

Social Media for Academic Purpose: The Influencing Factors

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Abstract

Social media has become the most popular way of transporting information and the number of users has been rapidly increasing all over the world. Most importantly, students these days can be defined as members of the digital native or network generation, born in digital era while interact with digital technology since childhood. Social media can be defined as a fairly large tool for collaborative media creation and sharing of information with one another and can impact students both positively and negatively as it provides positive conditions for instructions and study. Several researches show University professors are adopting social media for discussion meetings in order to help students in academic learning and through effective connection and collaboration inside and outside the classroom. This research will show the influencing factors for students' satisfaction in using social media for academic purpose which is interacting with peers, interacting with supervisor, perceived ease of use and perceived usefulness. A total of 200 respondents from two different universities participated in this research. Samples were selected using convenience sampling and the respondents answered the questionnaire via Google form and paper and pencil method. The data collected and also information in this research are highly beneficial and valuable to students, supervisors, academics, researchers, learning institution and the government as we are able to gauge and understand the factors influencing students' satisfaction in using social media for academic purpose. However, there are some limitations as this research does not reflect the actual student population in tertiary education in Malaysia and it only focuses on four variables i.e. interacting with peers, interacting with supervisor, perceived ease of use and perceived usefulness. There are several possibilities for future researches whereby one can focus more on other influencing factors such as pervasive technology usage, tech savvy future generations, convenience and many more.

Keywords: Social media; academic; interaction; ease of use; usefulness

INTRODUCTION

Students these days can be defined as members of the digital native or network generation, born in digital era while interact with digital technology since childhood^{iiiiiv}. Social media has become more popular and a huge number of users rapidly increasing in the world. The popular social media includes Facebook, Youtube, Twitter, WhatsApp, LinkedIn and other. Besides that, Social media can bring a lot of convenience to people, such as voice mail, receives call, text message and others.

Social media can be defined as fairly large tools for collaborative media creation and sharing between each other. People can often connect to social media through a specific common interest and sharing information regardless of geographical, status, gender, race and age.

According to Mason^v, Selwyn^{vi}, Tapscott and Williams^{vii} show that social network tools can enhance academic experience through interactive, active involvement, collaboration, critical thinking, communication and resource sharing. Hence, the foremost purpose of this study is to recognize factors influencing students' satisfaction in using social media for academic purpose. The overall goal of this study is to learn and understand whether there will be factors influencing, such as interaction with peers, interacting with supervisor, perceived ease of use and perceived usefulness

1.1 Background of the Study

Social media has become permeated in many young people's life. Social media usage among U.S. adults ages between 18 to 29 has increased rapidly by 12 percent in 2005 to 90 percent in 2015^{viii}. According to IAB and Elovia(2012) reports that Facebook is the most popular social networking tools, own 85 percent of social media users. Tuenti with 36 percent and Twitter with 32 percent still lag far behind Facebook, despite the remarkable progress Twitter has made over the past year. Besides that, social media are used for different purposes and reasons of academic learning, and is used to strengthening teaching and learning, for example, to carry out study, share individual academic interests, share and collect information from overseas idea. However, Lau, Lui and Chu^{ix} mention social media can also cultivate students' ability to create and stimulate their interest in the subject.

Furthermore, students' perception of social media as one of social technology, not as formal teaching tool, that affects students' academic performance. The study conducted by Yu, Tian, Vogel and Kwok^x report that social media can assist students adapt to college life, achieve higher self-confidence social recognition and adaptability with college culture, thus improving their learning results. Some factors such as interacting with peers, interacting with supervisor, perceived ease of use, perceived usefulness and more. It all needs to deeply understand which factor on use social media and possible for the academic purpose. Therefore, this research is to study students' satisfaction of using social media for academic purpose. Since, the purpose of social media is to support the collaborative creation and dissemination of knowledge, it provides students with the opportunity to use it for academic purposes.

Moreover, this research will carry out the students' satisfaction in using social media for academic purpose. There are several factors that influence students' satisfaction of using social media for academic purpose which are interacting with peers, interacting with supervisor, perceived ease of use and perceived usefulness. These factors may encourage students to exploit and apply social media for academic objectives via collaborative learning.

LITERATURE REVIEW

Nowadays, social media plays an important role in promoting academic development, such as social science and the entire learning institution. Most research stated different aspects of social media use in different way of learning purpose and social standard.

2.1 Students' satisfaction in using social media for academic purpose

According to Conole & Alevizou^{xi} observed that, Social media is an internet-based technology, everyone used to promote the possibility of social interaction and communication between each other. It has been improved through new communication tools and websites called social media. Recently, the exploit of social media has been seen as growth related to

the academic purpose of communication. However, Interest rates of exploiting social media cross countries vary. In some countries and different user groups, many universities are trying to figure out ways to the development and utilization of social media to support learning. Study from McLoughlin & Lee^{xii} stated the social media can define as internet or Web 2.0 sources as term refers to networked tools or technologies that stress energetic involvement, contact, cooperation, sharing of information and opinion between each other. Social networks have become increasingly popular in college life, students' use of social media seems as grow every day, and many of them rely on their use in interactions and communication. However, social media sites can enhance students' understanding of learning experience, interactions with supervisor and member, writing skills, and their satisfaction and academic performance. Several evidences are stated there are benefits of use social media platforms in education institution and learning environments. For example, apply Twitter for academic learning and course discussion has a significant positive impact on college students' grades^{xiii}. Moreover, students use Twitter demonstrate superior engagement and have higher semester GPA in their academic than students who don't use Twitter. The positive influences can be interpreted as extended participation between students and supervisor beyond traditional classroom activities via twitter. According to GreGory, GreGory, and Eddy^{xiv} observed Facebook application provides form of teaching network, namely creating a Facebook group dedicated to discussing the contents of extracurricular math courses, can significantly improve undergraduates' participation, satisfaction and performance in calculus courses.

2.2 Interacting with peers

Through systematic research, Cohen & Kandl found that peer relationships are equally for similarity backgrounds, status, tastes, beliefs and sense motivate persons to choose one another become friends, and because traits are recognized in the connection, the peers may become more similar. Students who use social media in class are more comfortable with their peers than their classmates who don't have social media^{xxvixvii}. Research from Mazman and Uslue^{xxviii} Wodzicki et al.^{xxix}, social media apply by learner not only interact with peers of similar age in groups, but also strengthen and connect with existing peer groups. What's more, students use social media to develop emotional connections with members because they believe can get help and support from members when they need it. However, building connections with members in interpersonal relationships encourages active participation by all students, especially students who are reluctant to discuss issues facing each other^{xxxixxii}. In addition, social media improves the perceived quality of interaction between students and peers in the classroom and between students and teachers. However, interaction can be defined as a key aspect of the training process within learning experience. Interaction provides opportunities for contact and keep in touch between each member, it encourages students to make sense in class and to actively collaborate on academic learning^{xxiii}, and create continuous action participation, participation in mastery activities^{xxiv}. When students interacting with each other within learning activities, students are become more excited to understand, more conscious, more engaged, and more likely to change their thoughts together with classmates. According to Liu^{xxv}, Erickson and Siau^{xxvi}, Haseman et al^{xxvii}. Al-rahmi and Othman^{xxviii} declare important of interaction will affect students' learning effectiveness. Some

evidence show that existence of these elements can great help to improve academic learning and student satisfaction.

2.3 Interacting with supervisor

The growing popularity of social media shows that by providing additional channels and purposes between students and teachers interaction, social media become contributor to successful learning purpose. In traditional classroom teaching, the relationship between teacher-student interaction and learning outcomes has been fully demonstrated^{xxixxxx}. According to Hartman, Moskal, and Dziuban^{xxxix} show there has to be a shift via traditional teacher-oriented learning method toward student-oriented learning method, in this way, lecturer transmit sources and spread information to the student, form student-centered learning approach where the student learns how to learn, rather than absorbing the material the teacher imparts. Part of shift has already happened, with powerful internet technology playing vital role. Nowadays, social media is become acceptance and gradually used at universities. Number of lecturers and students increase use social media to conduct instruction and learning in the classroom, provide a channel to establish the relationship between lecturers and students, and effectively promote the interaction between lecturers and students. The research shows academic application of technology is positively correlated with the occurrence of active cooperative learning and the frequency of teacher-student interaction^{xxxix}. Instructors and supervisors who use social media should be able to work actively with students in learning activities. This is because supervisor have a obligation to facilitate students' creativity, evaluate activities, and interpret misunderstandings due to content areas and information invention in order to retain completeness of study progress and learning outcomes^{xxxixxxxiv}. However, social media necessary use for effective way and objective, it appropriate for a learning environment, and can occur understanding of researchers and students. Studies by Maloney^{xxxv} established most of students active involvement social media technology by invest time and efforts in order to connect and building relationship on common beliefs and interest. It has led some education experts to argue that integrating social media into traditional interactions and conversations between students and teachers can streamline a lot of related problem encountered in the past for learning environment. Some reports suggest that some people believe social media technology can provide useful avenues for teachers through simple communication networks and positive interactions with students. The interactivity of variety Web 2.0 includes social media techniques that motivate scholar engagement, provide the interaction with students and instructors, enhance learning experiences, facilitate understand and thought on individual argument and observation and creating a new learning environment "hybrid"

2.4 Perceived ease of use

Many models are determinants of perceived ease of use as recognition^{xxxvi}, and it indicates Technology Acceptance Model (TAM) are large popular used user acceptance and use of the model. Perceived ease of use as a term indicate " the extent to which the user needs to anticipate relief from the system's efforts". Other that, Mayer et al.^{xxxvii}, defined trust as willingness one party to be susceptible the influence another party. Therefore, customers may rely on social networking providers to refrain from abusing their information for personal gain. Besides that, TAM derived from rational behavior theory, which can be seen as two distinct cases of significant value include perceived ease of use and perceived usefulness.

Perceived ease of use of social media determines students' confidence in using social media for collaborative learning and leads to the availability of social media for benefit academic learning, and students believe in optimistic expressive relationships. Product, system or new technology which has low complexity on usage may reduce its shortages and increase its strength on satisfied the user demand^{xxxviii}. In addition, if a learner has experience of learning online, they may be more willing to participate in an online learning community even though only experience with related information technology, such as computer hardware or Internet browsing is used because they perceived the system are easy to operate. Therefore, perceived ease of use has positive correlation perceived usefulness based on the study of Barua et al. The studies had provided support to the inference. Other than that, many researcher have argue the social media as a learning equipment, emphasize its key role in academic education^{xxxix}. Lately, learner and scholar are prefer using social media for academic purpose. According to Veletsianos and Navarrete^{xl} stated students can easily access online networking sites to enrich and complement their academic programs. Moreover, social media provides multiple platforms to encourage learners and teachers to participate in online learning courses, especially to promote effective communication and collaboration between students and scholars^{xli}.

2.5 Perceived usefulness

Perceived effectiveness and usefulness had been defined by Davis^{xlii} as degree of belief that using a system, object and subject can improve the current performances. Technology are providing ease of use with variety of function. Perceived usefulness can define as functions ascribe of a performance to fulfill person need and want, through owing of the item, use, and usage of an item. In TAM, attitude considered as perception sign include evaluation elements of events, self and activities. Zanna and Rempel^{xliiii} had defined "intention" as the person's willingness to act some specific behaviors. The "attitudes" and "intention" are believed bring significant of effect towards the perception and acceptance of new technology based on the TAM model. There are many researchers claim their opinions on effects of perceived usefulness on attitudes in order to affect the usage intention of (acceptance and perception) new technology. Attitude had been indicated as perceptual sign that occurred internally in human body and affect by perceived usefulness^{xliv}. Furthermore, perception of usefulness leads out the intention when an individual plans to combine his or her attitudes and behavior to perform some specific actions. Effectiveness of social media platform such as Facebook offers users to share, contact and build relationship with other people. Research Everson et al.^{xlv} stated social media allows to keeps user profile will be privacy and safety through a variety of customized settings. Moreover, apart from serving as a social media site, Facebook have provided other features such as email, bulletin board and instant messaging, can easily propagate information^{xlvi}. In fact, examining the impact of social network curriculum participated such as Facebook that show positive relationships on students' online learning experience, enhance connect with peers and adapt into new college life styles. Schroeder, Minocha and Schneider^{xlvii} indicates that social media are provide different functionality for different purpose needs, increasingly popular access flexibility and easy use of social technologies. It shows that social media become useful tools to improve and enhance their academic learning. Furthermore, it can enhance learner's memories and learn more for

academic activities. Another advantage of social media available free to charge or require marginal investment through internet.

METHODOLOGY

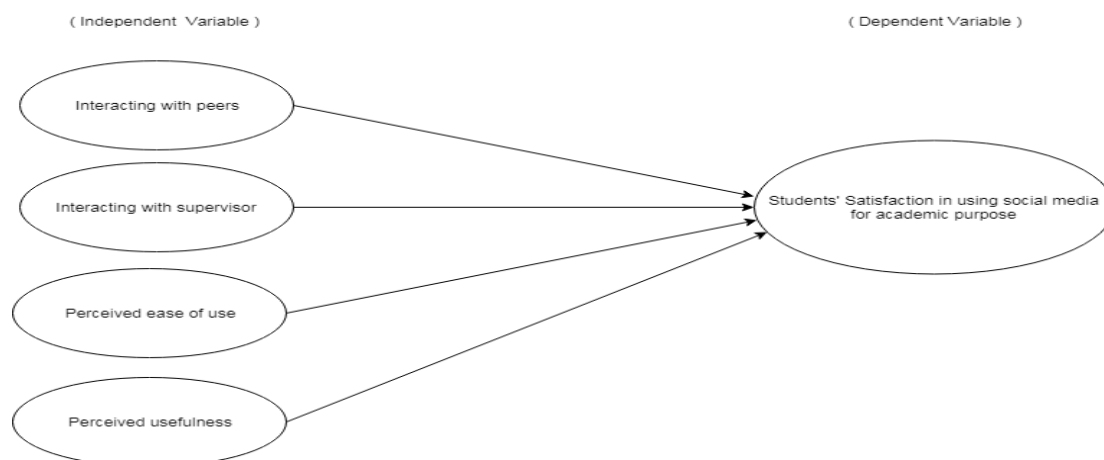


Figure 1. Research Framework (developed for this research)

Figure 1 gives a clear and basic visual for the audiences about the relationships between the independent variables and dependent variables. The reasons behind the relationship are the main motivation to conduct this research. The independent variables of this research consist of interacting with peers, interacting with supervisor, perceived ease of use and perceived usefulness. However, dependent variable of this study consists students' satisfaction in using social media for academic purpose, it has the major priority in this study. This study is mainly focused on the factors influencing students' satisfaction in using social media for academic purpose. The research will include target respondent, sampling size and sampling method. However, research was broadly collecting quantitative and qualitative data from external sources. The survey questionnaire was provided to collect quantitative data from the target respondents in order to test the results and compare it to researcher's hypotheses. In research design, there was a descriptive study to show how the dependent variable had a significant relationship between independent variables. It was to determine students' satisfaction in using social media for academic purpose who are around 18 to 26 years old are still studying in higher education level. The questionnaire was distributed around Malacca area which target students such as Multimedia University (MMU), Universiti Teknikal Malaysia Malacca (uTeM) and many more. To make the work and process smoother and more effective, scope for the groups of respondents was narrowed down to university and college students. This research used printed questionnaire to collect the data from respondents who were still in higher education level, and the area for distribute the questionnaire is Multimedia University (MMU), Universiti Teknikal Malaysia Malacca (uTeM) and a target of 200 students answered the questionnaire for this research. In this step, the convenience sampling method was used to complete the designed questionnaire. Moreover, convenience sampling method has been used due to they enable the researchers to conduct large amount of interviews faster, accurate and cost effectively. The questionnaire was used as an important tool to generate feedback due to it was a low-cost way to collect data from great number of respondents. This questionnaire was designed using English language, to provide a better understanding to the

respondents. In addition, this questionnaire included three parts of study which was divided into section A, B and C. From the questionnaire, researchers had to adjust and examine all the data collected in order to ensure all data is reliable and useful information. In addition, 200 copies of the questionnaire were complete and comprehensive. The tool that was used for analysis was Statistical Package of the Social Science (SPSS). SPSS can be used to analyze and calculate precise statistical statistics.

RESULTS AND FINDINGS

The data collected from 200 respondents was analyzed and calculated. The aim was to make sure the data collected from 200 respondents was reliable. The Statistical Package for Social Sciences (SPSS) was used to check on the quantitative data. All the results and data were separated into several parts which includes Descriptive Analysis, Reliability Analysis and Multiple Linear Regression. Descriptive Analysis mainly focused on analysis of the demographic data collected and arranged those data in proper and neat manner analysis. Reliability test will test the independent variables' and dependent variables' trustworthiness for the survey conducted. Multiple Linear Regression discusses the strength of dependent variable explained and test for the hypotheses

4.1 Descriptive Statistics

Table1: Demographic Information

Variables		Frequency	Percentage
Gender	Male	100	50
	Female	100	50
Age	18-20 years old	53	26.5
	21-23 years old	73	36.5
	24-26 years old 26+ years old	47 27	23.5 13.5
Frequency of Social Media Usage	Once a day	9	4.5
	2-5 times a day	14	7.0
	6-10 times a day	25	12.5
	11-15 times a day	52	26.0
	More than 15 times a day	100	50.0
	Purpose of Using Social Media	Stay in contact with friends	59
Communicate with classmates		53	26.5
Let others know what is happening in my life		37	18.5
Connect with people I have lost touch with		51	25.5
		92	46.0
Opinion about		73	36.5
	It would be convenient Opportunity to connect with	22	11.0

Using Social Media for Academic Purpose	classmates on SNS Social Media is for personal/social-not for education My privacy will be invaded	13	6.5
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According to the survey, most of the responses are from respondents that are aged between 21-23 year's old which there is a total of 73 respondents (36.5%). The following was respondents who are aged from 18-20 years' old are second highest with 53 respondents (26.5%). Next, 47 of the respondents were from the age between 24-26 years' old with 23.5%. There were only 27 of respondents (13.5%) in the range of 26 or above. From this study, it is found that 100 respondents or 50% with a frequency of social media usage of more than 15 times a day. The second highest were 52 respondents and 26% are consists 11-15 times a day. There were less than half of the respondents which 25 (12.5%) and 14 (7.0%) respondents consist of 6-10 time a day and 2-5 times a day. The lowest frequency of social media usage was only 9 respondents (4.5%) in once a day. The survey also divided the respondents based on purposes of using social media. According to Table 1, it shows that 59 respondents (29.5%) were considering purpose of using social media to stay in contact with friends. However, 53 respondents (26.5%) and 51 respondents (25.5%) were thinking of communicating with classmates and connecting with people that they have lost touch. There were 37 respondents (18.5%) who believed that the purpose of using social media is to let others know what is happening in their life. Moreover, among 200 respondent's opinion about using social media for academic purpose, 92 respondents (46%) are consider it would be convenient. Second largest were opportunity to connect with classmate on SNS which is considered 73 respondents (36.5). Next, 22 of respondents were from the social media wasfor personal social not for education with 11%. There were only 13 respondents (6.5%) who felt that their privacy would was invaded.

4.2 Descriptive Analysis

Table2: Total Mean & Standard Deviation

Dependent Variable	Mean	Standard Deviation
Students' Satisfaction in Using Social Media For Academic Purpose	4.1750	0.89979
Independent Variables	Mean	Standard Deviation
Interacting with peers (INT-P)	4.1650	
Interacting with supervisor (INT-S)	4.1600	0.95877
Perceived ease of use (PEU)	4.1700	0.94312
Perceived usefulness (PU)	4.1870	0.91876
		0.93423

According to the data above, it shows that the SPSS result of 200 respondents' mean and standard deviation. For the five variables above, perceived usefulness has the highest mean

which is 4.1870. It showed perceived usefulness (PU) had higher significant effect towards the students' satisfaction in using social media for academic purpose. While for the lowest mean was interacting with supervisor which was 4.1600, followed by 4.1650 mean for Interacting with peers, 4.1700 for perceived ease of use and 4.1750 for students' satisfaction in using social media for academic purpose. For the part of standard deviation, the highest standard deviation was 0.95877 for interacting with peers and the lowest standard deviation was 0.89979 for students' satisfaction in using social media for academic purpose. Other than that standard deviation of 0.94312 for interacting with supervisor, 0.91876 for perceived ease of use and 0.93423 for perceived usefulness.

4.3 Reliability Test

Table3: Reliability Analysis

Dependent Variable	Cronbach's alpha	Number of items
Students' Satisfaction in Using Social Media For Academic Purpose	0.976	5
Independent Variables	Cronbach's alpha	Number of items
Interacting with peers (INT-P)	0.972	4
Interacting with supervisor (INT-S)	0.969	4
Perceived ease of use (PEU)	0.971	5
Perceived usefulness (PU)	0.979	5

For the purpose of estimating the internal consistency of each construct, Cronbach's alpha was implemented in this research. In the table shown above, the Cronbach's alpha for all items was above the benchmark of 0.70. According to Sekaran (2000) suggest that to certify the reliability of items, 0.70 is the acceptable level. In the above table shows the reliability test with Cronbach's Alpha of 4 independent variables and 1 dependent variable. Based on the results above, all of the variables need to meet minimum requirement level of which is 0.7. This can be explained as the data was reliable and consistent. The independent variable in this test that is interacting with peers with Cronbach's Alpha 0.972, interacting with supervisor is 0.969, perceived ease of use is 0.971 and perceived usefulness is 0.979. Furthermore, the dependent variable of the test is students' satisfaction in using social media for academic purpose and its Cronbach's Alpha is 0.976. Based on all the results are above 0.7, it proves the questions with all variable were reliable in this study.

4.4 Multiple Linear Regressions

Table4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
	B	Std. Error	Beta			
(Constant)	.264	.076		3.470	.001	

INTP	.311	.049	.331	6.291	.000	.117
INTS	.504	.067	.529	7.515	.000	.066
PEU	.013	.063	.014	.211	.833	.077
PU	.111	.058	.115	1.906	.053	.090

According to table 4, the results of the independent variables were positive by using SPSS. When p-value is equal or less than 0.5, then multiple linear regressions might be accepted as positive relationship. Therefore, table 4 shows that interacting with peers and interacting with supervisor had a significant positive relationship towards students' satisfaction in using social media for academic purpose which were 0.000 p-value for each variable. Surprisingly, perception ease of use and perception ease of usefulness was found that did not contribute significantly to the success of student's satisfaction in using social media for academic purpose. This is because perception ease of use has P-Value (0.833) and perceived usefulness had P-Value (0.053) higher than 0.05 had shown that is not significant with students' satisfaction in using social media for academic purpose.

4.5 Hypotheses Summary

Table5: Hypotheses Summary

No	Hypothesis	P-Val ue	Resu lts
H 1	There is a significant relationship between interacting with peers and students' satisfaction in using social media for academic purpose.	0.00	Supp orted
H 2	There is a significant relationship between interacting with supervisor and students' satisfaction in using social media for academic purpose.	0.00	Supp orted
H 3	There is a significant relationship between perceived ease of use and students' satisfaction in using social media for academic purpose.	0.83	Reje cted
H 4	There is a significant relationship between perceived usefulness and student's satisfaction in using social media for academic purpose	0.53	Reje cted

CONCLUSION

Based on the data collected and also information from this research, that are highly beneficial and valuable to the students, supervisor, learning institution and government. From the study, we will able to know and understand about factors influencing students' satisfaction in using social media for academic purpose. Through these factors that field of learning institution are deep understand and clear related students' satisfaction in using social media for academic

purpose. In part of the questionnaire, the view and opinion of the students has been collected. In result are shows that are 2 variables that are found to be have significant relationship toward students' satisfaction in using social media for academic purpose. The other 2 variables did not have any significant relationship towards students' satisfaction in using social media for academic purpose.

Interacting with peers have significant relationship with students' satisfaction in using social media for academic purpose. When students are interacting with each other within learning activities, students will become more excited to understand, more conscious, more engaged, and more likely to change their thoughts together with classmates. Study from Patera, Draper, and Naef^{xlviii}, students who are using social media in learning activities for the purpose interaction and conversation, promote thematic discussion and exchange information between students and peers. Hence, interacting with peers enable students' ability to create content sharing and effective collaborative learning.

The second variable significant with dependent variable which is interacting with supervisor. Nowadays, social media is become acceptance and gradually used at universities. Number of lecturers and students increase use social media to conduct instruction and learning in the classroom, provide a channel to establish the relationship between lecturers and students, and effectively promote the interaction between lecturers and students. In addition, lecturers and tutors enhance learning process through using social media to reply students' questions, publish homework, distribute tasklesson plans, send announcement, updates information, provide feedback, arrange or declare coming soon incident, share information and various content.

The third variable show do not significant with dependent variable is perceived ease of use. Although social media are perceived ease of use but not always appropriate nor successful vehicles for teaching and learning activities. Based on research are show that most people are not using social media in the right conditions. Social media can be misused or abused for other purposes. Students are using social media such as Facebook and Twitter are participation within the classroom learning it will divert students' attention and lead disruptive to the effective learning process.

Last but not least, perceived of usefulness has no significant relationship with students' satisfaction in using social media for academic purpose. Even social media provides perceived usefulness but low percentage of students and supervisor are using social media for academic purpose. The research shows people prefer using social media for entertainment rather than academic purpose.

5.1 Limitation of Study

This research has some limitations. Limitations in learning and approving for future researchers is important as a way of improving the quality of research. It is impossible all possibilities and factors can be included in a single research as several limitations exposed in the processes of conducting the research. The main weakness of the research is time constraint. There are only 14 weeks for the data collections and result analysis. The limitation obligated the author to complete the research in predefined period and it is impossible to achieve large group of respondents in shorter time.

Besides that, the respondents were limited because there were only have 200 respondents in this research. A portion of the respondents did not read the questionnaire; they just answered

the questionnaire casually. They just tick the answer randomly because they do not want to spend more time in the questionnaire.

5.2 Suggestions for Future Research

For the future researcher that need to study a research, there are a few conditions that researchers require which is data analysis of the research can be more precise and clearer. Other than that, the result of the research can be more correct and more trustworthy for the future researchers. To overcome the limitation of insufficient time to distribute and collect printed questionnaire, it is recommended distributing the questionnaire through online. Using online questionnaire can distribute to more wider area. Otherwise, if using printed questionnaire, the distributor needs to solve the problem immediately which respondents are facing when they are answering the questionnaire. The distributor can save more time if using online questionnaire to collect the opinion from 200 respondents.

Since only 200 questionnaires were collected in this study. For the future researcher that need to study a research, there are a few conditions that researcher require which is increase the respondents from 200 to 500 respondents. The results of the study can be improved in term of consistency and accuracy. The high accuracy and consistency results may reduce the biases and issues occurred in the process of the study. In addition, the questionnaire was distributed to only just a few places. Therefore, it is advisable to expand the places of distribute the questionnaire. This allows future researchers to get a bigger response and a broader perspective.

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