THE USAGE OF SOCIAL MEDIA, SOCIAL NETWORKING SITES AND STUDENTS' ETHICS: A STUDY OF STUDENTS AT UNIVERSITI MALAYSIA SABAH LABUAN INTERNATIONAL CAMPUS.

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ABSTRACT

The research tries to answer the question on what were the reasons the social media and networking sites were used by students? Which particular component of the social media is the main component of their usage? Is it merely as a means of pastime activity, a source of showing affection to another (friends, colleagues, parents, etc.), source of trends (fashion), sharing problems or social networking. Do students understand the ethics of using the social media? This is what is focused in this article where a quantitative survey was used to determine a students' response on their usage of the social media and social networking websites. The findings show that the main reason students used the social media and networking websites is purely for academic (learning) purpose. Students also used it as a means of entertainment and enjoyment during pastime.

Keyword: Social media, ethics, students, Labuan, Malaysia

1. Introduction

This paper tries to explain the perception of students at Universiti Malaysia Sabah, Kampus Antarabangsa Labuan (UMSKAL) on the usage and usefulness of the social media in their everyday life especially in campus. The knowledge of how the social media are perceived and used may help lecturer, teachers, instructor and the people who are in the teaching field in planning and improve their usage of the social media to attract students and manipulate the use of the social media in assisting and helping them in their teaching. The importance of the social media can be seen in previous report in Malaysia and the international media. Earlier in September 2014, the Pew Research Internet Project reported Facebook remains by far the most popular social media site, while other platforms like Twitter, Instagram, Pinterest and LinkedIn saw significant increases over the past year in the proportion of online adults who now use their sites (Duggan and Lenhart 2015: 1). The result is almost the same as the findings made by TNS's Connected Life study released in 2014 where 62 per cent of Internet users in Malaysia access social media networks daily, compared to 42 per cent globally, while 52 per cent use instant messaging every day. In addition, over a third of Internet users in Malaysia used their mobile phone as early as when they wake up in the morning, with 35 per cent reaching for their mobile phone before they even get out of bed, while 34 per cent use their phones in bed before they go to sleep. Most internet users in Malaysia, spend about 4.5 hours online every day while 59 per cent admit to spending a lot of their time on social media (New Straits Times, 29th September 2014).

The writer acknowledges that there are studies that have been conducted in the Malaysian context with regard to the usage and perceived usefulness of the social media, among them are Yin et. al. (2014) Zakaria et. al (2010) Hamat et. al (2012). Research on the usage of social media ranged from problems faced by students and their instructors, among them is the research by Andersson et. al (2012) who found out that students are aware of the problems brought about by social media and this made them less social. Students who are weaker in terms of their grades is more likely to get distracted by the social media while on the other hand, teachers lack strategies for tackling the problem and how the responsibility of the use is delegated to the students (Andersson et. al 2012: 49). At the university level, more works need to be done to attract students to use social media to learn rather than to waste their time for matters other than education. Hamat et al (2012:59) explains that only half (50.3%) of university student uses social media and networking sites to get in touch with their lecturers in informal learning contexts. They are reported as spending more time on these websites for socializing rather than learning and they do not believe the use of social networking website is affecting their academic performance.

Another focus of previous research focused on the solution to the problems. Yin et. Al (2014) stated that higher education institutions need to take the opportunity by harnessing these technologies that are already integrated into students' daily lives to design an innovative and creative education environment that will enhance and improve their learning experiences (Yin et. al 2014). In addition, students need to be encouraged to participate and contribute to the construction of knowledge, and while teachers cannot assume the students know how to use the web 2.0 tools. Rather, it is a skill that needs to be developed before exploiting the potential of Web 2.0 technologies for learning (Zakaria et. al 2010: 28). The major focus of this research are

students from a local university in Malaysia, the University Malaysia Sabah, in the island of Labuan. Among the reason why the university is chosen is because of the 60:40 ratios of its student population between Sabah/Sarawakian and Peninsula Malaysian (East and West Malaysia) that provided an opportunity to look whether there is difference in their perceived usage and usefulness of the social media.

2. Literature Review

As stated before, studies regarding the use of social media focused on three elements; the implementation of social media in education, their usage, problems faced by users of social media and networking website and their solutions. Among the study that falls under the first category is by Andersson et. al (2012) that explains social media, its usage in education and problems in implementing an educational system based on social networking website. According to Andersson, et. al (2012) teachers lack explicit strategies for overcoming problems and while teachers are experimenting with solutions the students blame themselves (2012: 49). This statement shows that more works are needed in order to make the educational experience of students by using the social media more enjoyable.

Zakaria et. al (2010) also studies Malaysian students' usage of Web 2.0 and he found out that students in Malaysia are reasonably well exposed to Web 2.0 applications and comfortable to use them for learning purposes. Results are consistent with similar respondents surveyed elsewhere, but varied slightly on specific Web 2.0 tools due to exposure and the nature of use. Malaysian students are also found to be passive rather than active contributors to the construction of knowledge. Bolton et. al (2013) tried to find out the usage of social media among students and its implication. Their study suggested a short and long term effect on how students use the social media and its impact upon society especially when the users entered the job market.

Study by Yin et. al (2014) found out that there are no significant differences between computer and non-computer based students in their use of digital devices such as smartphones, hours spent online and use of social media, despite the former's exposure to technology. The data collected also shows that disregard of the discipline of their study, more than 50% of the respondents are spending 5 hours and above online every day and about 90% of them do used Social Media Technologies for academic purposes (Yin et. al 2014: 194). This conclusion is similar to a study by Raacke (2008) that found out females and males were equally likely to have accounts on a social media website. In addition, most participants of the study had had their accounts for 7 to 24 months prior to the research, even before they started their study in college. In addition, students spend almost 3 hours per day either on their accounts or someone else's account to surf the internet and the social networking website (Raacke 2008: 173).

In another study, Hussain (2012) tries to find out the reason and problems faced by student while surfing the social networking website at an Islamic University in Pakistan. He found out that students preferred Facebook, compared to other social media and used it to 'enjoy, and friendship' (Hussain 2012: 644). According to Hussain, students like to network with other students, especially for learning, sharing their thoughts and ideas among their friend through social networks. Among the problems faced by them are electricity failure, low bandwidth of the internet, lack of infrastructure and using social media during the semester, leakage of privacy, and physical problems (2012: 644-645).

In addition, previous studies under the subject of ethics has numerously been done in the past. Among these are Lam and Shi's (2007) paper where in it they believes that there is a flaw in the current education system and needed improvement, so that the role of education especially in developing moral values could be reestablished. Therefore, they believe that it is wrong to conclude that education does indeed play no role in moral development. His view on ethical education was also supported by Aldughaither (2012) Hashemian and Loui (2010), who believes that teaching of ethics to students is important especially since the early years of their study. This is because the problems and dilemmas were faced by students as early as the first year. Therefore, he suggested studying the methods of instruction and contents of the subject to investigate the perspective of students on ethical subjects. Others, such as Lowry (2003) try to explain whether the method of teaching and the timing of such courses is important. This is due to the fact that in the United Kingdom, ethics courses are taught at postgraduate and final year undergraduate degree students.

As Nichols and Zimmer (1985) put it, the subject of ethics evolved like the history of mankind from savagery to civilize society. However, he believes that colleges are still struggling with the best way to teach ethics as a subject. "The powerful in government, commerce and religion spoke out loudly through their actions or lack of action. Ethical standards are living the values. They represent a vital and critical guiding force in the functioning of our society" (Nichols and Zimmer, 1985: 1786). Ruegger and King (1992) believe that more and more cases of unethical behavior among corporations and officers show that they are juggling between business and their social responsibility. Therefore, the public's concern over business ethics continues, schools of business will be expected to do a better job of teaching ethics in their undergraduate and graduate courses.

In the Malaysian scene, research about business student's ethical behavior has been done by Alam (1995) who study the attitude of a group of Malaysian business students towards business ethics. He finds that most respondents in general perceived that the businesses in Malaysia consider ethics as secondary. Thus, majority of the respondents believe that moral/ethical education and top management attitudes are the most important factors influencing ethical standards in business practices. At the academic institutional level, Zapiatis and Kambia-Kapardis (2007) while explaining tertiary student's ethical judgement in Cyprus academic environment finds that private university students are more tolerant in facing ethical issues related to computer such as sharing their work for individual assignments, copying files, music and apps from the internet and duplicating copyright e-books rather than ethical issues relevant with selfishness such as not paying much cooperation with group assignments, using bribe and obtaining preferential treatment with instructors and hiding books in library. Business and non-business students do not differ significantly on any of the ethical factors and students with high-Grade Point Average were less tolerant to issues relevant with

selfishness.

Mc Lachlan (2015), Rettinger and Jordan (2005), Burks and Sellani (2008), Murdock (2005), Rawwas et. al (2006), Furman et al (2004), Kennedy and Lawton (1998) and Conroy and Emerson (2004) look for the answer by connecting ethical behavior with religion, beside age and education (Lam and Shi, 2007). In addition, my paper (Had and Garijih 2015) also explain student's awareness of the ethical behavior. However, there is no studies done previously on the evaluation of students' awareness with regards to their usage of the social media. The lack of studies concerning students' awareness of ethical issues while surfing the internet is simply because previous research only focused other issues faced by students' in using the social media. This paper tries to cover the gap in previous research so that we could clearly see students' awareness of ethical issues while surfing the internet.

3. Objective of Study

The objective of this study is as follows:
a. To determine the student's usage of social media and networking sites.
b. To know whether demographic factors play any role in determining student's perception of social media and networking sites.
c. To know whether students are aware of any ethical issues regarding the usage of social media and networking sites.

4. Methodology

At the moment, research that specifically focused on students from Sabah in comparison with students from Peninsular Malaysia regarding the perception and usage of social media and social networking websites is close to nil. Many earlier research focused on Malaysian student in general, especially students from Peninsular Malaysia. Firstly, the researcher conducted a literature review to establish the lack of research in the area especially in Sabah. A quantitative questionnaire was developed consisting of 75 questions was drafted for students to fill in. The questionnaire consists of two major types of questions, first a nominal type where students are required to answer either 'yes' or 'no, secondly a Likert type question where students need to choose one of five answers between strongly disagree, disagree, neither agree nor disagree, agree and strongly agree. The question regarding the usage of social media was taken from a previous study by Quan-Haase and Young (2010) who compares the usage of Facebook and Myspace. In addition, I added a part about ethical values consisting of six items. The question for this part was modified from various studies. Besides their demographic data, students are asked what were the social media website that they frequented such as Facebook, Twitter, Instagram, Myspace etc. They were also asked questions such as "what motivates you to join the social media", "how long do you surf social media websites" to know more about their preferences and the length of time they used the social media in their daily life. Furthermore, the students are also asked a series of question to determine their perceived usefulness of the social media. The series of questions ranged from pastime, affection, fashion, sharing problems, sociability and academics. The main reason why the set of question is asked is to determine how they use and how they perceived the social media in their daily life.

A total number of 476 students are involved in the research and during data analysis a total number of 69 samples has been deselected mostly due to incomplete answers and other errors while answering the questionnaire. The questionnaire was distributed online and most students involved in the study are first-year students in their second semester who are taking a philosophy paper.

In addition, the population of students consists of students from Business and Computer Science faculty that will further add an interesting outlook of the total sample in review. 92.4% of the total 407 student's age ranged between 20 to 22 years old. Among these students 292 or 71.7% are female while the rest are males. 339 or 83.3% of the total student are from the business faculty while the remaining 16.7% or 68 students are from the computer science faculty. The total sample consisted mainly of ethnic Malay and Chinese students, and in addition, 55% of the total population originated from Peninsular Malaysia/ (West Malaysia), while 43% were from either Sabah and Sarawak (East Malaysia). Half of the total sample was Muslims, while Buddhist (112), Christians (55) and Hindu (24) made up the second, third and fourth largest group. 55% of the total sample have good results (between 3.01 to 4.00 CGPA) while the remaining 183 (45%) have a result of below 3.00 CGPA.

The questionnaire was also pilot tested for reliability where some of the questionnaire was revised, mistakes corrected and negative statements were corrected to be analyzed using the Statistical Package for Social Sciences (SPSS). The researcher had also done an analysis of the data using descriptive and inferential statistics, reliability analysis (Cronbach's Alpha), exploratory factor analysis, independent sample *t*-test, paired sample *t*-test and one-way ANOVA with Post Hoc Multiple Comparison Test (*Turkey HSD*). All the process was done to test the reliability of the data as well as looking at the outcome of data processed for its significant and correlation between the variables.

5. Research Findings

The questionnaires were group-administered to 476 students at University Malaysia Sabah, Labuan International Campus and students were advised to complete the questionnaires on time. Of those, 69 were incomplete, and thus excluded from the study, reducing the number of usable surveys to 407 and the overall response rate to 85.5%. Table I displays the demographic profile of the participants in relation to eleven different variables: age, gender, marital status, discipline of studies, previous qualification, ethnic, year of study, origin, result in the previous semester, home location and religion.

TABLE 1
Demographic profile of the respondents (n=407)

Age		Frequency	Percentage
	below 19	9	2.2
	20 to 22 years	376	92.4
	23 to 24 years	17	4.2
	25 years & above	5	1.2
Gender			
	Male	115	28.3
	Female	292	71.7
Marriage			
	Bachelor	405	99.5
	Married	1	0.2
	Divorced	1	0.2
Course			
	Computer	68	16.7
	Finance	339	83.3
Qualification			
School Cert	Yes	273	67.1
Course Cert	Yes	135	33.2
Diploma	Yes	31	7.6
Race			
	Malay	135	33.2
	Chinese	135	33.2
	Indian	25	6.1
	Sabahan	96	23.6
	Sarawakian	14	3.4
	Other	2	0.5
Origin			
	Peninsular Malaysia	224	55
	Sabah	127	31.2
	Sarawak	49	12
	Other	7	1.7
	Total	407	100
Result			

	3.01 to 4.00 CGPA	224	55
	Below 3.00 CGPA	183	45
	Total	407	100
Location			
	City	222	54.5
	Rural area	164	40.3
	Outskirts	21	5.2
	Total	407	100
Religion			
	Islam	205	50.4
	Christian	55	13.5
	Hindu	24	5.9
	Buddhist	112	27.5
	Atheist	11	2.7
	Total	407	100

Factor Analysis

The researcher also conducted an exploratory factor analysis with the use of SPSS's Principal Component Analysis with Varimax rotation (*Kaiser Normalization*) to reduce the large number of variable to a smaller number of factors. Exploratory factor analysis is primarily used to reveal the factor structure of the data. The appropriateness of the factor model in the research was indicated by both Kaiser-Mayer-Olkin (*KMO*) statistic value of 0.800, which confirmed its high sampling adequacy, and the significance ($x2=5, 351; p=<. 000$) of the Barlett's test of spherecity.

Principal component analysis with Varimax rotation factor analysis revealed eleven factors with eigenvalue of greater than 1.0. This six-factor solution explained satisfactory 65.71% of the total variance. It is important to note that factor loadings of less than 0.350 were excluded. All variables included in the factor analysis were tested for reliability with the utilization of Cronbach's Alpha; a reliability model of internal consistency based on average inter-item correlation. Table II exhibits the 206 results of the factor and descriptive analysis of our data. The seven retained factors were named by the researcher as the usage of the social media and networking websites that is related to affection, academics, fashion, sociability, pastimes, problems and ethics. However, four questions "I used to share interesting news on social media websites with my friends and colleagues", "News that I shared on social media websites are true and correct", "I believe that there are fake news spreading through the social media" and "I believe that there are news writers who are unethical and spread their news through the social media" were excluded because of low factor loading (less than 0.350).

TABLE II
Factor and Descriptive Analysis

	KMO and Bartlett's Test		
	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.8
	Bartlett's Test of Sphericity	Approx. Chi-Square	5351.47
		df	630
		Sig.	0
Total Variance Explained			
Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	6.872	19.09	19.09

2	2.946	8.184	27.274
3	2.458	6.828	34.102
4	1.941	5.392	39.494
5	1.741	4.835	44.329
6	1.523	4.231	48.56
7	1.464	4.066	52.626
8	1.43	3.972	56.598
9	1.16	3.223	59.82
10	1.102	3.061	62.881
11	1.021	2.836	65.717
12	0.934	2.596	68.313
13	0.809	2.248	70.561
14	0.79	2.195	72.755
15	0.72	2.001	74.756
16	0.692	1.921	76.677
17	0.667	1.853	78.53
18	0.636	1.766	80.295
19	0.622	1.727	82.022
20	0.597	1.659	83.682
21	0.55	1.528	85.209
22	0.541	1.502	86.711
23	0.505	1.402	88.113
24	0.483	1.342	89.455
25	0.466	1.295	90.751
26	0.452	1.256	92.007
27	0.381	1.059	93.066
28	0.372	1.033	94.099
29	0.357	0.993	95.092
30	0.334	0.927	96.019
31	0.304	0.846	96.865
32	0.295	0.818	97.683
33	0.268	0.743	98.426
34	0.236	0.655	99.081
35	0.208	0.577	99.658
36	0.123	0.342	100

Extraction Method: Principal Component Analysis.

Item Statistics

	Mean	Std. Deviation	N
Academics1	4.19	0.697	407
Academics3	4.02	0.817	407

Academics2	3.98	0.756	407
Ethics6	3.94	0.983	407
Academics5	3.92	0.769	407
Academics4	3.85	0.708	407
Pastime3	3.82	0.802	407
Pastime2	3.81	0.765	407
Pastime4	3.75	0.761	407
Affection4	3.54	0.817	407
Ethics3	3.54	0.946	407
Affection3	3.51	0.887	407
Pstime5	3.42	0.94	407
Sociability4	3.41	0.94	407
Problems1	3.3	1.053	407
Affection2	3.29	1.011	407
Sociability3	3.28	1.006	407
Academics6	3.21	1.027	407
Affection1	3.19	0.976	407
Ethics4	3.19	0.908	407
Pastime6	3.19	0.975	407
Fashion1	3.18	1.108	407
Pastime7	3.13	1.042	407
Affection5	3.09	1	407
Problems2	2.99	1.154	407
Problems3	2.98	1.106	407
Pastime1	2.86	1.08	407
Sociability2	2.83	0.988	407
Sociability1	2.7	1.054	407
Pastime8	2.66	1.023	407
Fashion2	2.48	1.021	407
fashion3	2.45	1.035	407
Ethics2	2.4	0.87	407
Pastime9	2.25	0.985	407
Ethics1	2.24	0.923	407

Findings revealed that participating students believe that most of their usage of the social media and networking sites are related to academics, suggesting that most students believe that the usage of social media and networking sites are necessary for their study (mean 4.19) and the lowest towards academic related ethics (mean 2.24). Students seem to believe that the use of social media and networking sites such as Wikipedia and blogs helps them with their online learning (mean 4.02). Another important finding is that students also agree that their lecturers or instructors encouraged blended learning combining a face to approach with online learning using sources from the internet (mean 3.98).

The second most popular use of social networking sites for students is to fulfill their pastime. The findings revealed that three of the nine factors in the pastime section has the mean of between 3.75 to 3.82. Among these is most students used the social media and networking sites as a source of entertainment. They believe that surfing social media website is entertaining (mean 3.81) and enjoyable (mean 3.82). In addition, students also believed that surfing the social media is fun (mean 3.76). The findings show that ask a mean of releasing themselves from student life that might be a bit harsh, students try to entertain themselves by involving themselves with social networking websites as a mean of fun and enjoyment. Other factors of might be of interest is affection where many students used networking websites, to help other (friends in other university) and to show other encouragements (friends and relatives). This can be seen in the mean score of 3.51 and 3.54. In addition, most students also agreed to the point that social media and networking sites is used to make friends of the opposite sex (3.41). The least use of social media and social networking website is to share problems with the mean of 3.3. This shows that most students are unlikely to use the social media and social networking website to express their problems to friends or anyone they knew on the social media.

Another important finding is related to students' awareness of ethical issues related to the internet, social media and networking sites. Among these issues that is related to the internet, only two of the issues were significant and used by this study. Four items in the ethical section has been excluded due to low factor loading. The two ethical items has a mean of 3.94 and 3.54, putting it among the highest mean among the use of social media. The findings show that students are also aware of the ethical issues regarding the social media and most of them believe that the social media also contains fake news, spams and even false news. The two ethical items are related to the question "I believe that there are news writers who are unethical and spread their news through the social media" (3.94). Most students also agrees that at some point they also shared interesting news they found in the social media with friends (3.54) even though they do not know the authenticity of the news.

Independent sample t-test

The findings also showed that there is no significant difference between demographic factors such as gender, academic background, religion, race and origin of students with regard to their perceived usage of the social media and social networking websites. As shown in Table III independent sample t-test revealed that there is no difference between the respondent's demographic factor and how they use the internet. Another primary objective is to identify whether significant differences exist between students pursuing a computer degree and those who don't. Independent sample t-test revealed no significant statistical difference between computer and non-computer students' usage of the internet with regards to their usage as a pastime, academic, social, fashion, affection or ethics.

TABLE III

Independent Sample t-test

						t	Sig. (2-tailed)
		Independent Samples Test Levene's Test for Equality of Variances			t-test for Equality of Means		
Group Statistics							
	Gender	N	Mean	Std. Deviation	Std. Error Mean		
PASTIME	Male	115	28.6522	5.10081	0.47565	-0.621	0.535
	Female	292	28.9932	4.94505	0.28939	-0.612	0.541
AFFECTION	Male	115	16.7391	3.60089	0.33579	0.449	0.654
	Female	292	16.5582	3.68801	0.21582	0.453	0.651
FASHION	Male	115	8	2.52705	0.23565	-0.513	0.608
	Female	292	8.1541	2.80529	0.16417	-0.537	0.592
PROBLEMS	Male	115	9.2522	2.46322	0.2297	-0.124	0.901
	Female	292	9.2877	2.65019	0.15509	-0.128	0.898
SOCIABILITY	Male	115	12.1304	2.94845	0.27494	-0.394	0.694
	Female	292	12.2568	2.89907	0.16966	-0.391	0.696
ACADEMICS	Male	115	23.1565	3.58259	0.33408	-0.052	0.958
	Female	292	23.1747	2.95911	0.17317	-0.048	0.962
ETHICSVAR	Male	115	11.5304	2.24906	0.20973	0.882	0.379
	Female	292	11.2945	2.49857	0.14622	0.923	0.357
Group Statistics						t	Sig. (2-tailed)

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	Course	N	Mean	Std. Deviation	Std. Error Mean		
PASTIME	Computer	68	29.9265	5.04699	0.61204	1.872	0.062
	Finance	339	28.6903	4.95497	0.26912	1.849	0.068
AFFECTION	Computer	68	16.7941	3.80714	0.46168	0.456	0.649
	Finance	339	16.5723	3.63456	0.1974	0.442	0.66
FASHION	Computer	68	8.6324	2.79608	0.33907	1.733	0.084
	Finance	339	8.0059	2.70546	0.14694	1.695	0.093
PROBLEMS	Computer	68	9.5	2.80458	0.34011	0.774	0.44
	Finance	339	9.233	2.55391	0.13871	0.727	0.469
SOCIABILITY	Computer	68	12.2059	3.08854	0.37454	-0.047	0.962
	Finance	339	12.2242	2.87766	0.15629	-0.045	0.964
ACADEMICS	Computer	68	23.5147	3.35685	0.40708	0.992	0.322
	Finance	339	23.1003	3.09924	0.16833	0.941	0.349
ETHICSVAR	Computer	68	11.6029	2.38865	0.28967	0.899	0.369
	Finance	339	11.3127	2.43911	0.13247	0.911	0.364
Group Statistics						t	Sig. (2-tailed)
	Result	N	Mean	Std. Deviation	Std. Error Mean		
PASTIME	3.01 to 4.00 CGPA	224	29.2768	4.46754	0.2985	1.705	0.089
	Below 3.00 CGPA	183	28.4317	5.53158	0.40891	1.669	0.096
AFFECTION	3.01 to 4.00 CGPA	224	16.8839	3.48796	0.23305	1.678	0.094
	Below 3.00 CGPA	183	16.2732	3.84332	0.28411	1.662	0.097
FASHION	3.01 to 4.00 CGPA	224	8.1563	2.56182	0.17117	0.373	0.709
	Below 3.00 CGPA	183	8.0546	2.92343	0.21611	0.369	0.713

		N				t	Sig. (2-tailed)
PROBLEMS	3.01 to 4.00 CGPA	224	9.4821	2.53931	0.16966	1.763	0.079
	Below 3.00 CGPA	183	9.0273	2.64872	0.1958	1.756	0.08
SOCIABILITY	3.01 to 4.00 CGPA	224	12.3705	2.84128	0.18984	1.146	0.252
	Below 3.00 CGPA	183	12.0383	2.98966	0.221	1.141	0.255
ACADEMICS	3.01 to 4.00 CGPA	224	23.3393	3.10808	0.20767	1.206	0.228
	Below 3.00 CGPA	183	22.9617	3.18197	0.23522	1.203	0.23
ETHICSVAR	3.01 to 4.00 CGPA	224	11.4196	2.50251	0.16721	0.536	0.592
	Below 3.00 CGPA	183	11.2896	2.34363	0.17325	0.54	0.589

Group Statistics	Smartphone	N	Mean	Std. Deviation	Std. Error Mean	t	Sig. (2-tailed)
PASTIME	Yes	405	28.8864	4.99573	0.24824	-0.598	0.55
	No	2	31	0	0	-8.514	0
AFFECTION	Yes	405	16.6049	3.66708	0.18222	-0.345	0.731
	No	2	17.5	2.12132	1.5	-0.592	0.657
FASHION	Yes	405	8.1086	2.73374	0.13584	-0.202	0.84
	No	2	8.5	0.70711	0.5	-0.755	0.574
PROBLEMS	Yes	405	9.284	2.60062	0.12923	0.697	0.486
	No	2	8	0	0	9.936	0
SOCIABILITY	Yes	405	12.2222	2.91378	0.14479	0.108	0.914
	No	2	12	2.82843	2	0.111	0.93
ACADEMICS	Yes	405	23.1827	3.1452	0.15629	1.205	0.229

	No	2	20.5	0.70711	0.5	5.121		0.092
ETHICSVAR	Yes	405	11.3654	2.43526	0.12101	0.502		0.616
	No	2	10.5	0.70711	0.5	1.682		0.321

Table IV

Differences according to gender, discipline of studies, result and smartphone ownership

						Independent Samples Test				
						Levene's Test for Equality of Variances		t-test for Equality of Means		
Group Statistics						F	Sig.	t	df	Sig. (2-tailed)
	Gender	N	Mean	Std. Deviation	Std. Error Mean					
PASTIME	Male	115	28.6522	5.10081	0.47565	0.044	0.834	-0.621	405	0.535
	Female	292	28.9932	4.94505	0.28939			-0.612	203.112	0.541
AFFECTION	Male	115	16.7391	3.60089	0.33579	0.136	0.712	0.449	405	0.654
	Female	292	16.5582	3.68801	0.21582			0.453	213.381	0.651
FASHION	Male	115	8	2.52705	0.23565	1.113	0.292	-0.513	405	0.608
	Female	292	8.1541	2.80529	0.16417			-0.537	230.262	0.592
PROBLEMS	Male	115	9.2522	2.46322	0.2297	0.711	0.399	-0.124	405	0.901
	Female	292	9.2877	2.65019	0.15509			-0.128	223.444	0.898
SOCIABILITY	Male	115	12.1304	2.94845	0.27494	0.394	0.531	-0.394	405	0.694
	Female	292	12.2568	2.89907	0.16966			-0.391	205.659	0.696
ACADEMICS	Male	115	23.1565	3.58259	0.33408	6.946	0.009	-0.052	405	0.958
	Female	292	23.1747	2.95911	0.17317			-0.048	178.443	0.962
ETHICSVAR	Male	115	11.5304	2.24906	0.20973	0.652	0.42	0.882	405	0.379
	Female	292	11.2945	2.49857	0.14622			0.923	230.429	0.357
	Course	N	Mean	Std. Deviation	Std. Error Mean					

		N	Mean	Std. Deviation	Std. Error Mean					
PASTIME	Computer	68	29.9265	5.04699	0.61204	0.179	0.672	1.872	405	0.062
	Finance	339	28.6903	4.95497	0.26912			1.849	94.711	0.068
AFFECTION	Computer	68	16.7941	3.80714	0.46168	0.396	0.53	0.456	405	0.649
	Finance	339	16.5723	3.63456	0.1974			0.442	93.12	0.66
FASHION	Computer	68	8.6324	2.79608	0.33907	0.216	0.643	1.733	405	0.084
	Finance	339	8.0059	2.70546	0.14694			1.695	93.872	0.093
PROBLEMS	Computer	68	9.5	2.80458	0.34011	0.728	0.394	0.774	405	0.44
	Finance	339	9.233	2.55391	0.13871			0.727	90.646	0.469
SOCIABILITY	Computer	68	12.2059	3.08854	0.37454	0.52	0.471	-0.047	405	0.962
	Finance	339	12.2242	2.87766	0.15629			-0.045	91.814	0.964
ACADEMICS	Computer	68	23.5147	3.35685	0.40708	0.33	0.566	0.992	405	0.322
	Finance	339	23.1003	3.09924	0.16833			0.941	91.341	0.349
ETHICSVAR	Computer	68	11.6029	2.38865	0.28967	0.127	0.721	0.899	405	0.369
	Finance	339	11.3127	2.43911	0.13247			0.911	97.116	0.364
	Result	N	Mean	Std. Deviation	Std. Error Mean					
PASTIME	3.01 to 4.00 CGPA	224	29.2768	4.46754	0.2985	8.351	0.004	1.705	405	0.089
	Below 3.00 CGPA	183	28.4317	5.53158	0.40891			1.669	347.191	0.096
AFFECTION	3.01 to 4.00 CGPA	224	16.8839	3.48796	0.23305	1.48	0.225	1.678	405	0.094
	Below 3.00 CGPA	183	16.2732	3.84332	0.28411			1.662	371.903	0.097
FASHION	3.01 to 4.00 CGPA	224	8.1563	2.56182	0.17117	4.875	0.028	0.373	405	0.709
	Below 3.00 CGPA	183	8.0546	2.92343	0.21611			0.369	364.807	0.713
PROBLEMS	3.01 to 4.00 CGPA	224	9.4821	2.53931	0.16966	0.355	0.552	1.763	405	0.079
	Below 3.00 CGPA	183	9.0273	2.64872	0.1958			1.756	382.105	0.08
SOCIABILITY	3.01 to 4.00 CGPA	224	12.3705	2.84128	0.18984	1.132	0.288	1.146	405	0.252
	Below 3.00 CGPA	183	12.0383	2.98966	0.221			1.141	380.57	0.255

		N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	t	df	Sig. (2-tailed)
ACADEMICS	3.01 to 4.00 CGPA	224	23.3393	3.10808	0.20767	0.034	0.855	1.206	405	0.228
	Below 3.00 CGPA	183	22.9617	3.18197	0.23522			1.203	385.265	0.23
ETHICSVAR	3.01 to 4.00 CGPA	224	11.4196	2.50251	0.16721	0.313	0.576	0.536	405	0.592
	Below 3.00 CGPA	183	11.2896	2.34363	0.17325			0.54	397.495	0.589
Group Statistics						F	Sig.	t	df	Sig. (2-tailed)
	Smartphone	N	Mean	Std. Deviation	Std. Error Mean					
PASTIME	Yes	405	28.8864	4.99573	0.24824	2.733	0.099	-0.598	405	0.55
	No	2	31	0	0			-8.514	404	0
AFFECTION	Yes	405	16.6049	3.66708	0.18222	0.794	0.373	-0.345	405	0.731
	No	2	17.5	2.12132	1.5			-0.592	1.03	0.657
FASHION	Yes	405	8.1086	2.73374	0.13584	2.08	0.15	-0.202	405	0.84
	No	2	8.5	0.70711	0.5			-0.755	1.153	0.574
PROBLEMS	Yes	405	9.284	2.60062	0.12923	3.913	0.049	0.697	405	0.486
	No	2	8	0	0			9.936	404	0
SOCIABILITY	Yes	405	12.2222	2.91378	0.14479	0.069	0.792	0.108	405	0.914
	No	2	12	2.82843	2			0.111	1.011	0.93
ACADEMICS	Yes	405	23.1827	3.1452	0.15629	1.715	0.191	1.205	405	0.229
	No	2	20.5	0.70711	0.5			5.121	1.205	0.092
ETHICSVAR	Yes	405	11.3654	2.43526	0.12101	1.575	0.21	0.502	405	0.616
	No	2	10.5	0.70711	0.5			1.682	1.121	0.321

One-way ANOVA

One-way ANOVA was used to identify statistical differences between respondents and their usage of social media and networking sites. As shown in Table IV, differences exist between the location of respondents and the seven aspects of usage for the social media. Once the mean difference between the means of the seven groups were revealed, Post-Hoc Multiple Comparison Test were utilized to determine which means differ. The Tukey Honestly Significant Difference test (HSD) was used since it was a comparative pair comparison test that minimizes the possibility for errors. In particular, students who lived in outskirt's usage the media and networking website for fashion less than those who lived in the city. This can be seen in the mean score of 0.06 of the total mean score. On the other hand, students who lived in the rural area used the social media and networking websites for fashion more than who lived in the outskirt area. The data also show that there is also a significant difference between students who live on the outskirt and city with regards to their usage of the social media and networking site for academic purposes. In addition, there is also a significant difference between those who lived in the outskirt and rural areas. Students who lived in the outskirt area used the social media and networking sites more than their friends who lived in the city. They also used more social media and networking sites compared to their friends in the rural areas.

6. Discussion and Conclusion

The present study was undertaken to investigate university students in Labuan and their usage of the social media and social networking websites with regards to their usage according to seven components, namely pastime, affection, fashion, sharing problems, sociability, academics and ethics. This is done at University Malaysia Sabah, Labuan International Campus where students from different backgrounds and races is populated in the study in the hope of looking at their usage of the social media and social networking site. Looking at the result of the study, it can clearly be seen that the most popular social media and networking sites that students used are WhatsApp, Facebook, WeChat and YouTube, where most students used these social media and networking sites to communicate and obtain information.

With regards to this information, it can be said that students used these social media and social networking websites to communicate, especially with regards to the subject that they took at the university. Students also agree that the usage of social media and networking websites is necessary for their study. Students seem to believe that the use of social media and networking sites such as Wikipedia and blogs helps them with their online learning, especially when their lecturers or instructors encouraged blended learning combining a face to approach with online learning using sources from the internet.

This result is in accordance with similar studies by Yin et al (2014), Raacke (2008) and Hussain (2012) regarding students' use of the social media and networking websites. This is true with regards to the time spent to surf the social media and social networking websites, the usage of Facebook, WhatsApp, YouTube and WeChat in communicating and reading news and academic purposes. Even though problems were raised by Andersson (2012), Zakaria (2010) and Bolton (2013) on how students and teachers needs guidance in using the internet, especially the social media and networking websites, there can be no doubt that students will continue to use social media and networking websites even if they are told not to do so. Furthermore, the benefit of using the social media and networking websites outweighs the problems created by using it. Therefore, I believe that it is important for lecturers, teachers and instructors to utilize the full capacity of the social media and networking websites in order for students to excel.

Another important finding is students in spite of their different courses, gender, race and religion has no significant difference with regards to their use of the social media and networking sites. This is also similar to the findings made by Yin et. al (2014) that also shows no difference between students from different background with regard to their usage of the social media and networking site. Even though computer students are more knowledgeable with regards to their study of computer, business students also used the social media and networking websites to communicate, get educational information and communicate with friends from other universities.

Finally, the study also finds that even though students are aware that not all the news they read in the social media are true, they keep sharing the news even though they did not know either it is true or not. Reflecting on the research findings, it is recommended that more precautionary measures be implemented by teachers, lecturers and instructors to handle problems such as identity theft, hacking, invasion of privacy and other criminal and unethical activities which may result from the usage of internet technology. In addition, courses that include ethical values teaching students on the do's and don'ts in the cyber world should be emphasized so that students are aware of what they can and cannot do especially with regards to academic ethics, spreading rumors and false news.

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