A Study on the Negative Effects of Social Networking Sites Such as Facebook among Asia Pacific University Scholars in Malaysia

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Abstract

The purpose of this study is to identify the negative effects of social network sites such as Facebook among Asia Pacific University scholars. The researcher, distributed 152 surveys to students of the chosen university to examine and study the negative effects. Electronic communication is emotionally gratifying but how do such technological distraction impact on academic performance? Because of social media platform's widespread adoption by university students, there is an interest in how Facebook is related to academic performance. This paper measure frequency of use, participation in activities and time spent preparing for class, in order to know if Facebook affects the performance of students. Moreover, the impact of social network site on academic performance also raised another major concern which is health. Today social network sites are running the future and carrier of students. Social network sites were only an electronic connection between users, but unfortunately it has become an addiction for students. This paper examines the relationship between social network sites and health threat. Lastly, the paper provides a comprehensive analysis of the law and privacy of Facebook. It shows how Facebook users socialize on the site, while they are not aware or misunderstand the risk involved and how their privacy suffers as a result.

Keywords: Social networking website, Facebook, academic performance, health threat, privacy and security threats

1. Introduction

1.1 Introduce the Problem

In the early 2000's, the Web became much more personal as social networking websites were introduced and embraced by the masses. Social networking sites (SNS) are defined as web-based services that allow individuals to construct a public or semi-public profile within a limited system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and terms of these connections may vary from site to site.

What makes social networking websites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends1 who are also users of the system. Profiles are unique pages where one can "type oneself into being" (Sundén, 2003, p. 3).

Since their introduction, social networking websites have attracted millions of users, many of whom integrated their sites as a daily practice. The paper will focus on Facebook as the example of social networking site. Today, Facebook is the largest social network in the world. It started as a website limited to Harvard students only, but quickly expanded to additional colleges in the Boston area, other Ivy League schools, then eventually just about every University in North America, up till now where 1 out of every 7 people on earth is on Facebook. It was founded by Mark Zuckerberg and some of fellow college roommates at Harvard University, including Eduardo Saverin, Dustin Moskovitz, Andrew McCollum and Chris Hughes (Daniel Zeevi, 2013).

The World Wide Web has been radically transformed, shifting from an information repository to a more social environment where users are not only passive receivers or active harvesters of information, but also creators of content (Bruns, 2008). Web-based technologies now encompass the socializing features of virtual spaces that have emerged as zones for information sharing, collaboration, and community formation and extension (Suter, Alexander, & Kaplan, 2005). Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds (Bryer & Zavatarro, 2001).

1.2 Problem Statement

First of all, respondents' characteristics are considered as an important domain of research within social networking sites literature. Profiling their age, gender, religion, marital status and academic level, would help us to identify and evaluate their time spent online. Today's college students (which consist of Generation Y or also named Millennial) are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

As it's known in this generation tend to rely on the net and also spend most of the time on social networking sites such as Twitter, Google Plus, MySpace and Facebook. This is probably due to the reason that college and university students as well as teens used it extensively to get global access. The majority of the scholars prefers to stay on the internet for hours, than studying for their exams or doing their assignments. The main reason is that when they are studying or searching their course material online, they get attracted to SNS's to kill the boredom in their study time, diverting their attention from their work. The main questions are, does Social network site lead scholars to perform their least academic performance?

A human being can't do the same thing for long they tend to be boring, but the younger can stay long hours just on Facebook without any complain. If scholars have a habit of staying online on social network sites, the question that arises is, can they get addicted to SNS?

Users around the world, whether they are teens or college students share personal information on Facebook. Most people disclose personal information on their profiles. Research on SNS and other social media found a paradox, a discrepancy between privacy concerns and actual privacy settings (Barnes, 2006). Analyses of profiles have found that SNS users provide a large amount of personal information on public profiles. Gross and Acquisti (2005) analysed the Facebook profiles of more than 4000 students and found that only a small percentage had changed the default privacy settings (Lukas, J. 2006). The question that arises, is it secured enough that students share their personal information?

Social networking sites have become a very important aspect in student's life. Internet use has grown considerably in the last decade; the majority of young adults uses the internet daily if not more so (Lenhart & Madden, 2007; Lenhart, Madden,&Hitlin,2005;Sun et al.,2005). In this paper, the researcher will be answering to this question, what's the level of social network sites used among students in Malaysia? Is there a relationship between academic performance, addiction, security issues and summation score towards SNS? With the help of articles and journals that previous researches noted, the researcher will reply to the question above.

2. Literature Review

2.1 Social Network Site Impact on Academic Performance

Today's college students (which consist of Generation Y or also named Millennial) are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

Online social networks (OSNs) have permeated all generations of Internet users, becoming a prominent communications tool, particularly in the student community. Thus, academic institutions and faculty are increasingly using social networking sites, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content. (Paul, Baker, Cochran, 2012)

On the contrary, some authors and researches disagree with the previous statement, such as Lenhart, et al., 2010; Tiryakioglu & Erzurum, 2010; Chen & Bryer, 2010 says that despite the popularity of social media for personal use only a low percentage of students and faculty use them for academic practice. Online social networking (OSN) sites, such as Facebook, Twitter and Myspace, are used on a regular basis by many millions of people. The majority of this online networking community is made up of college students. In fact, a recent survey of 3000 students from across the US revealed that 90% of college students use Facebook and 37% use Twitter (Dahlstrom, de Boor, Grunwald,& Vockley, 2011).

Reynol Junco (2012) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Found that that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways.

In addition, Paul, Baker, Cochran, in 2012 wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Kirschner and Karpinski (2010), which reveal that over-involvement or obsession with social networking by students can have negative impacts on academic performance (Kirschner & Karpinski, 2010).

Moreover, Rosen, Carrier, and Cheever 2013 wrote an article named Facebook and texting made me do it: Media-induced task-switching while studying. They believe that this area is a technologically rich world, where multitasking is the norm and is more prominent among youth and college students. In their research they found out that students manage to do their work and also interact with the virtual environment effectively. Facebook has nearly one billion users worldwide (Smith, 2012) with more than 90% of teens (Common Sense Media, 2012) and college students (Junco, 2011) actively engaged.

However, as results the authors found that corroborating the work on the impact of social media on academic performance, participants who accessed Facebook one or more times during the study period had lower grade point averages. Furthermore, Junco (2011) discovered that sharing links and checking up with friends on Facebook more often predicted higher college grades; making status updates more often predicted lower grades; and that overall GPA dropped 12 points for every 93 min above the average of 106 min per day spent on Facebook.

2.2 Social Networking Websites and Health

Every human being fear is having health problems. Once someone has health issues, his or her life will be affected. Therefore, people need to be careful and cherish their good health. Nowadays, a health issue, not only comes from the so called environment of the person, but also within the web 2.0 environment. In the previous years the main discussion issue was the addiction to television, today's issues deal with internet addiction and the increased amount of time young people and adults spend on searching the internet.

Internet use plays in the lives of today's young adults, understanding possible health implications is of clinical importance. In particular, problematic internet use (PIU) is a new and growing health concern for adolescents and young adults. PIU lacks a standardized definition, but it has also been referred to as internet addiction (Christakis & Moreno, 2009; Dell'Osso, Altamura, Allen, Marazziti, &Hollander, 2006).

Young adults also may be the population most at risk for the development of PIU. Because adolescents and young adults have the highest rates of internet use and frequency (Lenhart et al., 2005; Shiffman, 2009; Tokunaga, 2010). A researcher named Dr Sam Thomas, 2011 wrote an article called addiction in Internet chatting: An empirical study using the modified Technology Acceptance Model. His paper revealed that excessive time on social network sites may lead to internet addiction. Students around the world spend a lot of time on social network sites which this leads to major consequences. Excessive time spent in this manner could lead to the problematic behaviour known as Internet addiction. Internet addiction is viewed as a psychological dependence on or a behavioural addiction to the Internet resulting in excessive usage (Kandell, 1998; Griffiths, 2000).

In addition, many researchers have argued that the attractiveness of the Internet could lead to excessive use. Past research has described this phenomenon as Internet addiction (Griffiths, 2000; Soule et al., 2003; Widyanto and Griffiths, 2006). On the other hand, Young (1998) argued that the Internet itself is not addictive, but highly interactive applications like online chatting can be addictive. Moreover, Balakrishnan and Shamim (2013) wrote an article called Malaysian Facebookers: Motives and addictive behaviours unraveled.

In this research, Malaysians were reported to have the most number of Facebook friends, spend more time on Facebook and might be addicted to Facebook as well. Enthusiasm for Facebook is particularly apparent in Malaysia, as Malaysians are known to have the most number of friends on Facebook (The Star, 2010).

Even though Facebook is used to connect with people and improve the social life of students, it was also noticed that excessive of Facebook usage bring bad consequences. As a matter of fact, the term Facebook Addiction Disorder (FAD) was coined to refer to the negative consequences of excessive use of Facebook (Fenichel, 2009).

The researchers revealed students exhibit some addictive symptoms, namely, Salience (both cognitive and behavioural), Loss of Control, Withdrawal and Relapse and Reinstatement. These symptoms matched some of the addictive components of the Brown's Addiction Behaviour Framework. The findings are similar to other studies that have revealed addictive behaviour in using mobile phones (Balakrishnan & Raj, 2012; Walsh et al., 2010), online games (Charlton & Danforth, 2007) and the Internet (Charlton, 2002).

As a result, the study identified the addictive symptoms by using Facebook among the students; therefore, social networking sites affect health of the users. Furthermore, Mekinc, Smailbegović, Kokić in 2013, wrote an article named should we be considered about children use of the internet? Due to the researchers made by Young, as a result, she found internet overuse can bring health problems known as a mental disorder which she named Pathological Internet Use – PIU (Young, 1998). The American Psychological Association classified the overuse of the internet services as an addiction. Now we can include the PIU in the group of addictions together with drug and alcohol addictions, addiction to video games, gambling and some of the eating disorders (Bonacic, 2010).

As a result Mekinc, Smailbegovic, Kokic in 2013 found out the increased use of the internet, Facebook profiles, publication of personal data are expression of signs of internet addiction among scholars in the upper grades. According to the results of this study, using Facebook increases the likelihood of addiction to the internet. While establishing new friendships and socializing, children through the Internet can satisfy their need for contact, for belonging, however, the excessive use of social networks brings the risk of developing an internet addiction.

2.3 Social Networking Websites and Security/Privacy Issues

The social networking phenomenon is consuming the lives of millions of users around the world. Since the inception of the first social networking site, SixDegrees.com at 1997 (Boyd and Ellison, 2008), the social networking craze has grown beyond all expectations. Data privacy is a fundamental problem in today's information era. Enormous amounts of data are collected by government agencies, search engines, social networking systems, hospitals, financial institutions, and other organizations, and are stored in databases. Those stored information is very crucial for individuals, people might misuse this information. The problems that exist in the real world such as theft, fraud, vandalism also exists in online Web 2 environments an identity thief.

New laws introduced by the Attorney General of Australia introduced jail terms of up to ten years for individuals using networking sites such as Facebook to steal identities without having to wait for them to obtain money as a part of the fraud. (Hildebrand, 2009). Social networking is becoming a necessity day by day. It is a phenomenon that is exploited by SNS, which strive to transform relationships between people and groups of people, which already exist into an online network which can be traversed and exploited. (Wu and Majedi et al. 2010)

These sites have now transformed into social networking services (Wu and Majedi et al. 2010). And, people are eagerly signing up to these social websites. But apart from the attraction they have, there are also some hidden threats that they possess. Two authors named Asif and Khan in 2012, wrote an article named user's perceptions on Facebook privacy policies. Facebook knows an immense amount about its users. A fully filled-out Facebook profile contains about 40 pieces of recognizably personal information, including name; birthday; political and religious views; online and offline contact information; sex, sexual preference and relationship status; favourite books, movies, educational and employment history and finally picture. Facebook then offers multiple tools for users to search out and add potential contacts. By the time one person fills information, Facebook has a reasonably comprehensive snapshot both of who you are and of who you know.

With this information people might use it for negative cause and damage one person's life but if people read and understand the privacy and security options they might be less exposed. Asif and Khan in 2012 found that people remain unaware of information sharing policies, although the policies are clearly stated. And if they have read them, they are not confirmed about the effect. This study also shows that people do not know how their personal data can be shared. And they end up sharing their private information with unauthorized people because of their ignorant attitude. In addition, they noticed that complexity of privacy settings and lack of control provided to the user is equally responsible for unintentional information sharing.

In addition, O'Brien and Torres 2012 wrote an article named Social Networking and Online Privacy: Facebook Users' Perceptions. As a result, the researchers found that Facebook users are alert and cautious when using the social networking sites. However, Facebook users are not completely informed or aware of all activities concerning privacy on the social networking sites. Though, low trust levels to date have not hindered activity on Facebook and membership continues to rise. Facebook users seem willing to push aside trust issues to achieve social interaction. The importance of trust in a social networking context is clearly questionable and perhaps different determinants for online activity exist in different online environments.

There are a number of barriers to trust in the online environment. These barriers include perceived risk, website design and content, the user themselves and privacy concerns. Privacy concerns are considered the greatest barrier of them all because 'the internet, by design, lacks unified provisions for identifying who communicates with whom; it lacks a well-designed identity infrastructure' (Leenes et al., 2008).

Privacy concerns include online information collection techniques such as cookie technology involving extreme surveillance. The use and analysis of data are also a concern due to unethical merging and data mining practices to profile customers. The instant recording and permanence of activity, loss of control and ownership of data also creates barriers to online activity (Tavani, 2011). Social networking users claim to be concerned about risks to privacy, yet do little to safeguard their information (Dwyer et al., 2007). Often users openly disclose detailed and personal information on these networks, comfortable living a part of their lives online (Rosenblum, 2007).

However, Facebook has continually introduced new features and services including the Newsfeed, Facebook Beacon, Facebook Advertisements and Facebook Platform, which subsequently lead to changes in the privacy settings and the privacy policy (less privacy) (Fletcher, 2010). With each additional expansion to the website has come a growing level of discontent and concern and a general feeling that 'the company was eroding privacy and making substantial information public' (Rothery, 2010).

3. Methodology

This is a quantitative study. In terms of objectives, this is an explanatory study. Looking into the sampling methodology, the population in this study is around eight thousand students. The sample in this study refers to hundred fifty two students of Asia Pacific University in Malaysia and the researcher used Random Sampling method.
The survey questionnaire measures academic performance, health threat, privacy and security issues and lastly Facebook such time spent online using Facebook.

The questions are formed by Likert scale, interval options and yes or no questions. The research instrument is developed based on the Literature, existing survey and previous studies.

3.1 Model Analysis

The total number of 152 respondents details is keyed into SPSS one by one, and then the individual data will be analysed on a group basis. Graphical presentation, such as histogram, bar charts and pie charts are used to make the interpretation work easier. Analysing frequencies of these variables help to better construe the relevancy and validity of the sample group within this research. In this paper, the statistic will include both of the descriptive and inferential statistics. This study employed the Pearson Moment Correlation test and Regression to examine the relationship between the variables.
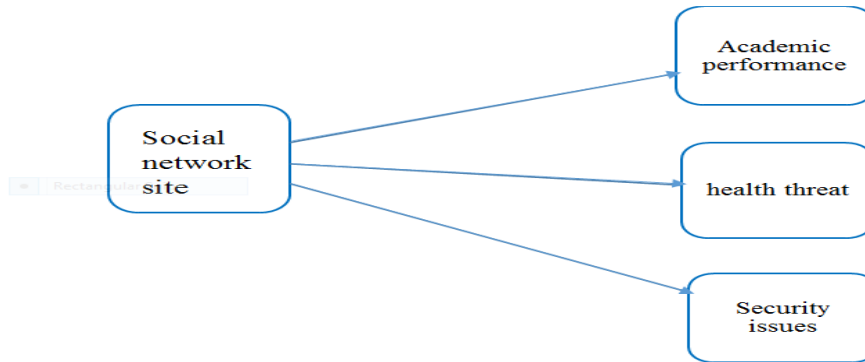
Figure 1: Conceptual Model

4. Findings

4.1 Characteristics

Table 1: Extracted Information from SPSS for the Respondent Profile

Characteristics		Counts	%
Gender	Male	76	50
	Female	76	50
Age Group	16-20	44	28.9
	20-25	72	47.4
	25-30	28	18.4
	30 and above	8	5.3
Level of education	Foundation	38	25
	Diploma	38	25
	Degree	38	25
	Master	38	25
Country of origin	Middle East	35	23
	Europe	23	15.1
	Asia	59	38.8
	Africa	29	19.1
	Others	6	3.9

This table is the total information of the respondents. There are four characteristics, however the gender and the level of education have the same counts and percentage. This was explained previously, which was due to the Random sampling that the researcher chose to distribute equally between the different level of education and gender.

The age group shows that the majority students are in between 20 and 25 years old, which are 47.4 percentages. On the contrary, the minority were 30 and above years old, they were 5.3 percentages. In addition, the majority of respondents were Asians with 38.8 percent and the minority are others, excluding Africans, Europeans and students from the Middle East by 3.9 percent.

4.2 Correlation

In this part, Pearson Correlation Coefficient is used to test the hypothesis. The hypothesis tested is that a linear relationship exists between two variables, dependent and independent variable, as seen in the correlation coefficient (r). The null hypothesis, however, states that no linear relationship exists between the two variables. As with all hypothesis tests, the objective is to reject the null hypothesis and accept the alternative hypothesis. In other words, it is to decide that an effect, in this case a relationship exists.

Table 2: Shows the Interpretation of Value "R" Proposed by Guilford (1956)

"r" value	Interpretation
Less than .20	Slight, almost negligible relationship
.20 - .40	Low correlation, definite but small relationship
.40 - .70	Moderate correlation, substantial relationship
.70 - .90	High correlation, marked relationship
.90 – 1.00	Very high correlation, very dependable relationship

In correlation methods, it says that the null hypothesis is rejected when the indication of the association is statistically significant at the 0.05 levels. It is clearly stated that: Degree of significant < 0.05 = Null hypothesis (H0 is rejected)

4.2.1 Academic Performance

H0- There is no relationship between students 'performance and using SNS.
H1- There is a relationship between students' performance and using SNS.

Table 3: Correlation Result Extracted From SPSS.

Correlations		FB	AP
FB	Pearson Correlation	1	-.365[**]
	Sig. (2-tailed)		.000
	N	152	152
AP	Pearson Correlation	-.365[**]	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows us that there is a negative relationship between the dependent variable and the independent variable. In addition, the relationship between the two variables is low correlation because the result is -0.365. A negative relationship between variables signifies that when the dependent variable increases, the independent variable decrease.

In this case, when students of Asia Pacific University exaggerate using social network sites such as Facebook, it affects their academic performance. However, since the relationship is low, it also shows that Facebook is not the only factor that affects students' academic performance. Therefore, the researcher can conclude by saying that social network sites can have an impact on the performance of students. Furthermore, the researcher rejects hypothesis null, because the significant level is at 0.00 which means it's lower than 0.05. Therefore, there is a relationship between students' performance and using social network sites.

4.2.2 Health Threat

HO- There is no relationship between students using social networking sites and health threat.
H1- There is a relationship between students using social networking sites and health threat

Table 4: Correlation Result Extracted from SPSS

Correlations

		HT	FB
HT	Pearson Correlation	1	.343**
	Sig. (2-tailed)		.000
	N	152	152
FB	Pearson Correlation	.343**	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

The table above illustrates that there is a positive relationship between the dependent variable and independent variable. The outcome shows that there is low correlation, which means there is a small relationship of 0.343.

The result signifies that using social network sites might damage your health, specifically the user might get addicted to the internet, social network sites as Facebook. However, since the relationship is very small, social network sites is not the only factor that has an impact on the health of Asia Pacific university students. In addition, the researcher rejects hypothesis null and accept the hypothesis alternative because the degree of significance is 0.00 which is lower than 0.05.

4.2.3 Privacy and Security Issues

HO- There is no relationship between student using Facebook and privacy and security issues.
H1- There is a relationship between student using Facebook and privacy and security issues.

Table 5: Correlation Result Extracted From SPSS

		FB	PSI
FB	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.000
	N	152	152
PSI	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.000	
	N	152	152

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows us that there is a positive relationship between the dependent variable and the independent variable. According to Guilford, 1956, the relationship between the two variables is a moderate correlation because the result is 0.44. A positive relationship between variables signifies that when the dependent variable increases the independent variable also increase.

In this case, when students increase the amount of using social network sites, they also increase their privacy and security issues. Which means students might face different treats of privacy and security. For instance, students might have problems as identity theft. Therefore, the researcher can conclude by saying that social network sites can affect the students' private life and their securities. Moreover, the researcher accepts the alternative hypothesis and reject the null hypothesis, because in this study the result is: 0.0< 0.05 so reject H0.

4.3 Regression

Regression analysis is used when independents variables are correlated with one another with the dependent variable. From the correlation analysis obtained in this research, all hypothesis are accepted, but to make sure there are actual relationship between two variable, the researcher must run a regression analysis to make sure the hypothesis support or not.

The interpretation of the regression analysis is based on the standardized coefficient beta (β) and R square (R2) which provide evidence whether the independent variable and dependent variables have a relationship or not.

According to Maholtra (2006) Regression analysis is a powerful and flexible procedure for analyzing the associative relationship between a dependent variable and one or more independent variables. According to Burns and Bush (2000), multiple regression analysis is an expansion of the bivariate regression analysis in that more than one independent variable is used in the regression equation.

In this study multiple regression analysis will be conducted, multiple regression is an extension of simple linear regression. It is used when we want to predict the value of a variable based on the value of two or more other variables. The variable we want to predict is called the dependent variable (which is social networking sites). The variables we are using to predict the value of the dependent variable are called the independent variables (academic performance, health threat and security and privacy issues).

Table 6: Model Summary Result Extracted from SPPS

Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.450^a	.202	.197	.93641	
2	.578^b	.335	.326	.85821	
3	.612^c	.375	.362	.83457	1.217

a. Predictors: (Constant), PSI

b. Predictors: (Constant), PSI, AP

c. Predictors: (Constant), PSI, AP, HT

d. Dependent Variable: FB

Table 7: ANOVA Result Extracted from SPSS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.380	1	33.380	38.067	.000^b
	Residual	131.530	150	.877		
	Total	164.910	151			
2	Regression	55.168	2	27.584	37.452	.000^c
	Residual	109.742	149	.737		
	Total	164.910	151			
3	Regression	61.828	3	20.609	29.590	.000^d
	Residual	103.082	148	.696		
	Total	164.910	151			

a. Dependent Variable: FB

b. Predictors: (Constant), PSI

c. Predictors: (Constant), PSI, AP

d. Predictors: (Constant), PSI, AP, HT

4.3.1 Coefficient of Determination

Coefficient of determination demonstrates the explanatory power of the equation. It determines how much change in the dependent variable in relation to the independent variables. The linear regression analysis presented in Table 7. The linear regression test of the model reveals that the R-square of the model is 0.375.

This means the model explains 37.5% of the variance in the dependent variable, which is social networking sites. However, the remaining 62.5% cannot be explained. This means there were other factors that can be used to determine the negative impact of social network site towards Asia Pacific university scholars. The coefficient of correlation (R – square) that obtained from Table 7 which is 0.375 indicates a weak positive linear correlation.

4.3.2 Durbin Watson

Durbin Watson is used to test whether serial correlation is present in the term of the regression or not. It measured through the range from 1.5 to 2.5, which measures the correct model used for this study. The Durbin-Watson statistic ranges in value from 0 to 4. A value near 2 indicates non-autocorrelation, a value toward 0 indicates positive autocorrelation and a value toward 4 indicates negative autocorrelation. Furthermore, the linear regression test of the model reveals that the Durbin-Watson of the model is 1.217. Which is in between 0 and 2, so 1.217 that indicates that it has a moderate positive relationship.

4.3.3 Standardized Coefficient of the Research Model

Table 8 regression coefficients

Variables	Beta	Std. error	t-stat	Sig.
Constant	2.629	0.365	7.20	0.000
PSI	0.487	0.082	5.91	0.000
AP	0.467	0.089	-5.22	0.000
HT	0.204	0.066	3.09	0.000

The findings and analysis, shows that the researcher rejects the null hypothesis for all the three hypotheses. Which means that there is a relationship between students' performance and using SNS. In addition, there is also a relationship between students using social network sites and health threat. Furthermore, there is also a relationship between student using Facebook and privacy and security issues.

From Table 6, R2 = 0.375 means that 37.5% have been shown academic performance (β = - 0.467), the health threat (β = 0.204), and privacy and security issues (β = 0.487). By analyzing this result, Table 8 shows that the variable making the major contribution to the model is privacy and security issues, then academic performance, the lastly health threat is followed.

The researcher can interpret the result saying, that highest contributor which is privacy and security issues has a significant positive relationship. This means that when the usage of Facebook increase, the amount of exposure to privacy and security issues increases as well. In addition, academic performance has a negative significant relationship. This means when the dependent variable increase, the independent variable decrease. In this study, when a social networking site is used frequently the academic performance of students decrease. Furthermore, the health threat result shows that there is a small relationship with social network site.
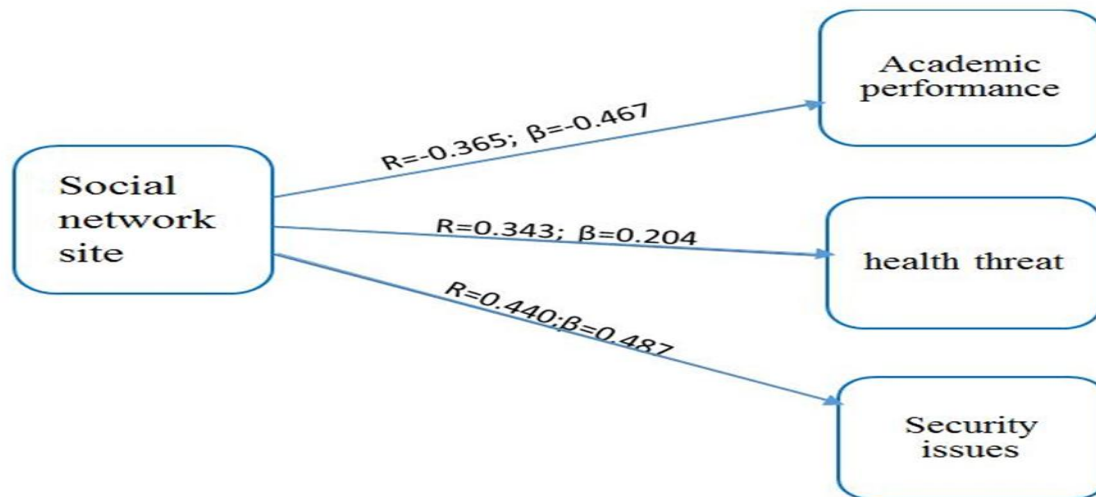
4.4 Summary of Result

Figure 2: Showing the Result of the Model

5. *Recommendation*

Students who use it during class will pay just a little attention to what the lectures are saying. The fact that students miss their lectures will lead them to perform their least academic performance. This aspect not only affects the future of the students, but also the future and reputation of the university.

For instance, when students don't deliver their high performance, those particular students won't reach the quality and standard aimed by the university. The excessive use of the internet will lead towards average and poor performance by the students, which will affect the quality of education. Therefore, the university should really consider blocking the usage of social network sites such as Facebook and open it only during lunch break, which is piloted for most students from 12 to 2.

6. Conclusion

Result from the study shows that social network sites such as Facebook affects the scholars of Asia Pacific University. Firstly, the outcome of the study aligns perfectly with other studies mentioned above in the literature review of academic performance. For instance Reynol Junco, 2012 found that time spent on Facebook and checking Facebook was negatively related to the overall GPA. Time spent on social network sites is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Kirschner and Karpinski (2010).

Secondly, the researcher will conclude for health threat of using online social networking sites. Dr Sam Thomas, 2011 discovered that SNS addiction is seen by internet addiction and chatting, which Facebook provides and allows people to have instant messaging even though they are in different continents. In addition, Balakrishnan and Shamim 2013, found in their result, that some the students exhibit some addictive symptoms. Moreover, according to the results of the study of Mekinc , Smailbegovic , Kokic in 2013, said that using Facebook increases the likelihood of addiction to the internet. However, the outcome of this research does not completely align with the result mentioned above. The relationship between health threat and social network site was found that it was low, therefore the chance of the students getting addicted is not that high.

Lastly, the researcher result on privacy and security issues was aligned with previous researcher such as Asif and khan 2012. In this paper, this particular independent variable was the highest contributor in regression analysis and also showed a positive relationship with the dependent variable. The researcher found that people remain unaware of information sharing policies, although the policies are clearly stated. And if they have read them, they are not confirmed about the effect. This study also shows that people do not know how their personal data can be shared.

And they end up sharing their private information with unauthorized people because of their ignorant attitude. Therefore, the researcher can say that social network sites have a negative impact on users in terms of their academic performance, health threat and privacy and security issues.

7. *References*

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