TECHNOLOGICAL AND SOCIAL DIMENSION ON ACCEPTANCE OF SOCIAL NETWORKING SITES AMONG STUDENTS IN HIGHER LEARNING INSTITUTIONS

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DEDICATION

First and foremost, Alhamdulillah. All praise to Allah swt for giving me the opportunity to gain more knowledge via this valuable experience.

This thesis is dedicated to my parents, who taught me never to stop seeking knowledge even if I failed hundreds of times. I love both of you and pray hard that we will be together again in Jannah. This thesis is also dedicated to my beloved husband Azman Mohamed Ibrahim, who taught me that if you stop now, you would never know the ending of the story. Thank you for all your love, advice, support, and always be by my side even if I fall for a thousand time. To my beloved sons Muhammad Aqil, Muhammad Azim, Muhammad Alif and to my special son Muhammad Aziz, who have taught me that family always give their unconditional love to get through all the hurdles no matter what happens and they are the ones who will always be there for me especially during hard times. Finally, to my sister Yazrina Yahya who always comfort me and be there for me, keep on giving positive vibes and wise advice.

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ABSTRACT

One of the purposes students in higher learning institutions use social networking sites (SNS) is to communicate with one another. This purpose is significant, especially during the Covid-19 pandemic, which recently spread worldwide. Most research on SNS acceptance in higher education used the same Information System (IS) theories (such as Technological Acceptance Model), focusing more on the technological side. Thus, there is a lack of research on students' SNS acceptance, focusing on the technological and social dimensions using other IS theories. This study aims to identify the technological and social factors affecting SNS acceptance among students in Malaysia's higher learning institutions. A conceptual model was developed based on the identified potential factors and the underpinning theory of Unified Theory of Acceptance and Use of Technology 2 (UTAUT2). The UTAUT2 was chosen to fill in the research gap because it was related to the use of other IS theories in SNS acceptance studies. The data collection was conducted at various Malaysia Higher Learning Institutions using the survey form, and 498 responses were recorded. The data were analysed using SPSS 26.0 for descriptive analysis of demographic data and Partial Least Square-Structured Equation Modelling for validating the conceptual model. The model validation revealed that Effort Expectancy, Habit, Hedonic Motivation, Privacy Concern, Social Value, and Trust affected SNS Behavioral Intention significantly. Whereas Facilitating Conditions, Habit, Social Value, Technology Cluster, and Behavioral Intention had significant effects on SNS Use Behavior. The R^2 value of endogenous constructs in this study is 0.558 for SNS Use Behavior. The identified factors in this study explained that 55 % of the variance accepted the use behaviour of SNS among the students, showing a good explanatory power of the model. In addition, SNS Behavioral Intention also acted as a mediator between Effort Expectancy, Hedonic Motivation, Trust, Privacy Concern and Habit with SNS Use Behavior. Apart from that, the moderator effect analysis showed that gender, education level and personality traits acted as positive moderators between the factors and SNS Behavioral Intention and SNS Use Behavior. This research contributed to the theoretical knowledge of SNS technology acceptance in the context of technological and social context measurements. In addition, the research outcome will benefit the Malaysia Ministry of Higher Education, the higher education student administrator, lecturers and the SNS service providers. The research outcome will contribute to the development of creating an atmosphere of new and innovative ways to communicate fast and easily with the students. This will nurture students' moral beliefs and principles that are accepted by society.

ABSTRAK

Salah satu tujuan pelajar di institusi pengajian tinggi menggunakan laman rangkaian sosial (SNS) adalah untuk berkomunikasi antara satu sama lain. Tujuan ini penting, terutamanya semasa pandemik Covid-19, yang baru-baru ini merebak ke seluruh dunia. Kebanyakan penyelidikan tentang penerimaan SNS dalam pendidikan tinggi menggunakan teori Sistem Maklumat (SM) yang sama (seperti *Technology Acceptance Model*) yang lebih memfokuskan pada sisi teknologi. Oleh itu, terdapat kurang penyelidikan mengenai penerimaan SNS pelajar, yang memberi tumpuan kepada dimensi teknologi dan sosial menggunakan teori SM yang lain. Kajian ini bertujuan untuk mengenal pasti faktor teknologi dan sosial yang mempengaruhi penerimaan SNS di kalangan pelajar di institusi pengajian tinggi Malaysia. Model konseptual dibangunkan berdasarkan faktor potensi yang dikenal pasti dan teori asas *Unified Theory of Acceptance and Use of Technology 2* (UTAUT2). UTAUT2 dipilih untuk mengisi jurang penyelidikan kerana ia berkaitan dengan penggunaan teori SM lain dalam kajian penerimaan SNS. Pengumpulan data telah dijalankan di pelbagai Institusi Pengajian Tinggi Malaysia menggunakan borang kaji selidik, dan 498 maklum balas telah direkodkan. Data dianalisis menggunakan SPSS 26.0 untuk analisis deskriptif data demografi dan Pemodelan Persamaan Berstruktur Separa Kuasa Dua Terkecil untuk mengesahkan model konseptual. Pengesahan model mendedahkan bahawa Jangkaan Usaha, Tabiat, Motivasi Hedonik, Keprihatinan Privasi, Nilai Sosial dan Kepercayaan secara signifikan mempengaruhi Niat Tingkah Laku SNS. Manakala Kemudahan Keadaan, Tabiat, Nilai Sosial, Kluster Teknologi, dan Niat Tingkah Laku mempunyai kesan yang ketara terhadap Tingkah Laku Penggunaan SNS. Nilai R^2 bagi konstruk endogen dalam kajian ini ialah 0.558 untuk Tingkah Laku Penggunaan SNS. Faktor-faktor yang dikenal pasti dalam kajian ini menjelaskan bahawa 55% daripada varians menerima tingkah laku penggunaan SNS dalam kalangan pelajar, menunjukkan kekuatan penjelasan model yang baik. Selain itu, Niat Tingkah Laku SNS juga bertindak sebagai pengantara antara Jangkaan Usaha, Motivasi Hedonik, Kepercayaan, Prihatin Privasi dan Tabiat dengan Tingkah Laku Penggunaan SNS. Selain itu, analisis kesan moderator menunjukkan jantina, tahap pendidikan dan ciri personaliti bertindak sebagai moderator positif antara faktor dengan Niat Tingkah Laku SNS dan Tingkah Laku Penggunaan SNS. Penyelidikan ini menyumbang kepada pengetahuan teori penerimaan teknologi SNS dalam konteks pengukuran konteks teknologi dan sosial. Di samping itu, hasil penyelidikan ini akan memberi manfaat kepada Kementerian Pengajian Tinggi Malaysia, pentadbir pelajar pengajian tinggi, para pensyarah dan para pembekal perkhidmatan SNS. Hasil penyelidikan akan menyumbang kepada kewujudan suasana cara baharu dan berinovatif untuk berkomunikasi dengan cepat dan mudah dengan pelajar-pelajar. Ini dapat memupuk pegangan dan prinsip moral pelajar yang diterima oleh masyarakat.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AVE	-	Average Variance Extracted
C-TAM_TPB	-	Combine TAM and TPB
CB-SEM	-	Covariance-based-Structural Equation Modelling
CVI	-	Content Validity Index
CVR	-	Content Validity Ratio
IS	-	Information System
IDT	-	Innovation of Diffusion Theory
MM	-	Motivational Model
MPCU	-	Model of PC Utilization
PLS-SEM	-	Partial Least Squares-Structural Equation Modelling
SCT	-	Social Cognitive Theory
SEM	-	Structured Equation Modelling
SNS	-	Social Networking Sites
SPSS	-	Statistical Package for the Social Sciences
TAM	-	Technology Acceptance Model
TPB	-	Theory of Planned Behavior
TRA	-	Theory of Reasoned Action
UTAUT	-	Unified Theory of Acceptance and Use of Technology
VIF	-	Variance Inflation Factor

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

1.1 Overview

Since social networking sites (SNS) were launched, their existence has proliferated and been recognized by society, particularly among young people. SNS has become an essential platform for people to communicate, get the latest information, share information, and be entertained. SNS such as Facebook, Instagram, Twitter, and Snapchat have grown in popularity among teenagers and young adults. Figure 1.1 displays the world statistic of social media users according to age and gender. Based on the statistic, users aged 25 to 34, categorized as adults, were the highest SNS users (36.4%), followed by the youth aged 18 to 24 (23.2%). Even though adults have the highest SNS user percentage, more studies on SNS use should be focused on youth aged 18 to 24. This is because they were born to live in a millennium full of gadgets and online platforms. Students in higher learning institutions fall under the second-largest SNS users category. They use SNS for several reasons, such as virtual communities, interacting with their friends and families, and staying connected (Brailovskaia, Ströse, Schillack, & Margraf, 2020). Hence, these activities attracted youngsters, especially students (Kokkinos & Saripanidis, 2017), and spent up to four hours daily using SNS.

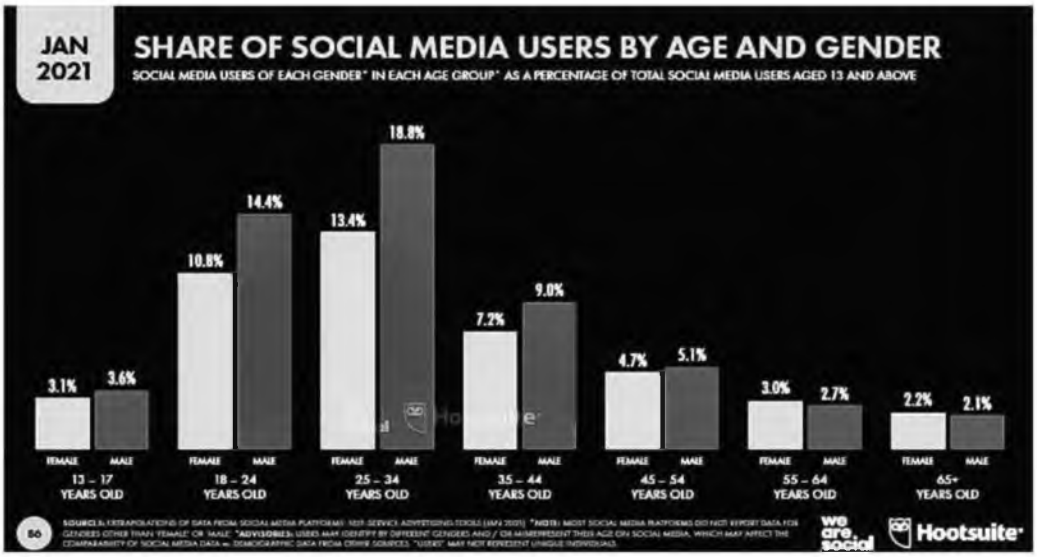

Figure 1.1 Social Media Users by Age and Gender (Hootsuite, 2021)

Even though SNS use has been widely used among the users and although Facebook is still the most popular social media site in Malaysia, however, the percentage of Internet users who use Facebook has decreased from 97.3% in 2018 to 91.7% in 2020, according to a report by the Malaysian Communications and Multimedia Commission (2020) (See Figure 1.2). Meanwhile, other sites such as YouTube, Instagram, and Twitter have grown in popularity. YouTube, for instance, has seen the most gain, rising from 48.3% in 2018 to 80.6% in 2020. Instagram's user base increased from 57% in 2018 to 63.1% in 2020, whereas Twitter's user base increased from 23.8% to 37.1% within the same time. The development is consistent with changes in the world's social media landscape.

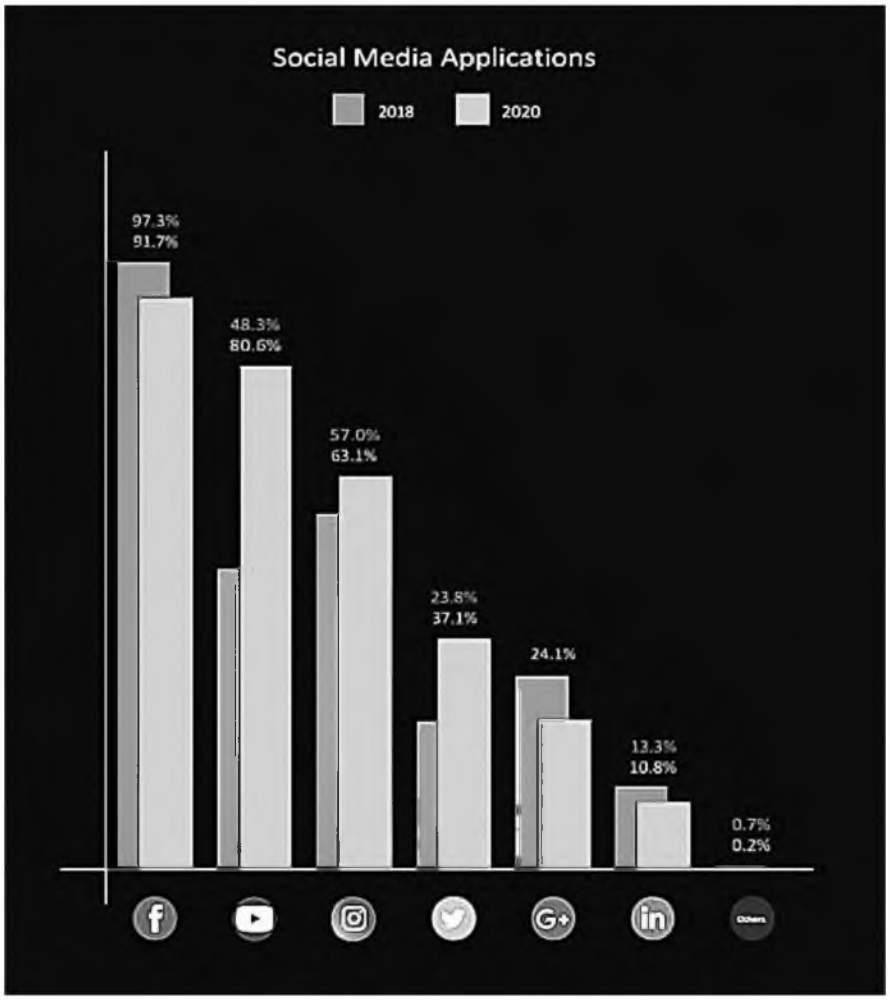

Figure 1.2 Social Networking Applications by Popularity Ranking

Since 2018, Facebook usage has decreased in the United States. Another apparent trend is the age-based segmentation of social media users; younger users identify more with Instagram and Snapchat. In the future, we can anticipate a similar trend in Malaysia, as the younger generation's identification with emerging social media platforms gradually erodes Facebook's lead. For instance, 88% of Instagram users in this survey are aged 39 and under, indicating that this platform is extremely popular among young people. Regarding communication applications, the Internet User Survey 2020 (Malaysian Communications and Multimedia Commission, 2020) found that Whatsapp grew slowly from 98.1% in 2018 to 98.7% in 2020, as seen in Figure 1.3. Meanwhile, Facebook Messenger's market share fell from 55.6% in 2018 to 53.9% in 2020. There has been a noticeable increase in Telegram users, from 25.0% in 2018 to 40.10% in 2020. During the MCO, Telegram became a popular means for disseminating official government information in Malaysia. Additionally,

Telegram is popular among parents and school-aged children as a means of communication and education. Telegram's feature of unlimited member groups contributes to the platform's growing popularity among Internet users. From the trending, we can see that SNS in Malaysia has become part of the lifestyle, which has set the trends of widespread technological use.

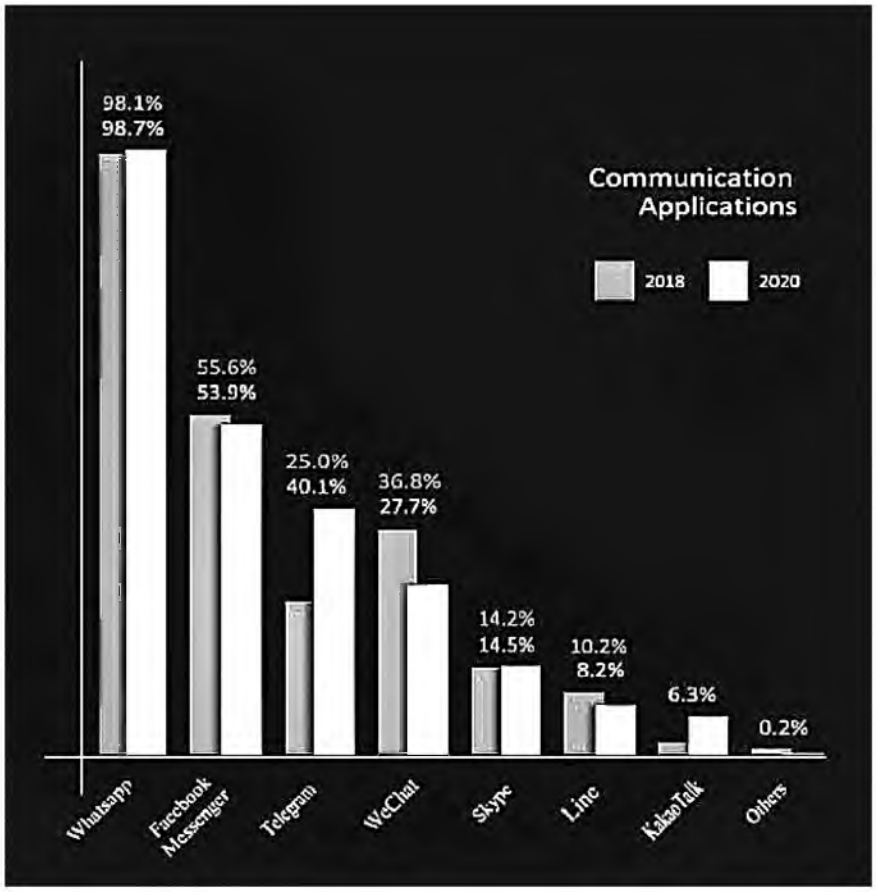

Figure 1.3 Communication applications by popularity ranking

Today, the use of SNS is essential for everyone. In the COVID-19 era, SNS provide the enormous benefit of quickly disseminating educational content (González-Padilla & Tortolero-Blanco, 2020). SNS are changing, particularly in their ability to be customized to meet the demands of their users. SNS may provide various needs for its users; for example, people may arrange a meeting with available connections or meet new ones. They may connect virtually at different locations and times to share or discuss their related goals or similar views. Even now, the use of SNSs is spreading across many industries, including education (Ainin, Naqshbandi, Moghavvemi, & Jaafar, 2015; Froment, García González, & Bohórquez, 2017;

Ghareb, Ahmed, & Ameen, 2018; Wong, Wei-Han, Loke, & Ooi, 2015) and many others. Scholars from a wide range of disciplines have begun to explore the influence of social networking sites and observe how people integrate this technology into their daily lives.

This chapter describes the research and is explained in several sections. It begins with the overview of the research (Section 1.1) followed by the research background in Section 1.2, where the problem statement in Section 1.3 summarizes it. Research questions (Section 1.4) and research objectives (Section 1.5) are then proposed based on the problem statement. Later in Section 1.6, the chapter then describes the research's significance. Subsequently, it describes the scope of the research in Section 1.7. Finally, it will conclude the organization of the entire thesis in Section 1.8. The general structure for Chapter 1 is shown in Figure 1.4.

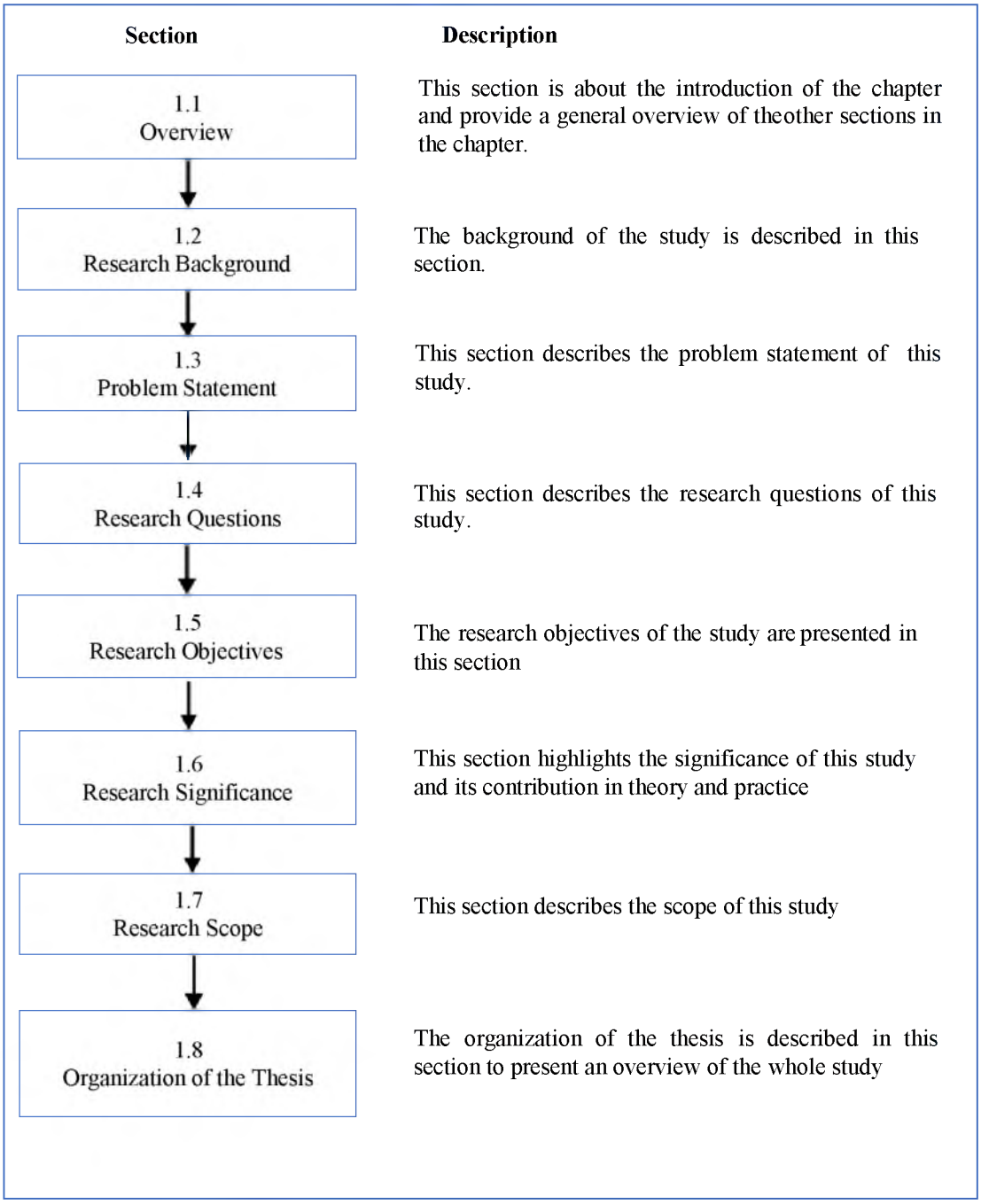

Figure 1.4 Structure of Chapter 1

1.2 Research Background

Most of the studies on SNS use among students have focused more on measuring the students' acceptance of SNS in an educational setting. According to Manca and Ranieri (2016), there has been a considerable increase in SNS use in education research. The SNS acceptance studies among the students in higher learning institutions mainly focused on educational purposes (Akçayir, 2017; Arteaga Sánchez, Cortijo, & Javed, 2019; Eteokleous, Ktoridou, & Stavrides, 2012; Sharma, Joshi, & Sharma, 2016; Tiruwa, Yadav, & Suri, 2018) and also academic performance (Ainin et al., 2015; Lambić, 2016). However, some studies have discussed the limitation of the acceptance theories in the context of the use of SNS in general (Dhir, Kaur, & Rajala, 2018; Gruzd, Staves, & Wilk, 2012; Praveena & Thomas, 2018), but fewer studies were discussed SNS acceptance theory among students in higher learning institutions (Zaineldeen, Hongbo, Koffi, & Hassan, 2020). The study of information systems for the past 20 years has mainly focused on the cognitive behavioral models, including the Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), and Technology Acceptance Model (TAM) and their variants (S. C. Chen & Lin, 2019). In fact, some of the reviews were focused on analysing the SNS studies concerning TAM only (Weerasinghe & Hindagolla, 2018; Wirtz & Göttel, 2016). These reviews demonstrated that the TAM was successfully employed to explain user adoption and acceptance of social networking sites through its extension and modification. Although the reviews provided a better knowledge of the TAM application in the social media setting, they were limited in their aims and objectives (Weerasinghe & Hindagolla, 2018; Wirtz & Göttel, 2016). Even though there are numerous studies focus on SNS acceptance among students in higher learning institutions, it can be seen that most of the studies use TAM as a theoretical model to analyse the acceptance of SNS (Al-Ghaith, 2015; Al-Rahmi, Alias, Othman, Marin, & Tur, 2018; Raza, Qazi, & Umer, 2017; Sledgianowski & Kulviwat, 2008; Tantiponganant & Laksitamas, 2014).

According to a systematic review of students' behavior in the online network by Masrom, Busalim, Abuhassna, and Mahmood (2021), they have recommended other theories besides the commonly used in the SNS student behavior studies should also be implemented. Their review includes determining the factors studied in the existing literature. According to the review analysis, stimulus elements comprised of social, personal, and SNS website stimuli. The majority of studies make use of social and personal factors. However, a limited number of studies have attempted to conceptualise the characteristics of SNS websites in terms of students' views on the effect of SNS features and functions (such as perceived ease of use and user friendliness) on students' stimuli. Their reviews showed that among the theoretical foundations found in the investigated primary studies, the most cited was Use and Gravitation Theory (UGT), followed by TAM, Unified Theory of Acceptance and Use of Technology (UTAUT) and other related theories as well. Another review done by Al-Qaysi, Mohamad-Nordin, and Al-Emran (2020) on social media acceptance from the perspectives of educational and information system (IS) theories and models have shown that SNS use in the educational context has used several IS models to investigate the SNS acceptance and adoption. Among the IS model that was frequently used is TAM and UTAUT. They have recommended that due to the popularity and applicability of these two models in this type of study, it is strongly recommended to employ the TAM and UTAUT to examine students' and educators' acceptance or adoption of social media. Many researchers have adopted TAM because it is regarded as a valid, reliable, and user-friendly model (Marangunić & Granić, 2015). However, it was also found that TAM cannot be used in its current form since it does not take into account the nature of the knowledge that has been shared (Dulipovici & Vieru, 2015), and the results of TAM have not been validated mainly because of the lack of important aspects associated to human and social processes (Legris, Ingham, & Collerette, 2003). According to Kaba and Touré (2014), research has demonstrated that people's views of information systems vary. Their perceptions of the systems are critical in understanding why they choose to use the information provided by these systems. People who utilise SNS technology, on the other hand, are more concerned with social interaction and human needs to communicate rather than focus on the technological side. The usage of SNS increased social relationships.

In a review done by Ismail (2006) regarding Diffusion of Innovation theory. (DOI) by Roger Everett (1995), mentioned that Rogers' diffusion of innovations theory is most suited to examining technology adoption in higher education and educational settings (Medlin, 2001; Parisot, 1995). Rogers usually used the words "technology" and "innovation" interchangeably. For Rogers, “a technology is a design for instrumental action that reduces the uncertainty in the cause-effect relationships involved in achieving the desired outcome” (Rogers, 2003). In the case of SNS, many studies on SNS acceptance focus on technology perspectives (Naqvi, Li, Jiang, & Naqvi, 2019; Rad, Dahlan, Iahad, & Nilashi, 2017; Tiruwa et al., 2018). Nevertheless, previous research typically only investigated the technological dimension without incorporating other dimensions that may lead to a better perspective (Praveena & Thomas, 2018). Praveena and Thomas (2018) have mentioned that SNS are entirely personal choices, and various people utilise them for different reasons. Most of the acceptance theories are focused on the technological dimension. However, many factors other than technology (e.g., personality traits, social, psychology) are associated with SNS use. Even some established IS theories like UTAUT were said to ignore the impact of social support on human intention and behavior (Al-Azawei, 2018). In addition, according to Dhir et al. (2018), scholars have argued that UTAUT2 lacks accurate and relevant insights to describe human behavior like other technological acceptance theories. Furthermore, UTAUT2 focuses on consumers’ technology acceptance and use context. This makes this study take a step forward to investigate whether UTAUT2 is relevant enough to see the acceptance of technology categorised under voluntariness use technology such as SNS, compared to mandatory use for another Information System. For this reason, because UTAUT2 gives little actionable information and does not consider the adopter's skills, it risks overlooking specific expectations for a given activity or behavior. Thus, other important factors that may influence SNS acceptance must be considered to compensate for this constraint, such as social factors.

According to Lemay, Doleck, and Bazelais (2019), given that SNS technology is already embedded in a wide variety of social engagements, social factors outside normative ideas can serve as useful predictors of SNS use. Understanding the social factor is required for modelling user technology acceptance and assisting implementation initiatives and educational technology life cycle

management (Lemay et al., 2019). On this basis, it is recommended that the social dimension should be explored along with the technological dimension to enrich the SNS acceptance perspectives among the students. The social dimension included engaging in dialogue, communicating, collaborating, networking, building community, gaining company pulse, gaining perspective, and developing reputation and self-expression (Smith, 2009). This dimension concerns the values, norms, rules, and roles, one of the most significant sources of influence on human behavior, emanating from the cultural dimension (Normore, Javidi, & Long, 2019). Even in the academic context that uses constructivist theories, scholars have taken a massive toll on the cognitive and social dimensions of learning critical for success. The cognitive dimension concerns mental efforts to make sense of newly acquired knowledge, closely tied to metacognitive regulation during collaboration. When students use various learning strategies to accomplish various learning goals, a qualitative distinction in cognitive engagement is observed. Students who are driven to interpret their learning are more cognitively engaged, as meaning-making entails the intellectual processes of assessing, evaluating, and synthesising data received or generated during the learning process. The social dimension encompasses both engagements in social interactions and socio-emotional aspects associated with a learning community. Participation is critical for collaborative learning because the dialectic character of the process necessitates extensive information exchange and joint efforts to resolve cognitive conflicts within a group (J. Lu & Churchill, 2014).

Nonetheless, recent investigations have demonstrated the perceived value that has been retrieved while using SNS but mainly from the consumer's point of view (Chun Ming Chang, Hsu, & Lee, 2016; Jiao, Jo, & Sarigöllü, 2017). There is a lack of evidence from previous studies on the social value proposed while using SNS, especially in students' points of view (Aljehani, 2019; Gulzar, Ahmad, Hassan, & Rasheed, 2021; Kolhar, Kazi, & Alameen, 2021). Moreover, most SNS studies in the context of student point of view are in a specific area. For example, either solely based on an academic setting (Al-Rahmi et al., 2018) or solely on a psychological setting (S. B. Choi & Lim, 2016). Minimal studies were seen to have the combination of different settings. Students can switch the use of SNS back and forth when they use it in an academic setting and for entertainment (Masrom et al., 2021). Thus, this problem has received limited attention in the literature examining the

different purposes of SNS use, whether for academic purposes, entertainment, socializing, or merely for communication. On top of that, numerous research on SNS adoption has centred on developed and western countries (Arteaga Sánchez et al., 2019; Doleck, Bazelais, & Lemay, 2017a; Qin, Kim, Hsu, & Tan, 2011; Rauniar, Rawski, Yang, & Johnson, 2014; Wenninger, Cheung, & Krasnova, 2019). Despite a small number of studies looking at the prevalence of SNS use in developing countries (Abbas Naqvi, Jiang, Miao, & Naqvi, 2020; Kaba & Touré, 2014; Owusu, Bekoe, Otoo, & Koli, 2019; Siew & Lee, 2019), there is a dearth of research that breaks down SNS adoption on both technological and social dimension. According to Tamilmani, Rana, Wamba, and Dwivedi (2021), UTAUT2 was used in a wealthy countries like the United States and a few emerging countries like Brazil, China, and South Africa, leaving behind the use of UTAUT2 in an Asian country like Malaysia. Malaysia uses SNS widely, and university students are the second-largest users, which makes it relevant enough that this study should be conducted accordingly.

The discussion above has shown the importance of the social dimension to be incorporated with the technological dimension as part of SNS acceptance. Therefore, upon establishing trust in using SNS, there is a need to find factors that influence the SNS intention and use. The factors should combine technological and social elements, with a strong emphasis on both sides. Thus, this is the focus of this thesis.

1.3 Problem Statement

People who utilise SNS technology are related not just on a technological level but also to social engagement and human communication needs. The majority of acceptance theories concentrate on the aspect of the technical dimension. Social networking services are influenced by a wide variety of other factors besides technology. Any technology could only offer value to a person, institution, or country if the user accepts the system. The technological dimension, which consists of the SNS characteristics and other related technology factors (e.g., fun to use and trust in technology), is insufficient to evaluate SNS acceptance. Other crucial

aspects, such as social factors, must be taken into account to compensate for this. The social dimension involves not only participation in social interactions but also the socio-emotional factors that come along with being part of a learning community. Previous research on the social factors proposed when utilising SNS has shown a lack of evidence. The technological factors need to be integrated with other dimensions that promote social factors to assist the students with better usage and help them improve their learning, socializing, or even for enjoyment. The social factors are significant because they can help customize not only educational offerings but other benefits as well in order to meet students' needs and maximize students' experiences in using SNS technology. Apart from that, the studies in SNS acceptance have explored the same IS theories, and researchers have encouraged future SNS acceptance studies to explore other IS theories. Therefore, this research plans to fill the gap by identifying the technological-based and social-based factors related to SNS acceptance. It will also examine the relationship between the factors with behavioral intention and use behavior. By identifying the relevant factors for the technological and social dimensions, it is hoped to strengthen the SNS engagement and maximise SNS usage. Thus, there is a need to establish a user acceptance model for SNS among the students to maximise SNS use.

1.4 Research Questions

Main Research Question:

"What is the model for SNS acceptance among the students in higher learning institutions?"

The sub research questions of the research are:

1. What are the factors that influenced the SNS acceptance among the students?
2. What is the relationship between technological and social factors with the SNS acceptance among the students?
3. How to develop and evaluate an SNS acceptance model among students of higher learning institutions in Malaysia based on the identified factors?

1.5 Research Objectives

The overall objective of this study is to discover the factors of acceptance and use of SNS by students in higher learning institutions. In order to accomplish this, the following objectives shall be fulfilled:

1. To identify the factors that influenced SNS acceptance among the students.
2. To identify the relationship between technological factors and social factors with the SNS acceptance among the students.
3. To develop and evaluate an SNS acceptance model among students of higher learning institutions in Malaysia.

1.6 Research Significance

This study contributes to the body of knowledge by exploring the technological and social dimensions of using SNS among students in higher learning institutions. An integrated model is also developed to provide a holistic view of factors influencing SNS use among the students and the impact of technological and social dimensions on their intention to use SNS.

The research outcome will benefit the Malaysia Ministry of Higher Education, the higher education student administrator, and lecturers to create new and innovative ways to communicate with the students. Apart from that, it will also benefit the SNS service providers and developers to improve the SNS functionalities that will benefit them, the students, and the institutions. Henceforth, the finding of this study will be able to cultivate social values among the students to gain social benefits when they are connected to others.

1.7 Research Scope

This study's key objective is to identify the factors responsible for SNS usage among students at higher learning institutions in Malaysia. This study also investigates the relationship between the factors and the intention to use social networking sites. The scope of this research does not confine itself to any particular form of SNS, such as Facebook, Twitter, YouTube, Instagram, or any other type of SNS service. In essence, this study explores factors associated with using any SNS platform, with a particular emphasis on the students' daily usage, whether for academic purposes, entertainment, or just as a method of communication.

Using a quantitative method through online survey, this study evaluates the model developed in Malaysia's context. The respondents were chosen from among students at Malaysian higher learning institutions. For data analysis, SPSS 26 and Smart PLS 3.3 were used to evaluate the model and interpret the survey findings, respectively.

1.8 Organization of the Thesis

This thesis consists of five chapters.

Chapter 1 provides an overview and the background of the study. It also comprises the problem statement, research questions, research objectives, research scope, and significant study contributions.

Chapter 2 describes a review of the literature in the research area. The chapter defined the key concepts of SNS usage and the background of the SNS. It also describes the previous research related to user acceptance on SNS using acceptance theory. It also highlighted the acceptance theories or models related to the research context.

Chapter 3 portrays the research design selected for this study, followed by the operational framework used throughout the study.

Chapter 4 portrays the findings based on the data analysis from the quantitative survey. This chapter presents the activities conducted in multiple stages using the PLS-SEM approach. The results of the data analysis are reported.

Chapter 5 discusses this study's results based on the hypothesis testing results. This chapter describes how the results have achieved the study's objectives and conclude by summarizing the findings. In addition, it also presents conclusions, contributions, and recommendations. It consists of the list of theoretical and practical contributions, recommendations, and limitations of this study.

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LIST OF PUBLICATIONS

Indexed Journal

1. **Yahya, Y**., Ab Rahim, N. Z., Ibrahim, R., Maarop, N., Sarkan, H. M., & Chuprat, S. (2018). Social Networking Sites Habits and Addiction Among Adolescents in Klang Valley.*International Journal Of Advanced Computer Science And Applications*,*9*(11), 571-578. **(Indexed by Web of Science and SCOPUS)**

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Book Chapter

1. **Yahya, Y**., Ab Rahim, N. Z., & Ibrahim, R. (2020), Factors Influence Social Networking Sites Use Behavior among Undergraduates in Malaysia In Book Chapter - Exploring Information Systems Research Boundaries (Eisrb) - Series 2 (pp. 89-99)