  Level of use of social media  67
   5.3.2  Use of social media and academic performance  68
   5.3.3  The mediation of student engagement  69
5.4  Implications to Theory and Practice  71
   5.4.1  Theoretical implications  71
   5.4.2  Practical implications  72
5.5  Limitations of Study  72
5.6  Suggestions for Future Research  73
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7 Concluding Remarks</td>
<td>74</td>
</tr>
<tr>
<td>References</td>
<td>75</td>
</tr>
<tr>
<td>Appendix 1: Survey Questionnaire</td>
<td>84</td>
</tr>
<tr>
<td>Appendix 2: Descriptive Statistics of the Normality Test (n=218)</td>
<td>88</td>
</tr>
</tbody>
</table>
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Items to measure type of use of social media</td>
<td>36</td>
</tr>
<tr>
<td>3.2</td>
<td>Items to measure student engagement</td>
<td>37</td>
</tr>
<tr>
<td>4.1</td>
<td>Result of missing values detected/replaced</td>
<td>43</td>
</tr>
<tr>
<td>4.2</td>
<td>Tolerance and variance inflation factors</td>
<td>46</td>
</tr>
<tr>
<td>4.3</td>
<td>Results of independent-samples t-test for non-response bias</td>
<td>47</td>
</tr>
<tr>
<td>4.4</td>
<td>Results of the common method variance test</td>
<td>48</td>
</tr>
<tr>
<td>4.5</td>
<td>Demographic characteristics of the respondents</td>
<td>49</td>
</tr>
<tr>
<td>4.6</td>
<td>Social media membership (n = 225)</td>
<td>50</td>
</tr>
<tr>
<td>4.7</td>
<td>Social media used most frequently (n = 225)</td>
<td>51</td>
</tr>
<tr>
<td>4.8</td>
<td>Frequency of log in on social media (n = 225)</td>
<td>51</td>
</tr>
<tr>
<td>4.9</td>
<td>Frequency of log in on social media (n = 225)</td>
<td>51</td>
</tr>
<tr>
<td>4.10</td>
<td>Comparison of use of social media (n = 225)</td>
<td>52</td>
</tr>
<tr>
<td>4.11</td>
<td>Result of reflective measurement model</td>
<td>54</td>
</tr>
<tr>
<td>4.12</td>
<td>Cross loadings</td>
<td>56</td>
</tr>
<tr>
<td>4.13</td>
<td>Results of formative measurement model</td>
<td>56</td>
</tr>
<tr>
<td>4.14</td>
<td>Direct effect model (base model without mediator variables)</td>
<td>60</td>
</tr>
<tr>
<td>4.15</td>
<td>Indirect effect model, incorporating mediator variable</td>
<td>61</td>
</tr>
<tr>
<td>4.16</td>
<td>Summary of hypotheses testing</td>
<td>63</td>
</tr>
<tr>
<td>Figure</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>2.1</td>
<td>Evolution of the digital world in the last 12 months</td>
<td>12</td>
</tr>
<tr>
<td>2.2</td>
<td>Social media use</td>
<td>13</td>
</tr>
<tr>
<td>2.3</td>
<td>Time spent on social media</td>
<td>13</td>
</tr>
<tr>
<td>2.4</td>
<td>Conceptual model of the present study</td>
<td>29</td>
</tr>
<tr>
<td>4.1</td>
<td>Histogram and normal probability plots</td>
<td>45</td>
</tr>
<tr>
<td>4.2</td>
<td>Measurement model</td>
<td>53</td>
</tr>
<tr>
<td>4.3</td>
<td>Direct effect model</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

1.1 Introduction

The evolution of the Internet has helped empower users in a wide variety of ways. One of the more interesting transformations occurring in higher education is the use of existing technologies to help advance educational concepts and connect with students in new and meaningful ways (Bergen, 2000). Social media is a huge part of this technology use. The integration of social media within the education sphere is made easier because nowadays college students tend to have an account on many social media sites. For instance, a new survey conducted by the Pew Research Centre on American adults who use the Internet found that 53 percent of young adults ages 18-29 uses Instagram and overall Facebook remains the most popular social media site (Duggan, Ellison, Lampe, Lenhart, & Madden, 2015). The survey also reported that 58 percent of them had Facebook, 23 percent used LinkedIn, 22 percent used Pinterest, 21 percent used Instagram, and 19 percent Twitter.

The proliferation of online social media has undoubtedly affected how students nowadays learn. Twenty first century learners, often considered critically engaged learners, are the technologically savvy students in today's classrooms (Moore et al., 2008). They tend to have access to technology at home, including MP3 players, cell phones, personal computers, and other multi-media devices. They also tend to be plugged into social media sites such as Facebook, Twitter, Instagram, Pinterest, YouTube and many more throughout the course of their everyday activities (Rhoades, Friedel, & Irani, 2008). In this manner,
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