

THE RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE, PARENTAL INVOLVEMENT AND STUDY HABITS TOWARDS ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS

Hubungan Antara Penggunaan Media Sosial, Penglibatan Ibu Bapa dan Tabiat Belajar Terhadap Pencapaian Akademik Pelajar Sekolah Menengah

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Abstrak

Recent issues in student academic performance highlight the challenges posed by technology distractions, poor study habits, and excessive social media use. Students often struggle with multitasking and passive learning, leading to ineffective study sessions. Therefore, this study aimed to determine the relationships between social media usage, parental involvement, and study habits and their effects on academic performance. A quantitative research design using correlational study was employed, and data were collected through an online survey questionnaire. A sample of 390 students has participated in the study. The questionnaire included items covering three independent variables: social media usage, parental involvement, and study habits. The dependent variable was student academic performance. Pearson Correlation was used to evaluate the relationship between the independent variables and the dependent variable. Furthermore, linear regression analysis was employed to determine predictor of student academic performance. The result concludes that parental involvement and study habits significantly impacted academic performance, while social media usage also had a noticeable effect. The implication of this study suggests that focusing on time management and active learning strategies, actively engaging parents in their children's education, and using effective teaching methods can significantly improve student academic performance. Future research could further explore other factors that critically influence academic performance, thereby contributing to improve educational outcomes.

Keywords: Social media usage, Parental involvement, Study habits, Academic performance

Abstract

Isu terkini mengenai prestasi akademik pelajar menunjukkan kebimbangan terhadap cabaran yang dihadapi akibat penglibatan ibu bapa yang tidak mencukupi, tabiat belajar yang lemah, dan penggunaan media sosial yang berlebihan yang menyumbang kepada penurunan prestasi akademik. Pelajar sering berdepan dengan masalah pembelajaran secara multitasking dan pasif yang membawa kepada sesi belajar yang tidak efektif. Kajian ini bertujuan untuk mengenalpasti hubungan antara penggunaan media sosial, penglibatan ibu bapa dan tabiat belajar serta kesannya terhadap prestasi akademik. Kajian kuantitatif menggunakan kaedah korelasi telah digunakan dan data dikumpulkan

melalui soal selidik dalam talian. Seramai 390 pelajar terlibat dalam kajian ini. Soal selidik ini merangkumi tiga pembolehubah bebas: penggunaan media sosial, penglibatan ibu bapa, dan tabiat belajar, manakala pembolehubah bersandar ialah prestasi akademik pelajar. Analisis Korelasi Pearson digunakan untuk menilai hubungan antara pembolehubah-pembolehubah ini dan prestasi akademik, sementara analisis regresi linear digunakan untuk menentukan faktor-faktor yang mempengaruhi prestasi akademik. Hasil kajian menunjukkan bahawa penglibatan ibu bapa dan tabiat belajar mempunyai kesan yang signifikan terhadap prestasi akademik, manakala penggunaan media sosial juga memberikan kesan yang ketara. Kajian ini mencadangkan bahawa meningkatkan pengurusan masa, menerapkan strategi pembelajaran aktif, melibatkan ibu bapa secara lebih aktif dalam pendidikan anak-anak, dan menggunakan kaedah pengajaran yang berkesan boleh memperbaiki prestasi akademik pelajar dengan ketara. Penyelidikan masa depan boleh meneroka faktor-faktor lain yang mempengaruhi prestasi akademik untuk terus meningkatkan hasil pendidikan.

Kata Kunci: *penggunaan media sosial, penglibatan ibu bapa, tabiat belajar, prestasi akademik*

1.0 INTRODUCTION

Academic performance is a crucial indicator of students' achievement and competence in educational environments (Tus, 2020). While Raza et al., (2019) described the academic performance of secondary school students as a critical outcome that reflects individual achievements and the efficacy of educational systems in fostering learning and development. Academic performance encompasses more than just grades and test scores; it includes essential skills such as critical thinking, problem-solving, and creativity, which are vital for students' overall development and future readiness. Research by Alshantiti et al., (2023) shows that using social media for educational purposes can enhance students' grades, as it facilitates the sharing of study materials and academic discussions. Furthermore, parental involvement in education is generally linked with improved academic outcomes for students (Utami, 2022). Nevertheless, Peng et al., (2024) found that excessive parental control can increase academic stress and pressure. Conversely, Jafari et al., (2019) mentioned poor study habits, including ineffective time management and concentration issues, can lead to lower academic performance. Therefore, while this study examines social media usage, parental involvement and study habits in relation to students' academic performance, it is also necessary to view these factors within the Malaysian education system which provides the context for their influence.

In Malaysia, secondary education is divided into lower secondary (Forms One to Three) and upper secondary (Forms Five and Five) (Paraman & Mohd Hussain, 2022). This transition involves significant changes in curriculum, teaching methods, and expectations, marking a shift towards more specialised and advanced subjects (Santos et al., 2020). Secondary education in Malaysia emphasises developing students' critical thinking, problem-solving, and analytical skills through various activities such as research projects and hands-on experiments (Topsakal et al., 2022). Meanwhile, Malaysia provides 11 years of free primary and secondary education, with an additional 1-2 years of post-secondary options ("Malaysia — TIMSS 2015 Country Profile," n.d.). Thus, the education system in Malaysia aims to provide a comprehensive education from an early age through the secondary level.

There are five types of schools, including national schools (Sekolah Kebangsaan), vernacular schools (Sekolah Jenis Kebangsaan) for Chinese and Tamil speakers, religious schools, and international schools (Salleh & Woollard, 2021). Secondary education, divided into lower and upper secondary levels, culminates in the SPM (Sijil Pelajaran Malaysia) examination at the end of Form Five (Kamal et al., 2022). Therefore, the SPM examination is a crucial milestone in determining students' eligibility for higher education or vocational training. Secondary school students in Malaysia, particularly those in Form Five, are at a key stage of their education as they prepare for the SPM examination, which is a national exam that determines their eligibility for higher education such as pre-university programs, matriculation or vocational training and career opportunities (Salleh & Woollard, 2021). These students are encouraged to develop effective study habits to succeed in the SPM. Parental support is also essential, as it helps students achieve better academic results (Utami, 2022). Findings by Govindarajoo et al., (2022) indicated in their study that high performance in the SPM can lead to opportunities for higher education and scholarships, while poor performance may limit future options, requiring students to seek alternative paths.

The issue of academic performance among secondary school students is particularly evident in Ipoh, Perak, where issues related to academic performance have emerged as a concern. According to the chairman of the state Education, Higher Education, Youth, and Sports Committee, the issue of student dropout in Perak, with 1,106 out of 32,735 candidates for the SPM in 2022 did not sit for the examination (Bernama, 2023). As a result, there is a pressing need to address the underlying factors influencing academic performance, particularly among secondary school students in Ipoh, Perak.

Past studies on academic performance by Purple et al., (2022) found that most secondary school students tend to use social media excessively, which can have negative effects on academic performance. This is especially true for studies conducted among the western population. For example, in the review of current literature on academic performance, Alshuaibi et al., (2018) reported positive findings that interactions with peers through social media can expedite the development of open learning settings and reinforce students' learning behaviour and performance. However, according to Ashraf et al., (2021) social media platforms allow students to easily communicate, interact, and collaborate with each other, which has a positive impact on their academic performance. This reliance highlights a significant limitation, as much of the existing research primarily focuses on western people.

In Malaysia, however, there is a difference in the focus of studies on the subjects of social media usage, parental involvement and study habits towards student's academic performance. Local studies are more concerned about the variables that influence students' success in higher education such as demographic factors, socio-economic status, educational background, psychological and behavioural factors, and support services (Mahmud et al., 2022; Abu Bakar et al., 2023). Although studies on the student's academic performance exist, such studies are limited. For example, a study by Hayati et al., (2023) in Selangor focused on ethnicity rather than social media usage, parental involvement and study habits. Based on past studies presented, this research aims to provide answers to the following questions:

- a) To determine the relationship between social media usage, parental involvement, and study habits towards the academic performance among secondary school students.
- b) To determine the predictor factors in the academic performance model among secondary school students.

To achieve the objectives for this study, the null hypothesis to be tested are as below:

- a) Ho1: There is no significant relationship between social media usage and the academic performance among secondary school students.
- b) Ho2: There is no significant relationship between parental involvement and the academic performance among secondary school students.
- c) Ho3: There is no significant relationship between study habits and the academic performance among secondary school students.
- d) Ho4: There is no significant influence of social media usage, parental involvement, and study habits among the academic performance model among secondary school students.

2.0 LITERATURE REVIEW

2.1 Students' Academic Performance

Schaughency et al., (2022) describe academic performance as the measurement of student achievement across various academic subjects. It is a multidimensional concept influenced by personal, family-related, educational, and environmental factors. This broad view emphasises that academic performance is not just about grades but involves a complex interplay of different influences that shape a student's learning journey. According to Fusar-Poli et al., (2020), academic interest is a crucial predictor of academic performance, suggesting that students who have a strong desire to learn are more likely to achieve better results. Mappadang et al., (2022) support this view, indicating that students with higher academic aspirations tend to perform better academically. This relationship underscores the importance of fostering a genuine interest in learning to enhance student achievement.

Javornik and Mirazchiyski (2023) expand on the concept by explaining that academic performance encompasses a student's progress and achievement through various evaluations, methodologies, and the role of teachers in the teaching-learning process. This perspective highlights that academic performance includes not only grades but also a student's overall development in knowledge, attitudes, habits, skills, and capacities. There are three variables influence academic performance, including parental involvement, social media usage, and study habits. Understanding these diverse determinants is crucial for improving student outcomes, as they provide a holistic view of what contributes to academic success.

While many studies confirmed the positive impact of academic interest on performance, there are research suggested that this correlation may not be universally applicable across all disciplines or student populations (Hassan et al., 2020; Acosta-Gonzaga, 2023). In another finding by Wang et al., (2024) indicated that the relationship between academic interest and performance may vary, depending on the subject area and the demographic characteristics of the students. Wu et al., (2019) further revealed that study habits alone may not guarantee high performance without the accompanying effort and commitment from the student. This finding suggested that while effective study habits are important, they must be coupled with a strong work ethic and motivation to achieve the best academic outcomes.

2.2 Social Media Usage Among The Adolescents

Research suggested that social media can positively impact students' academic performance when used effectively. For instance, a study conducted by Alshantiti et al., (2023) found that medical students who frequently use social media as a tool for learning often see improvements in their academic scores. Similarly, Sivakumar et al.,

(2023) reported that students who use social media for educational purposes tend to experience better academic performance. These findings indicate that when leveraged correctly, social media can serve as a valuable educational resource, enhancing learning and comprehension. This suggests that social media can provide both direct and indirect benefits to students' academic success.

However, there is also evidence that excessive use of social media can negatively impact academic performance. Bou-Hamad (2020) found that spending a significant amount of time on social media can distract students from their studies, leading to lower grades. Furthermore, Perumal et al., (2023) revealed that 63.1% of Malaysian respondents strongly agree that they use social media primarily for entertainment and 43.8% strongly agree that it leads to procrastination and poor time management. These findings highlighted the potential drawbacks of social media usage, particularly when it is not geared towards educational purposes. In particular, heavy use of social media distracts students from their studies, increases academic burnout, and worsens feelings of anxiety and depression. In nutshell, previous studies report mixed findings on the effects of social media use on academic performance. These contrasting results suggest that the impact of social media depends largely on context, intent, and time spent online, with teacher and institutional guidance playing a critical role in shaping productive use.

2.3 Parental Involvement Among The Adolescents

Research by Musengamana (2023) indicated that students with involved parents perform better academically than those without such involvement. Parental involvement is linked to improve attitudes towards school and better behaviour in the classroom. This involvement includes various activities, such as helping with homework, attending school events, and communicating with teachers. Li et al., (2019) and Yang et al., (2023) also emphasised the positive impact of parental involvement on academic performance. However, these studies often overlooked the potential mediating role of non-cognitive abilities, such as locus of control, which can influence how parental involvement affects academic outcomes. Locus of control refers to the degree to which individuals believe they have controlled over the outcomes of events in their lives. Students with a strong internal locus of control may benefit more from parental involvement because they feel empowered to take charge of their learning.

Conversely, excessive parental involvement can exert undue pressure on children, potentially leading to anxiety or burnout. This phenomenon, often referred to as 'helicopter parenting' can hinder a child's independence and problem-solving skills (Vigdal & Bronnick, 2022). Helicopter parenting occurs when parents are overly focused on their children's experiences and problems, often intervening inappropriately. While parental involvement is generally beneficial, it is crucial to strike a balance to avoid these negative effects. Not all parents can participate equally due to time constraints, work responsibilities, or financial limitations. In Malaysia, Ishak et al., (2020) identified low parental involvement as a significant barrier to improve the quality of education. Therefore, while parental involvement is associated with positive academic outcomes, it is essential to balance it to avoid potential drawbacks and ensure it supports the child's overall development.

2.4 Study Habits Among The Adolescents

Study habits encompass a range of behaviours and skills that help students in learning, such as time management, effective note-taking, and creating a conducive study environment. Good study habits include regular study sessions, minimising distractions, and prioritising challenging topics (Jafari et al., 2019). Numerous studies have shown

that study habits are crucial determinants of academic performance. Students who employ effective study strategies tend to achieve higher grades and demonstrate better comprehension and retention of material (Almoslamani, 2022). In another finding by Pilotti et al., (2023) concluded that students with strong study habits often find studying more manageable and less stressful, which can enhance their motivation to learn. These habits help students structure their learning process, making it more efficient and productive.

In Malaysia, Shukor et al., (2022) reported that most secondary school students spend only 0-2 hours studying outside the classroom per day (65.1%), follow poor dietary practices (89.5%), sleep for eight or more hours per day (54.6%), and are physically inactive (64.5%). Recognising the importance of effective study skills, there are universities that have initiated incorporating study skills training into their curriculum to help students develop better study habits (Anjum, 2020). This proactive approach aims to improve academic performance by providing students with the tools they need to succeed. Moreover, there is a statistically significant relationship between study habits and academic performance. Nur et al., (2024) found that study habits are significant factors influencing students' academic performance at UiTM Kelantan.

2.5 Theories Related To Academic Performance

There are two psychological theories are utilised to better explain and improve academic performance. These theories largely address motivation, learning processes, and the influence of psychological and environmental factors.

1. Achievement Goal Theory

Figure 1 illustrates achievement goal theory distinguishes between two types of goals: mastery goals and performance goals. Mastery goals are focused on learning and self-improvement, while performance goals are focused on demonstrating skill in comparison to others.

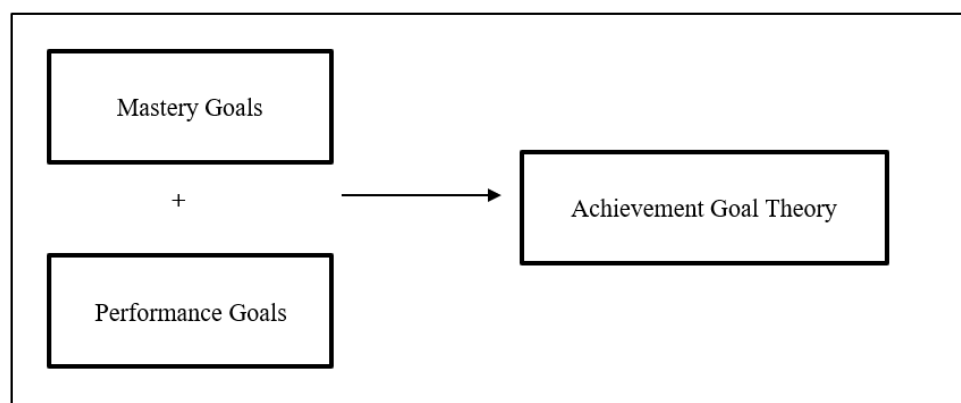


Figure 1: Achievement Goal Theory (Nicholls, 1984; Chazan et al., 2021)

Nicholls' (1984) Achievement Goal Theory (AGT) is based on developmental concepts that explain how young individuals' understanding of ability evolves over time. Initially, children may associate ability with effort, task difficulty, and luck. However, as they grow, they begin to see ability as distinct from these factors. This shift in understanding influences how they approach learning and challenges. Edwards (2014) expands on this theory, noting that it consists of two key elements: mastery goals and performance goals. Mastery goals focus on developing competence, learning, and improving one's skills. Students with mastery goals are driven by intrinsic motivation, resilience, and determination, aiming to gain new knowledge and

improve themselves. On the other hand, performance goals are aimed at demonstrating competence relative to others or achieving extrinsic rewards. While these goals can motivate students initially, they often lead to waning motivation over time due to their reliance on external validation and comparison. This approach not only enhances academic performance but also supports the overall development of students' skills and well-being.

2. Social Cognitive Theory

Albert Bandura (1989) developed Social Cognitive Theory (SCT), which emphasises the importance of observational learning, imitation, and modelling. This theory suggests that children learn behaviours and attitudes from their surroundings, significantly impacting their academic achievement (Li et al., 2022). For instance, when students observe positive behaviours and successful strategies in their peers and teachers, they are likely to adopt these behaviours themselves. Teachers can help students become more engaged and persistent in their studies by fostering a sense of self-efficacy, or the belief in one's own abilities. When students believe they can succeed, they are more likely to tackle challenging tasks and persevere through difficulties, leading to better academic outcomes. This approach boosts academic performance and supports the overall development of students' skills and resilience. In a previous study conducted by Owunna, Ajobi and Akintoke, (2025), they investigated the connection between social interaction and academic performance among Nigerian students through the theoretical lens of SCT. Grounded in the principle of triadic reciprocity, the study interrogates how the interaction of personal, behavioural, and environmental factors influences students' participation in social interactions and consequently, their academic outcomes. Social interaction is underscored as a central mechanism for knowledge exchange, collaborative learning, and intellectual development. By integrating theoretical insights with context-specific considerations, the study contributes to the broader discourse on SCT in education and advances actionable strategies for enhancing student performance in Nigerian universities.

3.0 CONCEPTUAL FRAMEWORK

The following is a research framework that has been proposed. According to this framework, there are three independent variables that have a significant relationship towards academic performance, which is the dependent variable. These independent variables include social media usage, parental involvement and study habits.

Figure 2: below, following a study of the relevant literature and the formulation of hypotheses, the study proposed the research model as a way to direct this research referring to hypothesis's development. The study's results can assist students, teachers, parents, school management, policy maker and community organisations in Malaysia in preparing strategies to enhance student's academic performance.

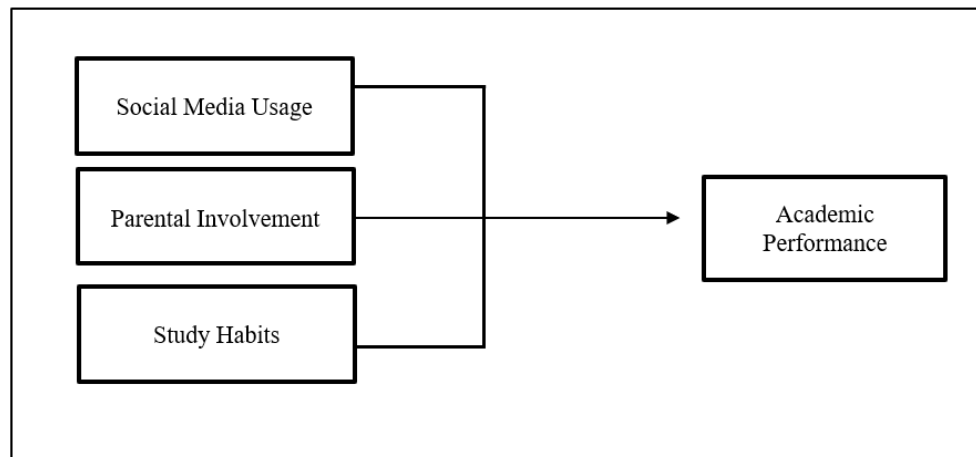


Figure 2: Research Conceptual Framework

4.0 METHODOLOGY

4.1 Research Design

The use of a quantitative research design was justified for three main reasons. First, it allowed for objectivity and generalisability, as collecting numerical data from a large sample made it possible to extend the findings to a wider population of students. Second, it enabled precise measurement of the relationships among social media usage, parental involvement, study habits, and academic performance, thereby supporting hypothesis testing and model building. Third, the design offered statistical rigour through the application of correlational and regression analyses, which provide robust and replicable evidence when examining the theoretical frameworks underpinning the study.

4.2 Population and Sampling Size

The director of the Perak Education Department reported that, based on 2023 statistics from the Ministry of Education Malaysia (MOE), there are around 253 secondary schools in Ipoh, Perak, with an estimated total enrolment of 151,222 (The Star, 2023).

For this research, a targeted survey focused on a sample of Form Five students in Ipoh, Perak. This group is particularly significant for the study, as Form Five students are in the preparatory stage for the SPM examination, a pivotal assessment that substantially influences their academic trajectories and prospective career pathways. All samples were chosen randomly with a sample size of 379 students from a population of 31 705 Form Five students in Perak for 2024 (Kosma, 2024). Data collection was completed and finalised within approximately two weeks, from 20th May 2024 to 3rd June 2024.

4.3 Location

The choice of Perak, was influenced by the identified research gap concerning social media usage, parental involvement, study habits, and their influence on academic performance among secondary school students. For this study, three schools were selected. Notably, the specific region Ipoh, Perak were reported that 1,106 out of 32,735 students did not take the SPM exam in 2022 (Loh, 2023). This situation shows the need to understand what affects academic performance in Ipoh's secondary school students

4.4 Research Instrument

The instruments were carefully adapted to the Malaysian context to ensure cultural and linguistic appropriateness. Items originally developed in English were simplified and translated into Malay, with a back-translation process undertaken to preserve semantic accuracy. Cultural nuances, such as the specific social media platforms most commonly used by Malaysian students and the typical patterns of parental involvement, were considered in item wording to enhance relevance. A pilot test involving a small group of students was also conducted to confirm clarity, reliability, and face validity of the instruments.

Ethical approval to engage the students as participants in the actual study was obtained from the principals of the three schools via official letters issued in response to the researcher's request dated 20 May 2024. Participants were assured anonymity and confidentiality, with informed consent secured electronically via the Google Form survey. They were also informed that their participation was voluntary and that they could withdraw from the study at any point without consequence. The participants were required to fill-up a consent form that includes a detailed explanation of the study's purpose, procedures, potential risks, benefits and confidentiality assurances.

The study developed a set of questionnaires (surveys) using Google Form. Questionnaire design as a research method tool for gathering extensive data. This questionnaire was divided into the following sections:

1. **Part A: Independent Variables**

Part A of the study was divided into four main sections, each focusing on assessing different variables such as social media usage, parental involvement, study habits, and academic performance.

Section 1: Social Media Usage

Social media usage was measured based on the Social Media Use Integration Scale (SMUIS) by (Kim & Kim, 2015). This scale was tested and validated by (Sundram, 2023). Items constructed with multiple choice survey question consist of Facebook, Instagram, Twitter, TikTok and YouTube based on prior studies (Shahbaznezhad et al., 2022; Lim & Rasul, 2022). The questionnaire consists of six items designed to understand social media usage in student academic performance.

Section 2: Parental Involvement

Designing questions to understand parental involvement in student academic performance requires carefully balancing different aspects. Therefore, parental involvement was assessed using a 5-point Likert Scale adapted from Muller's (1995) research in the National Educational Longitudinal Study (NELS). This scale was tested and validated by Thomas et al., (2019). The questionnaire consists of 8 items designed to understand parental involvement in student academic performance.

Section 3: Study Habits

The 5-point Likert scale is a common method for assessing study habits and attitudes, as it allows respondents to express the intensity of their feelings or behaviours on a continuum. Based on the Survey of Study Habits and Attitudes (SSHA– Form H) which originally created by Holtzman et al., (1954). Thus, the questionnaire design is constructed followed by the current lifestyles, environment which adapted from Ayalon et al., (2019) and Gunawan et al., (2021). The questionnaire consists of ten items designed to understand study habits in student academic performance.

Section 4: Academic Performance

Academic performance in this study was assessed using a 5-point Likert Scale based on a self-perception questionnaire developed by (Yu et al., 2010). This questionnaire consists of eight items designed to capture students' self-assessment of their academic achievements and attitudes related to their academic performance.

2. Part B: Respondent's Demographic Information

Part B consisted of questions about the respondents' demographic information. The survey included two questions regarding the respondents' gender and educational background.

4.5 Data Analysis Method

Data were analysed using SPSS version 29. Reliability testing using Cronbach's Alpha confirmed good internal consistency across all constructs, with values ranging between 0.77 and 0.91. Pearson correlation was used to determine the strength and direction of associations between variables, followed by multiple linear regression (enter method) to assess the predictive influence of social media usage, parental involvement and study habits on students' academic performance.

5.0 RESULT AND DISCUSSION

All respondents were Form Five students from 3 secondary schools in Ipoh, Perak. Out of a total of 390 respondents, 38.7% are male (n=151) and 61.3% are female (n=239). While the education stream revealed that 40.3% of the respondents (n=157) are enrolled in the arts stream, while 59.7% (n=233) are in the science stream. The reliability test for each variable indicated the value for Cronbach Alpha, ranging from 0.77 to 0.91.

5.1 Pearson Correlation Analysis for the Variables

The first research question in this study is to determine the relationship between social media usage, parental involvement, and study habits towards the academic performance among secondary school students in Ipoh, Perak. (Table 1 to 3).

The Pearson correlation coefficient between social media usage and academic performance is 0.378, with a p-value of <.001. This indicates a moderate positive relationship that is statistically significant. This means that as social media usage increases, academic performance tends to improve, though the relationship is not extremely strong. The correlation of 0.378 suggests that there is a noticeable but not overwhelming tendency for these variables to move in the same direction. Therefore, the data suggested that Ho1 to be rejected, as there is a significant relationship between social media usage and academic performance.

Table 1: Pearson Correlation Analysis for Social Media Usage towards Academic Performance

Variable	Academic Performance	
Social Media Usage	Pearson Correlation	0.378**
	Sig. (2-tailed)	<.001

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

The Pearson correlation coefficient between parental involvement and academic performance is 0.686, with a p-value of <.001. This indicates a strong positive relationship that is statistically significant between parental involvement and academic performance. This means that higher levels of parental involvement are

strongly associated with better academic performance, and the relationship is highly reliable, as evidenced by the very low p-value. These results highlight the important role of parental involvement in enhancing students' academic performance. Therefore, the data suggested that Ho2 to be rejected, as there is a significant relationship between parental involvement and academic performance.

Table 2: Pearson Correlation Analysis for Parental Involvement towards Academic Performance

Variable	Academic Performance	
Parental Involvement	Pearson Correlation	0.686**
	Sig. (2-tailed)	<.001

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

The Pearson correlation coefficient between study habits and academic performance is 0.803, with a p-value of <.001. This indicates a very strong positive relationship and statistically significant positive relationship between study habits and academic performance. This indicates that effective study habits are closely associated with better academic results, and the relationship is both significant and reliable. These findings highlight the importance of cultivating strong study habits to enhance academic success and suggest that efforts to improve these habits could lead to meaningful improvements in student performance. Therefore, the data suggested that Ho3 to be rejected, as there is a significant relationship between study habits and academic performance.

Table 3: Pearson Correlation Analysis for Study Habits towards Academic Performance

Variable	Academic Performance	
Study Habits	Pearson Correlation	0.803**
	Sig. (2-tailed)	<.001

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

The second research question in this study is to determine the predictor factors of the academic performance model among secondary school students in Ipoh, Perak. Regression analysis (enter method) was employed in this study. Based on the regression analysis presented in Table 4.7, the study aimed to determine the relationship of social media usage, parental involvement, and study habits on the academic performance of secondary school students in Ipoh, Perak. The findings showed a significant model ($F(3, 386) = 260.22, p < 0.001$), indicating that 67% of the variation in academic performance can be attributed to the variables studied. While another 33% can be determined by other variables.

The analysis shows that social media usage has an insignificant impact on academic performance. The beta coefficient (β) of 0.03 means that changes in social media usage have no effect on academic performance. This suggests that, in this study, social media usage is not an important factor in determining how well students do academically. A t-value of 0.93 and a p-value of 0.353 indicated that the relationship between social media usage and academic performance is insignificant. This means that any small changes in academic performance related to social media usage could easily be due to random chance, rather than a true effect. Overall, the findings suggest that social media usage does not have a meaningful impact on students' academic performance.

The analysis shows a strong and significant relationship between parental involvement and academic performance. The beta coefficient (β) of 0.21 indicates that as parental involvement increases, academic performance also improves. Specifically, for every one-unit increase in parental involvement, academic performance is expected to rise by 0.21 units, assuming all other factors remain the

same. This suggests that parental involvement has a noticeable, positive impact on students' academic performance. The statistical measures further reinforce the strength of this relationship. A t-value of 4.94 and a p-value of less than 0.001 indicate that the positive effect of parental involvement on academic performance. The very low p-value confirms that the relationship is statistically significant, meaning there is strong evidence to support the idea that increased parental engagement leads to better academic performance. Hence, these findings highlight the importance of encouraging parental involvement in education can help improve student performance.

The linear regression analysis showed that study habits have a strong and positive impact on academic performance. The beta coefficient (β) of 0.68 indicates that as study habits improve, academic performance significantly increases. Specifically, for every one-unit increase in study habits, academic performance is expected to rise by 0.68 units, assuming all other factors remain the same. This high β coefficient suggests that good study habits are very important for achieving excellent academic performance. The statistical measures further confirm the significance of this relationship. A t-value of 14.85, which is much higher than the typical threshold of 1.96, shows that the effect of study habits on academic performance is very reliable and not due to random chance. Additionally, a p-value of less than 0.001 means there is less than a 0.1% chance that the observed relationship happened by accident. Therefore, these results strongly support the idea that effective study habits are key to improve academic performance.

The linear regression analysis revealed that parental involvement and study habits have significantly predict academic performance, with standardised beta coefficients (β) of 0.21 and 0.68, respectively. Both variables show highly significant t-values of 4.94 and 14.85, with p-values of less than 0.001, confirming their strong influence on academic performance. Thus, these results demonstrate that parental involvement and study habits are significant predictors of students' academic performance, providing substantial evidence to reject the null hypothesis for these variables.

On the other hand, the linear regression analysis of social media usage, with a beta coefficient (β) of 0.03, a t-value of 0.93, and a p-value of 0.353, shows that it does not have a significant impact on academic performance. The p-value is greater than the common significance threshold of 0.05, indicating that social media usage does not significantly predict academic performance in this model. Therefore, the data posit that study habits and parental involvement are the significant predictors of academic performance, while social media usage is not significant predictors of academic performance.

Table 4: Result of Linear Regression Analysis for Predictor Towards the Academic Performance

Regression Paths	β	t	p
Social Media Usage	0.03	0.93	0.353
Parental Involvement	0.21	4.94	< .001
Study Habits	0.68	14.85	< .001

Model fit $R^2 = 0.67$, Adjusted $R^2 = 0.67$, $F(3,386) = 260.22$, $p < .001$

6.0 DISCUSSION ON THE RESULT

The analysis of the demographic characteristics of Form Five students revealed notable gender distribution among the participants. A significant proportion, 61.3%, were female, indicating a higher participation rate among girls. In contrast, male respondents made up a smaller percentage, accounting for 38.7% of the total



respondents. Additionally, the data highlighted the distribution of students across different academic streams. It was found that 59.7% of the students were enrolled in the science stream, showing a strong inclination towards science-related subjects. The remaining students were in the arts stream, representing 40.3% of the participants. This demographic breakdown provides a clear picture of the gender and academic stream distribution among the Form Five students who participated in the study.

Pearson's correlation analysis showed that there is a strong positive relationship between the independent variables (parental involvement and study habits) and academic performance, with a p-value less than 0.01. Although social media usage demonstrated a weak relationship with academic performance, it still had a statistically significant correlation, with a p-value less than 0.01, indicating significance at the 1% threshold. This means that even though the influence of social media usage on academic performance is weaker compared to parental involvement and study habits.

The results of this study can be effectively related to both AGT and SCT theories. AGT distinguishes between mastery goals (focused on learning and self-improvement) and performance goals (focused on demonstrating competence relative to others), aligns with the finding of this study that effective study habits and parental involvement enhance academic performance. Students who adopt mastery goals likely benefit from supportive parental involvement and organised study habits, leading to better academic outcomes. On the other hand, SCT emphasises the role of observational learning, imitation, and modelling, suggesting that students' behaviours and attitudes are influenced by their environment. The positive impact of balanced social media usage and effective teaching methods, as highlighted by the study, underscores the SCT perspective that students learn and perform better when they are part of a supportive and well-structured learning environment.

The findings of this prior research on study habits align with the results of Jafari et al., (2019), who found that study habits have a significant impact on academic performance. This is further supported by the research of Ahmad Lone (2021), which highlighted that good study habits are crucial for achieving academic success. Hence, both studies highlighted how the approach students take to their studies can greatly affect their academic results. Similarly, Tus (2023) found a significant relationship between study habits and the academic performance of senior high school students. These findings suggest that it is important for students to develop good study habits early on, as these habits can play a crucial role in shaping their academic performance. The evidence from these studies clearly shows that study habits is important for academic performance. Therefore, the result of current study is supported by previous research findings.

In another research finding, which involves parental involvement stated by Utami (2022) showed that when parents actively engage in their child's education, it can have a long-lasting and positive effect on the student's academic performance. This highlights the significant role that parental involvement plays in shaping students' academic outcomes. Supporting this, a study by Musengamana (2023) found that students perform better academically when their parents are involved in their education. Similarly, research by Naite (2021) revealed that students with highly involved parents tend to have better academic performance and higher test scores across all subjects compared to those whose parents are less involved. These studies clearly demonstrate the crucial role that parental involvement plays in a student's academic success. Therefore, the findings of this research are supported by earlier studies, reinforcing the importance of parents being active participants in their child's educational journey.

Furthermore, research by Alshanjiti et al., (2023) found that students with higher academic levels were less addicted to social media, yet those who were more addicted still used social media to improve their grades. This suggested that social media can be a helpful tool for academic performance and achievement among university students. Additionally, Sakhieva et al., (2024) revealed that students who engaged in academic discussions on social media platforms experience improved academic performance and increased knowledge sharing among classmates. Therefore, the findings of this study are well-supported by previous research, further emphasising the social media's impact on students' academic performance.

Moreover, the result of this findings has justified both theoretical and conceptual frameworks which was proposed earlier to determine academic performance. The theoretical framework includes study habits, motivation, personality traits, and learning approaches, emphasising how these internal factors contribute to student academic performance. Besides that, the conceptual framework focuses on the impacts of social media usage, parental involvement, and study habits towards academic performance. Hence, this study has proven that effective study habits, supportive parental involvement and balanced social media usage positively impact academic performance, validating the theoretical framework adapted.

Future research could explore potential interaction effects among the variables examined in this study. For instance, the combination of parental involvement and study habits may have a synergistic effect on academic performance, where strong parental support combined with effective study routines could lead to higher achievement than either factor alone. Similarly, the interaction between social media usage and study habits may produce different outcomes, students who use social media for educational purposes while maintaining good study habits may experience enhanced performance, whereas those with poor study habits may be more vulnerable to distraction. Another possible interaction lies between social media usage and parental involvement, as supportive parents may guide students to use social media more productively, amplifying its educational benefits. Examining these interaction effects would provide a more comprehensive understanding of how these variables work together rather than in isolation, offering deeper insights into the factors shaping students' academic success.

Overall, the study concluded that there is a significant positive correlation between these variables and the academic performance of Form Five students in Ipoh, Perak. As a result, these findings have pointed out that the importance of parental involvement and study habits in boost out academic performance. Additionally, the role of social media, while less impactful, still plays an important role in intensify secondary students' academic performance.

7.0 CONCLUSION

There are four key implications of this study. The first implication is that effective study habits, including time management and active learning strategies, are strongly linked to higher academic achievement. The study found that study habits had the highest correlation with academic performance, indicating that students who practice good study habits are more likely to excel academically. For secondary school students, particularly those preparing for important exams like the SPM, this highlights the importance of structured programs that teach these essential skills. Schools can implement workshops that help students develop effective study schedules, take meaningful notes, and use active learning techniques such as summarising and questioning. Schools can help them become more independent learners, better

prepared for exams, and more capable of managing their academic workload effectively by providing students with resources like study guides, planning tools, and access to online learning platforms. These study habits can be particularly beneficial for Form Five students as they prepare for their critical SPM examination.

The second implication of this study is the strong positive impact of parental involvement on students' academic performance, highlighting the crucial role parents play in their children's educational journey. This finding suggests that schools should take proactive measures to actively engage parents in the learning process. For example, schools can implement programmes that encourage regular communication between teachers and parents, ensuring that parents are well-informed about their child's progress and areas needing improvement. Additionally, parents can be encouraged to use tools like 360-degree feedback (also known as multi-source or multi-rater feedback assessment), which allows them to gain insights into their child's strengths and weaknesses from multiple perspectives, including teachers, peers, and the child themselves. Parents can better understand how to support their child's learning and development effectively by incorporating constructive feedback from those who interact closely with their child. This collaborative approach not only enhances the student's academic performance but also fosters a supportive educational environment where parents and teachers work together to maximise the student's potential. Hence, students can receive consistent support both at home and in school, leading to improved academic performance by fostering strong partnerships between parents and schools.

The third implication of social media usage on the academic performance of secondary school students is its ability to enhance educational connectivity and resource organisation. Social media platforms, such as Pinterest and Canva, provide a unique opportunity for students, teachers, and alumni to engage with one another, fostering a collaborative learning environment. For instance, teachers can utilise Pinterest to curate and organise resources, lesson plans, and worksheets, creating dedicated boards for each class or subject. These boards can further be divided into sub-topics for specific units, projects, or weekly lessons, making it easier for both teachers and students to access relevant materials. Additionally, Canva offers a platform for students to create digital posters, presentation slides and quizzes for group assignments, where they can compile and share resources like websites, books, and videos on a particular topic. Furthermore, social media can play a crucial role in keeping parents informed, expanding alumni networks, and promoting on-campus events, thereby contributing to a more connected and supportive educational community.

The fourth implication of the study is the importance of adopting innovative teaching strategies to enhance student outcomes. Teachers can refine their delivery methods and course preparations by integrating technology into their teaching practices. For instance, utilising Artificial Intelligence (AI) can create more engaging and personalised learning experiences, making it easier to connect with students and stimulate their interest in studying. Adapting to this digitalised era, teachers can diversify teaching approaches by having AI tools for interactive lessons, personalised feedback, and adaptive learning, teachers can cater to individual student needs and learning styles. This technological approach not only makes learning more dynamic and appealing but also helps students achieve better academic results by providing tailored support and resources. Implementing such advanced teaching strategies can significantly contribute to improved academic performance and overall student success.

The single limitation in the study was the inability to obtain data from all Form Five students in Ipoh, Perak. This research focused on Form Five students from three

secondary schools in Ipoh, Perak. Initially, there were difficulties in collecting data for the entire population of Form Five students in Ipoh due to confidentiality issues from the Pejabat Pendidikan Daerah Ipoh (PPD). This limited the scope of the study and might have affected the representativeness of the findings, as the results are based on a smaller, more specific group of students rather than the entire population of Form Five students in Ipoh.

Based on the limitations of the study, four suggestions can be proposed to address these issues. Previous research indicates that various characteristics can impact academic performance in multiple ways. Future studies might explore additional components to determine their relationship with the academic performance of secondary school students. Using more reliable and validated questions can improve the accuracy of these studies. It is also critical to gather data from students in other schools in Ipoh, Perak, as this study was limited to three schools. Obtaining data from a broader range of schools could provide valuable insights into different school ideologies and student perceptions, which may vary significantly from those in the current study.

Moreover, future research should consider the diverse needs of students from different racial and socio-economic backgrounds. Different groups may have varying requirements and influences related to social media usage, parental involvement, and study habits. Factors such as living environment, peer influences, and socio-economic status can significantly impact academic performance. Understanding these variables can help tailor educational strategies to better support students from diverse backgrounds. This broader approach can provide a more comprehensive understanding of the factors that influence academic performance.

Future studies should consider more factors in addition to the ones mentioned above in order to improve the results. Evaluating more elements and using other models can lead to a deeper understanding of the factors affecting academic performance. Conducting the analysis on a larger geographical scale, such as at the state level, can help ensure that the results reflect a more extensive student community. This wider scope can provide more generalisable insights and help identify patterns and trends across different regions. Additionally, teachers should be encouraged to help students evaluate the usefulness of various study tools, plan their use, and adhere to effective study strategies to improve academic performance.

In addition, future research should also consider longitudinal studies to examine changes in academic performance over time. Understanding how social media usage, parental involvement, and study habits influence academic outcomes over extended periods would provide valuable insights. Furthermore, incorporating a mixed-methods approach by combining quantitative and qualitative data can offer a more comprehensive understanding of the factors affecting academic performance.

8.0 CONFLICT OF INTEREST

There is no conflict of interest to declare in conducting this study.

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The researchers would like to acknowledge all participants involved in the study.

10.0 AUTHOR CONTRIBUTIONS

The first author, Shakila Omar Omer Farouk contributed substantially to the development of the ideas and overall structure of the article. In addition, the first author was responsible for collecting all required data for the study. They also conducted the data analysis and prepared the initial interpretation of the findings.

The second author, Juliana Rosmidah Jaafar also provided significant input in shaping the core ideas and conceptual direction of the article. The second author assisted in refining the writing and ensuring consistency in the theoretical and literature components. They further offered critical revisions to the final draft to enhance the overall quality of the article.

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