

Unified theory of acceptance and use of technology (UTAUT) Theory: The Factors Affecting Students' Academic Performance in Higher Education

Ali Mugahed Al-Rahmi¹, Alina Shamsuddin², Omar A Alismaiel³

^{1,2}Faculty of Technology Management and Business, Universiti Tun Hussein Onn Malaysia, Johor

³College of education, educational technologies, King Faisal University, Alhasa, Saudi Arabia.

¹ali.alrahmi@yahoo.com

ABSTRACT

This paper aimed to use social media in higher education and impact on student lives. Apart from enjoyment and academic purposes, many educational practices and processes have been influenced by social media. "Unified Theory of Acceptance and Use of Technology (UTAUT)" was used in this research study to authenticate the application to a new environment, for academic performance. This paper has highlighted the use of social media in higher education, Moreover, illustrating to add of factors. In addition, through a literature review of related articles, our goal is to shed light on the impacts of social media use on behavioral intention to use, and actual social media use, and the impact on performance for teaching and learning in higher education. "A Unified Technology Acceptance and Use Theory" (UTAUT) questionnaire survey was used as the primary method of data collection and was distributed to a total of 206 university students both gender of males and females. The results show that each independent variable has a direct effect through behavioral intention to use, and actual social media use through using social networks for learning purpose. and this study also enhances student learning activities and enables the exchange of knowledge, information, and discussions through social media use for learning, and therefore, we recommend using social media for teaching and learning students, and instructors can integrate social media elements into their courses to encourage the kinds of regular, varied to complement and enhancement to traditional remote educational approaches, and sustained interactions that are critical to success

Keywords

UTAUT theory, social media, Facilitating conditions, Social influence, Effort expectancy, Performance expectancy

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Introduction

The development of social media is brought about by constant of the internet application. Communication and interaction via online and offline media has changed due to the advent of social media [1]. The use of social media is a useful tool to improve the social capital of citizens, as it strengthens existing social relationships, can help them stay connected, stay informed about long-term connections and activities and create new one's Contacts [2]. Therefore, social media has positive and negative effects on students and other young people, and the final effects on a student depends on their behavior. The positive effects of social media include various aspects such as social interaction, contact with friends, sharing useful information with others via social media websites and access to websites where students can find support. This can be missing online learning in traditional relationships [3] [4]. This article provides recommendations for education with student satisfaction and impact on social media performance, and complements and enhances traditional approaches to online learning. It is based on an overview of relevant research results and the experiences of the authors in integrating online tools for social networks [5]. However, students learn on social media where there is little interaction between student-teacher interactions [6]. Therefore, this study aims to develop a model that measures of social media use to determine the level of "Facilitating conditions, Performance expectancy, Social influence, and Effort expectancy through behavioral intention to use and actual social media use to increases students' satisfaction and academic performance".

1.1. Problem Statement

Use of social media influences Student Grade Point Average (GPA) and academic performance [7][8]. The current study aims to validate the results of Use social media between academic students, as well as discover potential future trends by analyzing students' satisfaction and performance impact of students in teaching and learning. For this reason, higher education is increasingly examining the utility of information and communication technologies to improve the quality of teaching in Malaysian higher education. More specifically, with the emergence of social media tools such as "Facebook, WhatsApp, YouTube and twitter" [9]. Higher education across Malaysia and all over the world are looking to leverage social media use to. In addition, while there are many social media models there is a limited model for assessing research student performance and satisfaction through UTAUT theory. Therefore, our study illustrates weaknesses that will be developed in a model of Unified Theory of Acceptance and Use of Technology (UTAUT), the behavioral intention to use and actual social media use factors of higher education in the Malaysian context through UTAUT theory.

Theoretical Model And Hypotheses

This section provides that Unified Theory of Acceptance and Use of Technology (UTAUT) explains and also an overview of the fundamental changes that have been proposed to impact social media in academic performance for adoption and to regulate the adoption of social networks, particularly at universities. UTAUT has four factors that

influence to behavioral intention to use and actual social media use in technology through facilitating conditions, performance expectancy, social influence, effort expectancy. In this article, the acceptance and use of social media, we adopt from UTAUT these concepts and definitions to examine by university students. According to UTAUT the influence that facilitating conditions, performance expectancy, effort expectancy, and social influence through actual social media use and behavioral intention to use. While a factors mediators of behavioral intention to use and actual social media use to determine to independent factors of student satisfaction and performance impact [10]. This research will use a model that acceptance and use of social media to study contains many determinants, more specifically, these determinants are broken down into direct determinants Effort expectancy, facilitation conditions, performance expectancy, and social influence through behavioral intention to use and actual social media use, which are considered variable factors as such. In addition, the determination of students' satisfaction and performance impact as a dependent variable in this context. The content of the model includes behavioral intention to use and actual social media use, students' satisfaction, and performance impact that influence through facilitating conditions, performance expectancy, social influence, and effort expectancy. Thus, affecting of performance students in the academic field in higher academic institutions (See Figure 1).

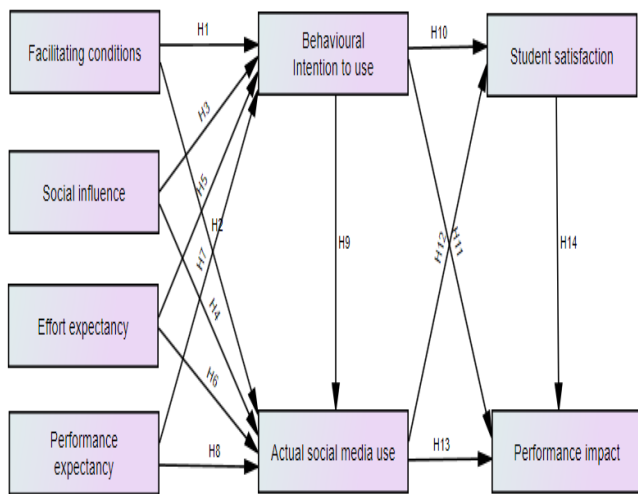


Figure 1: research model

2.1 Facilitating Conditions

Facilitating conditions is defined as the degree that an important people to believe to which one individual that they ought to use the system [11]. According to [12] the use of higher education in educational technology, his article found that the facilitation of conditions is a strong dominant factor over the use of actual social media use and behavioral intention. The terms of this study include that they have support for the necessary resources and access to participate in social media for educational purposes to students are more likely [13]. In this article, the terms provided describe a variety of things that can make social media easier to use, such as availability of social media tools, device support,

skills, and discovering knowledge. Social media like other problems that require the use of social networks.

2.2 Social Influence

Social influence (SI) is defined as the degree that other important people believe they ought to use the system to which one individual in job performance [11]. The reason that the ideas of others can influence and can take action to use is that social influence is a determinant of direct intention to use is that even if they don't want to. It is emphasized that the intention to use for different cultural backgrounds, especially in common cultures that the social impact will have a different effect [14]. Found that effort has shown to be developed of students' intention to use to adopt social media technologies in learning are an important factor. [15].

2.3 Effort Expectancy

Effort expectancy is defined as the degree that believes using the system will help them to achieve and also to which an individual in job performance [11]. UTAUT theory suggested that Effort expectancy is one of the factors that directly influence use to behavioral intention to use. Numerous studies have reported behavioral intention to use that possibility that Effort expectancy is a significant determinant. In this article, it was believed that students had no difficulty using social media as a medium for learning. Concerning the use of social networks, former researchers have found an important correlation between the effort expectancy and the intention of behavior [16]. They studied to study the readiness of university students for online learning in the model of UTAUT, as well as to extend the multivariate model [17].

2.4 Performance Expectancy

Performance expectancy (PE) is referred to which a person believes as the extent of using the system will help him or her to achieve performance improvements at work [11]. Detailed information about behavioral intentions is provided to facilitate use under conditions. Numerous studies have confirmed Performance expectancy as an essential determinant for the use of behavioral intentions. The study of factors that influence students' and teachers' social media tools such as Facebook and YouTube's acceptance of UTAUT. Performance expectancy relates to the extent to which a person is convinced that they are being used 'A specific one System will help to get better performance. [18] Some researchers have found that significant impact of Performance expectancy through behavioral intention [19].

2.5 Behavioral Intention to Use

The behavioral intention to a direct and significant use affects social media technology of actual system use as shown by various studies [20]. The current study also indicated the rise in use of social media technology occurred owing to the facilitating conditions effort expectancy, performance expectancy, and social influence, to students' behavioral intention to use. There is a positive that students'

behavioral intention to use on facilitating conditions, effort expectancy, social influence, and performance expectancy, to use social media technology which supports them. Research highlights the importance of students' ability and confidence to use social media technology. In addition, the user's intention to use when using social media on an established system platform is the primary reason for creating patterns of technology use. [21] [22]

2.6 Actual Social Media Use

Actual social media use is described as the degree based on the types and duration of use of certain technologies to which individuals use the functions of information systems. In the area of online those teach and learn in higher education, appropriate use reflects the frequency and duration of use [23]. It was found that the majority of respondents were willing to accept the significant link between intended use behavior and actual use of social media as evidenced by the idea of using social media for learning [24]. However, actual student use of social media has a relatively weak prediction to behavioral intention to use for learning. However, the use of social media use for academic purposes is low among students and teachers this seems to coincide with studies which have reported that students are more open to the idea of using it [25].

2.7 Students Satisfaction

Student satisfaction is viewed such as students' an assessment of the services provided by universities and colleges. Student satisfaction with performance impact is considered to the extent that a student has an optimistic belief on academic performance for learning that he/she undergoes [26]. The use of social media use for teaching and learning in higher education ensures an adequate transfer of understanding and helps to improve the learning performance of students [27]. Estimate periods have articulated as a means of an instructor-student feedback process in the literature [28] to determine the outcome of students', academic performance, and level of understanding, and satisfaction. Additionally, records show that social media adoption promotes a positive association between student satisfaction and academic performance [29].

2.8 Performance Impact

Researchers have defined both actual social media use and behavioral intention to use such as mediators variables in the investigation of factors influencing particular technologies [30]. as regard to intentions of social media use, [31] they showed in their study with Malaysian students using social media and its impact on their academic performance that using social media tools adversely affects social and non-social needs only academic, the effect on academic performance. [32] the results revealed a negative impact of online social media use on academic performance; therefore, as time spent on social media sites increases, students' academic performance appears to be deteriorating.

Research Methodology

In this article, our survey evaluated a sample of a prepared questionnaire evaluating of two specialists. The University Tun Hussein Onn Malaysia(UTHM). in this article, collected data after UTHM has given me permission. This selected research model included social media users to train and communicate both gender groups of males and females through a questionnaire survey on (UTAUT) model as undergraduate and postgraduate students, and demographic data of obtained data were assessed applying of the different items was utilized of The Likert scale of 5- points, including elements. The "questionnaire was online distributed, and then all respondents were asked to write them up for feedback on the use of social media for education and communication, also the respondents' opinion on its effect on academic performance and evaluate data collected with SPSS, SEM-Amos and Structural Equation Modeling SEM-Amos are regarded that the main statistical procedure used in our study involving two stages, the first phase structural investigation model, and second phase stage followed the construction of the validity of the measures, the convergence validity of the measures, the discriminant validity of the measure, This method was suggested by [33, 34].

3.1. Sample Characteristics

For the purposes of the study, we distributed 206 questionnaires, of which 206 were answered. After manual analysis of the questionnaires, all questionnaires were filled out. Usable questionnaires 54 were from "Female" (26.2%) and 152 (73.8%) from "Male". moreover, 11 respondents (5.3%) were between 18 - 20 years old, 37 (18%) were between 21-24 years old, 82 (39.8%) were between 25 - 29 years old, 38 (18, 4%) were between 30 - 34 years old. 24 (11.7%) were between 35 - 40 years old, 7 (3.4%) were between 41 - 45 years old and 7 (3.4%) were 46 years or older. The distribution of respondents based on specialization was as follows: 92 respondents were from Engineering (44.7%), 46 respondents were from Management (22.3%), 33 respondents were from science& Technology (13.9%), 24 respondents were from social science (11.7%), 8 respondents were from Business Administration (3.9%), and 1 respondent was from English literature (0.5%).

3.2. Measurement Instruments

The validity of the content of the measuring scales was confirmed by the construction elements used in previous studies. The study questionnaire consisted of two parts: the questionnaire items, in which basic demographic data (gender, age, institutions and specialization) were collected, and the questionnaire items, which were measured as follows, facilitating conditions e (FC) was adapted 5 items from [35][36][37] social influence (SI) was adapted 5 items from [35][36][38], effort expectancy (EE) was adapted 5 items from [35][36][38], performance expectancy (PEX) was adapted 5 items from [35][36][38], performance impact (PI) was adapted 5 items from [39][41], students' satisfaction (SS) was adapted 6 items from [41][42], and finally, actual social media use (ASMU) was adapted 6 items from [43].

Result And Analysis

In this paper, associated factors influenced student satisfaction, and also performance impact. Considering behavioral intent for effective use of social media use, and also based on academic students 'performance higher education with a Cronbach's reliability coefficient of .939. Discriminant validity was assessed based on three conditions: The variable indices had to be less than 0.80 as recommended by [44], Then, the equal to or more than 0.5 considered the value of average variance extracted, inter construct correlations (IC) linked with factor is lower than of square average variance extracted (AVE) [45]. In addition, the construct's investigation gave a factor loading equal to composite reliability value equal or greater than 0.70, and items and crematory factor value 0.7 or more and supposed to be acceptable, having Cronbach's Alpha. [44].

4.1 Measurement Model Analysis

This study used SEM-Amos as a main statistical method for analyzing result based on confirmatory factor analysis (CFA) in AMOS 23. This model analyzed over convergent validity, uni-dimensionality, consistency and discriminant validity. In addition, [44] our suggested that model evaluation should be considered through the process of estimating higher likelihood using well-adapted strategies such as chi-square, normalized quoted square, normalized fit index (NFI), relative fit index (RFI) comparative fit and index (CFI), incremental fit index (IFI), parsimonious goodness fitness index (PGFI), and also mention of root mean square error of approximation (RMSEA) and mention of root mean square residual (RMR) according to [43]. Table 1 provides a summary of the appropriate fit indices used to evaluate the models, and see Figure 2 for a mediator of measures and dependent variables, and the UTAUT theory measures see Figure 3.

Table 1: Summary of Goodness Fit Indices for the Measurement Model

Type of measure	Acceptable level of fit	Values
"Root-Mean Residual (RMR)"	Near to 0 (perfect fit)	0.033
"Normed Fit Index (NFI)"	> 0.90.	0.963
"Relative Fit Index (RFI)"	> 0.90.	0.961
"Incremental Fit Index (IFI)"	> 0.90.	0.932
"Tucker Lewis Index (TLI)"	> 0.90.	0.949
"Comparative Fit Index (CFI)"	> 0.90.	0.960
"Root-Mean Square Error of Approximation (RMSEA)"	< 0.05 indicates a good fit.	0.045

4.2 Measurement Model of Validity and Reliability

Differential validity examines the level of evidence, which includes different indicators for different concepts [46]. Based on the obtained average variance extracted (AVE), all values exceeded 0.50 (cutoff) with a p-value of 0.001, indicating that a different validity was agreed for each construct examined [44]. On the other hand, according to

Hair et al. [44] described that the correlations of elements between constructions can only be a square root of the mean variance that they share in one of the constructions. In addition, the obtained composite reliability has been provided and the recommended value is obviously 0.70 or more. In addition, the recommended value of 0.70 and greater than Cronbach's alpha values. In addition, the average variance extracted (AVE) values were within the recommended value of (0.50) and above. This suggests that exceeds 0.50 and the total factor load is significant and therefore corresponds to the suggested references [43, 44]. The following sections are presented that data obtained from the measurement model. the results of gender validity (male and female) and reliability for academic performance according to UTAUT theory as shows in table 2, behavioral intention, and actual social media use. The CFA was carried out in the next phase of "the SEM to analyze the proposed hypotheses". All values of Average variance extracted (AVE) and composite reliability (CR), and CA are accepted; therefore, it was found of discriminatory validity. In addition, the values have shown in the range and obtained of composite reliability are from 0.982 to 0.810, all of which exceed the limit value of 0.70. Added to this, Cronbach's Alpha values ranged between 0.973 to 0.828, all beyond the cut-off value equal to 0.70. In addition, the (AVE) was greater than the expected value of 0.50; it has ranged between 0.764 to 0.549. This suggests that the total factor load is negligible and exceeds 0.50, thus, meeting the provided references. [44, 45]. See table 2, figure 2 and figure 3.

Table 2: reliability and Validity for both the male and female students group

	FC	SI	EE	PEX	BI	ASMU	SS	PI	AVE	CR	CA
FC	.882								.602	.893	.840
SI	.453	.903							.549	.943	.894
EE	.458	.456	.849						.670	.894	.908
PEX	.217	.556	.530	.983					.683	.980	.973
BI	.437	.543	.420	.501	.837				.760	.850	.954
ASMU	.346	.543	.430	.569	.433	.907			.559	.810	.828
SS	.643	.452	.450	.529	.459	.450	.939		.764	.982	.953
PI	.451	.328	.400	.480	.458	.500	.451	.953	.650	.883	.890

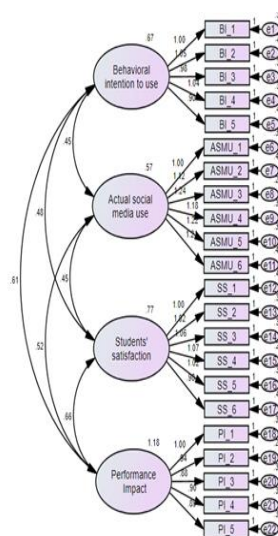


Figure 2: Behavioral Intention to use

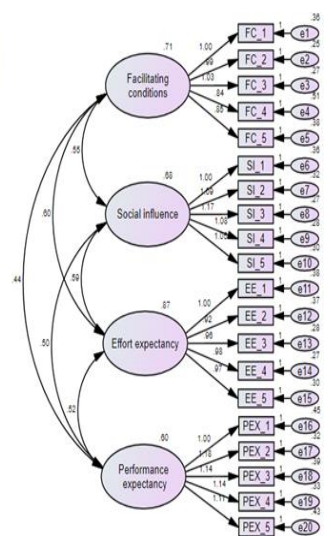


Figure 3: UTAUT Model

4.3 Structural Model Analysis

The impact of students' performance use social media tools have studied 'through UTAUT', factors of Behavioral Intention, and actual social media use on the purpose of using social media as students an objective of actual use of social media for teaching on higher education as well as participation of different groups ((male) ,and female)) by path analysis of modeling. all results have shown based on learning and teaching of students' performance; also, The results were compared in the discussion of the hypothesis test. See Figure 4.

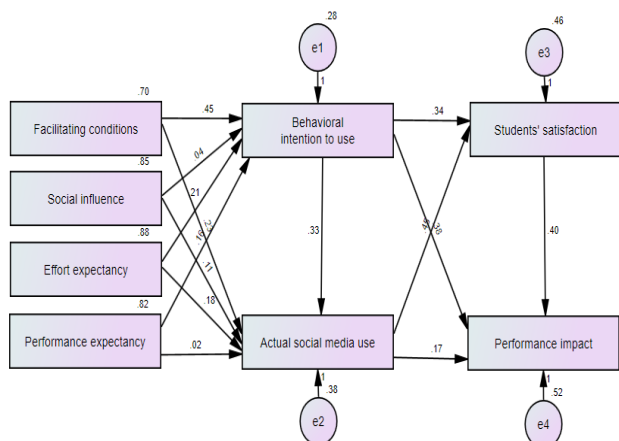


Figure 4: Research Structural Model Analysis

Figure 4 shows all hypotheses among the fourteen main constructs, of which the twelve hypotheses were accepted and only two hypotheses were rejected “no relation among gender groups of male and female students for ‘social influence(SI) to behavioral intention to use(0.04-H3)’,and performance expectancy to actual social media use (0.02-H8) hypothesis in the current specimen shows that both gender groups male and female students haven’t social influence with peers leads to behavioral intention to use(0.04-H3), and performance expectancy with peers. That mean this is not leads to actual social media use from performance expectancy (0.02-H8), both gender groups of Male and female students have facilitating conditions with peers. That’s mean, this leads to behavioral intention to use from facilitating conditions (0.45-H1), both gender groups of male and female students have facilitating conditions with peers. That’s mean, this is lead to actual social media use from facilitating conditions (0.23-H2), both gender groups male and female students have social influence with peers. That’s mean this is lead to actual social media use from social influence (0.11-H4), both gender groups of male and female students have Effort expectancy with peers. That’s mean this is lead to behavioral intention to use from Effort expectancy (0.21-H5), both gender groups of male and female students have Effort expectancy with peers. That’s mean this is lead to actual social media use from Effort expectancy (0.18-H6), both gender groups of male and female students have Performance expectancy with peers. That’s mean this is lead to behavioral intention to use from Performance expectancy (0.16-H7), both gender groups of male and female students have behavioral intention to use with peers. That’s mean this is lead to actual social media use from behavioral intention to use (0.33-H9),

both gender group of male and female students have behavioral intention to use with peers. That’s mean this is lead students’ satisfaction from behavioral intention (0.34-H10), both gender groups of male and female students have behavioral intention to use with peers. That’s mean this is lead to performance impact from behavioral intention to use (0.38-H11), both gender groups of male and female students have actual social media use with peers. That’s mean this is lead to students’ satisfaction from actual social media use (0.45-H12), both gender groups of male and female students have actual social media use with peers. That’s mean this is lead to performance impact from actual social media use (0.17-H13), both gender groups of male and female students have students’ satisfaction with peers that’s mean this is lead to performance impact from students’ satisfaction (0.40-H14).

4.4 UTAUT Model hypotheses:

The first direct effect of the unified theory of acceptance and use of technology are addressed is assumptions. As above-mentioned in Figure 4 and Table 3., the relation between correlation behavioral intention to use is positive through facilitating conditions “ $\beta = 0.45, t = 10.148, p < 0.00$ representing that the first hypothesis” (H1) that’s mean an important and positive relation, in other words, in this hypothesis, it is shown that behavioral intention to use has facilitating conditions students to exchanging information with peers or use social media are used appropriately through the exchange of information, discussion. The next step of effect direct is that peers have a significant positive correlation with facilitating conditions, resulting effect to actual social media use “ $\beta = 0.229, t = 3.654, p < 0.001$ indicating that the second hypothesis suggests” (H2) that’s mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have facilitating conditions with their peers to actual social media use, social networks are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with social influence, resulting effect to behavioral intention to use “ $\beta = 0.042, t = 1.031, p < 0.001$ indicating that the third hypothesis suggests” (H3) that’s mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have social influence with their peers to behavioral intention to use, social media use is used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with social influence, resulting effect to actual social media use “ $\beta = -0.108, t = 2.321, p < 0.001$ indicating that the fourth hypothesis” (H4) that’s mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have social influence with their peers to actual social media use, social media use is used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with Effort expectancy, resulting effect to behavioral intention to use “ $\beta = 0.208, t = 5.254, p < 0.001$ indicating that the fifth hypothesis” (H5) that’s mean an important and

positive relation, in other words, in this hypothesis, it is shown that all students have Effort expectancy with their peers to behavioral intention to use, social media use is used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with Effort expectancy, resulting effect to actual social media use “ $\beta = 0.182, t = 3.729 p < 0.001$ indicating that the sixth hypothesis” (H6) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have Effort expectancy with peers to actual social media use, social networks are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with Performance expectancy, resulting effect to behavioral intention to use “ $\beta = 0.16, t = 3.894 p < 0.001$ indicating that the seventh hypothesis” (H7) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have Performance expectancy with their peers to behavioral intention to use, social media use is used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with Performance expectancy, resulting effect to actual social media use “ $\beta = 0.021, t = 0.427 p < 0.001$ representing that the eighth hypothesis” (H8) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have Performance expectancy with peers to actual social media use, social media uses are used appropriately through the exchange of information, discussion or exchanging information with peers

Table 3: Hypothesis testing results of structural model UTAUT Model

H	Independent	Relationship	dependent	Estimate	S.E.	C.R.	P	Result
H1	FC	→	BI	0.45	0.044	10.148	***	Supported
H2	FC	→	ASMU	0.229	0.063	3.654	***	Supported
H3	SI	→	BI	0.042	0.024	1.031	**	Supported
H4	SI	→	ASMU	0.108	0.047	2.321	**	supported
H5	EE	→	BI	0.208	0.04	5.254	***	Supported
H6	EE	→	ASMU	0.182	0.049	3.729	***	Supported
H7	PEX	→	BI	0.16	0.041	3.894	***	Supported
H8	PEX	→	ASMU	0.021	0.049	0.427	***	Supported

4.5 Behavioral Intention to use Hypotheses

The next direct effect is that peers have a significant positive correlation with behavioral intention to use, resulting effect to actual social media use “ $\beta = 0.331, t = 4.107p < 0.001$ indicating that the ninth hypothesis” (H9) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have behavioral intention to actual social media use, social networks are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of direct effect is that peers have a significant positive correlation with behavioral intention to use, resulting effect to students satisfaction “ $\beta = 0.338, t = 4.259 p < 0.001$ indicating that the tenth hypothesis” (H10) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have behavioral intention to students satisfaction, social networks are used appropriately through the exchange of information,

discussion or exchanging information with peers. the next step of direct effect is that peers have a significant positive correlation with behavioral intention to use, resulting effect to performance impact “ $\beta = 0.377, t = 4.309 p < 0.001$ indicating that the eleventh hypothesis” (H11) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students have behavioral intention to performance impact, social networks are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with actual social media use, resulting effect to students satisfaction “ $\beta = 0.446, t = 6.136 p < 0.001$ indicating that the twelfth hypothesis” (H12) that's mean an important and positive relation, in other words, in the current hypothesis, it is shown that all students have actual social media use to students satisfaction, social media are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers have a significant positive correlation with actual social media use, resulting effect to performance impact “ $\beta = 0.171, t = 2.041 p < 0.001$ indicating that the thirteenth hypothesis” (H13) means an important and positive relation, in other words, in this hypothesis, it is shown that all students have actual social media use to performance impact, social media are used appropriately through the exchange of information, discussion or exchanging information with peers. The next step of effect direct is that peers has a significant positive correlation with students satisfaction, resulting effect to performance impact “ $\beta = 0.398, t = 5.398 p < 0.001$ indicating that the fourteenth hypothesis” (H14) that's mean an important and positive relation, in other words, in this hypothesis, it is shown that all students has students satisfaction to performance impact, social media are used appropriately through the exchange of information, discussion or exchanging information with peers.

Table 4: Hypothesis testing results of structural model Behavioral Intention to use

H	Independent	Relationship	dependent	Estimate	S.E.	C.R.	P	Result
H9	BI	→	ASMU	0.331	0.081	4.107	***	Supported
H10	BI	→	SS	0.338	0.079	4.259	***	Supported
H11	BI	→	PI	0.377	0.087	4.309	***	Supported
H12	ASMU	→	SS	0.446	0.073	6.136	***	Supported
H13	ASMU	→	PI	0.171	0.084	2.041	**	Supported
H14	SS	→	PI	0.398	0.074	5.398	***	Supported

Discussion And Implications

Accordingly of the model proposed, it was explored the relationships between fourteen hypotheses in social media use with the following factors: “performance expectancy, effort expectancy, social influence, and facilitating conditions that influence through Behavioural intention to use and actual social media use” to assist students’ academic performance at the Malaysian university”, this was extremely efficient in order that students could ask a lot of questions when discussing with their friends for education. the results of the study by UTAUT theory was confirmed to Examines “facilitating conditions, performance expectancy, social influence, effort expectancy through behavioural intention to use, and actual use of social media in learning

for the using social media use". We discovered that behavioural intent and the actual use of social media through the UTAUT building, and it is a useful point for studying. This article found that the "performance expectation in this population sample is positively related to the intention to use and actual social media use". The main find a new professional connection that performance increase researchers have seen in social media tools on their abilities. Other common benefits of knowing your work to peers to include maintaining existing contacts of being on social media, monitoring developments in the field, and external communities such as industry, professionals, journalists, and the general public, and also " effort expectancy, we predict that the intention of user behaviour and the real construction of social networks will have a positive effect on the use of social networks by students for this group." The sample population, "social influence", is positively related to the intention and actual use of social networks from social networks. The main performance that students have seen tools of social media such as Facebook and Twitter and also Instagram is their ability to find new professional connections between them. And the sample population, also, the facilitating conditions provided are positively related to the intention to use and the actual use of social networks on social networks. The main performance boost students have seen in social media tools is their ability to find new professional connections between them. And also the sample population, the performance expectancy is related to behavioural intention to use and the actual use of social networks positively on social networks. The primary performance booster that students have seen by using social media tools is their ability to find new professional connections between them. This also applies to the teacher/supervisor relationship with students, where social media allows for clear guidance and information sharing. "In line with the successful educational outcomes, some positive issues to support and upgrade the education processes while using social media such as tools in education. They examine areas that may influence the use of social media as a tool used for education (e.g. for educational purposes, online communication, academic achievement and learning interaction) and argue that the use of tools can create social media a more influential educational environment and increase educational quality performance [47]. Students who use social media daily for their studies should expect some positive test results or, most of the top students use them in education for study purposes. These factors were evident in the studies analyzed and significant results were obtained. Develop the learning by use tools of social media through encouraging students and academic students to actual social media use and behavioral intention to use from facilitating conditions, performance expectancy, social influence, effort expectancy and allowing research projects or group discussions, as well as work that enhance the impact on student performance tested by this research rather than previous research [48].

5.1 Conclusion

As higher education moves to alternates to face-to-face classes in the wake of the global COVID-19 pandemic, in this study, provided significant contributions to the body of

information validating the use of the UTAUT theory model in another environment. The framework adopted the UTAUT model by using six constructs namely: the use of social media to measure "behavioral intention to use and actual social media use through facilitating conditions, Performance Expectancy, Social Influence, and Effort Expectancy for learning purposes". This article provides recommendations for using social media for teaching and learning students, and instructors can integrate social media elements into their courses to encourage the kinds of regular, varied to complement and enhancement to traditional remote educational approaches, and sustained interactions that are critical to success.

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