

AN EMPIRICAL ANALYSIS OF SOCIAL MEDIA USAGE AMONG UNDERGRADUATE LIBRARY AND INFORMATION STUDIES (LIS) STUDENTS AT YADANABON UNIVERSITY

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Abstract

The study examines social media usage among undergraduate students in the Department of Library and Information Studies at Yadanabon University, Myanmar. The research applied a quantitative method and also involved 90 students from first-year to third-year honors. Results showed that most students use social media for academic and non-academic purposes, with the highest usage levels among fourth-year students. However, students reported less frequent sharing of academic content, limiting their activity to "sometimes." The study found a significant difference in social media usage across academic years, suggesting that student year level influences the time spent on social media. No significant correlation was found between the frequency of social media usage and content-sharing behaviors for academic purposes. The findings suggest the need for further research on factors influencing social media usage among LIS students to promote academic engagement and improve digital literacy skills.

Keywords: Social Media Usage, Undergraduate Students, Library and Information Studies, Myanmar

Introduction

In the 1990s, the internet revolutionized information access and consumption, transforming the way people share and consume knowledge. As technology evolves, innovative educational tools and platforms will likely reshape how future generations engage with knowledge (McHaney, 2023).

Similarly, the internet is a vital tool in the 21st century, transforming daily life and enabling personal and professional growth. Because of its rapid development, web-based services such as websites and social media platforms have emerged. Digital literacy is crucial for informed decision-making and active community participation. The evolution of internet technologies promises to further enhance connectivity and information access, shaping the future in unprecedented ways (Anurogo, Ramba, Putri and Putri, 2023).

According to Page et al. (2022), internet-based sites and services define social media as platforms that promote social interaction among users. The study also highlights that the language used in social media has attracted significant attention from linguists. This interest stems from the unique ways in which social media shapes communication, influences language evolution, and fosters new forms of expression. As social media continues to evolve, it will be crucial for researchers to explore its impact on linguistic trends and user interaction.

Consequently, Web 2.0 technologies have significantly impacted student behavior, with social media (SM) emerging as an open-source platform for sharing information. This shift enhances collaborative learning, networking, and academic support, providing diverse perspectives and global connections (Vikas and Nanda, 2020). Undergraduate students widely use social media, which significantly impacts their academic and social lives (Taylor, 2020). The research indicates that nearly all students engage with these platforms for various reasons, highlighting the prevalence of social media in their daily routines. Because of its widespread use,

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students can now access different points of view and knowledge, improving their learning and building global connections.

While some studies (Ko, 2019; Tonnesson, Oo, and Aung, 2022; Smith and Smith, 2022; Hamza et al., 2024) have focused on various topics related to social media usage among users in Myanmar, some local scholars are also examining social media usage in relation to their respective professional fields. Oo, Soe, and Oo (2021) also emphasized the importance of internet utilization and internet addiction (IA) among third-year medical students in Myanmar's medical institutions. They highlighted internet addiction among medical students in Myanmar, highlighting research gaps, the need for longitudinal studies, comparative studies, and targeted guidelines.

A study by Win et al. (2017) conducted at Kyaukse University in Myanmar found a significant association between social network addiction (SNA) and anxiety among university students aged 16–23. Of the 400 students, 27.5% were addicted to SN, and 36.5% suffered from anxiety. The study suggests that parents, teachers, and authorities should be involved in controlling internet use and encouraging similar research to explore other SNA side effects in different populations and age groups.

Moreover, numerous universities across different countries have conducted studies to examine this phenomenon. A study on social media usage among LIS students at Dhaka University highlights its potential for transforming education in Bangladesh. However, the low response rate and limited sample size limit its applicability to all students. The department and the University of Dhaka need further research to explore how these platforms can enhance teaching and learning (Atikuzzaman, 2021).

Besides, Buarki and Sung (2024) carried out a comparative study on how students in Kuwait and Taiwan use social media (SM) to access information about Library and Information Science (LIS) programs, including the amount of time they spend, the tools they use, the reasons they use them, and their usage patterns. The study also aimed to identify the challenges encountered in facilitating LIS learning and collaboration.

However, some scholars have overlooked the specific focus on social media usage among undergraduate students in various subjects at public universities in Myanmar. Oo, S. H. (2019) investigated the purpose of using social media in female students' master programs at Yangon University of Economics. Similarly, Phyo (2020) analyzed the benefits and risks of using the Internet and social media among 210 undergraduate students from Yangon University of Economics. Therefore, this article highlights the primary purpose of social media usage among undergraduate students in the Library and Information Studies (LIS) program at Yadanabon University.

To explain this in more detail, Yadanabon University, established in 1999 in Amarapura Township, Myanmar, aims to provide quality education and support regional development. It has expanded to include 21 departments of art and science, including library and information science, and is committed to academic excellence and research, significantly impacting the educational landscape in upper Myanmar.

Additionally, the Department of Library and Information Studies (LIS) at Yadanabon University was established in 2002 to equip students with skills in library and information management. As of 2024, it serves a growing number of students, highlighting the field's

importance in the digital age. The curriculum balances theoretical and practical knowledge for diverse career opportunities. Faculty members have increased from 7 to 14, enhancing expertise and student support, with a commitment to advancing the LIS field. Currently, the department is also offering courses from undergraduate to master's degrees and postgraduate diplomas. Nevertheless, this study focused only on the social media usage of the LIS undergraduate students of social media usage. As a research gap, there was no specific focus on undergraduate students any of the specific fields at public universities in Myanmar. Therefore, the main reason for this paper is to investigate the LIS undergraduate students' primary purpose usage on social media regarding their academic performance and knowledge acquired.

Aim and Objectives

The initial objective of this study is to explore how the Library and Information Studies undergraduate students of Yadanabon University are using various social media platforms for their primary purpose regarding information seeking, knowledge acquiring, and academic performance.

1. To investigate the approach of information searching by undergraduate students of LIS
2. To discriminate the most frequently used social media platforms by undergraduate students of LIS
3. To identify the primary purpose of use for social media
4. To analyze the relationship between social media usage regarding academic performance and knowledge improvement
5. To provide suggestions for social media usage effectively

Scope of The Study

This study investigated social media usage among undergraduate students in Library and Information Studies (LIS) at Yadanabon University. The study area was defined by academic year: 1st year, 2nd year, 3rd year, 4th year, First Year Honors, Second Year Honors, and Third Year Honors. This approach was strata and also chosen to capture the diverse experiences and perspectives of students regarding their use of social media for academic purposes.

Research Methods

According to Bartlett, Kotrlik, and C.Higgins (2001), Cochran's Sample Size Formula is appropriate for a small sample size. Therefore, this study applied the formula $n_0 = Z^2 \cdot P \cdot (1-P) \div E^2$ and the adjusted finite population correction $n = n_0 / 1 + n_0 - 1/N$. As a result, 73 respondents are appropriate and sufficient sample size for this study. Therefore, this research employed a stratified random sampling method to ensure representation across different academic levels of undergraduate students in the Library and Information Science (LIS) department at Yadanabon University. This study combines descriptive and cross-sectional survey research using a quantitative method. These methods were chosen for two key reasons: first, they provide a statistically robust way to gather data from undergraduate students specializing in Library and Information Studies at Yadanabon University, Amarapura Township, Mandalay Division. Second, this study represents pioneering research within this population, aimed at exploring how

LIS undergraduate students use social media to acquire general knowledge and for academic purposes, reflecting the trends of the modern era.

Research Questions

1. How do the respondents approach information searching for their acquiring knowledge?
2. Which type of social media platform is most frequently used?
3. What is the primary purpose of using social media?
4. What is the relationship between social media usage regarding academic performance and knowledge improvement?
5. How to give suggestions for social media usage effectively?

Research Outcomes

As a result, this research revealed that undergraduate students were most interested in using social media, particularly Facebook, primarily for entertainment and, to a lesser extent, for academic purposes to enhance their educational knowledge. Consequently, LIS teachers should guide students on how to use social media effectively for academic development and provide training on AI platforms to further enhance their academic skills. Additionally, teachers should consider setting up a page or website related to the LIS program in the Myanmar language to motivate and engage LIS students.

Literature Review

Nowadays, social media platforms have become essential components of university students' everyday routines, exerting influence on their social behaviors, academic pursuits, and career growth. Therefore, this literature review presents the increasing reliance on social media among university students around the world.

Subsequently, Arslan (2018) also researched the social media usage of undergraduate students of 13 Universities from 23 countries. The result points out that there is a weak but positive role of social media in increasing class participation and preparation, which is related to higher academic performance. Following the assumption, undergraduate students in many countries have applied the social media since during 2015-2016 Academic Year.

Furthermore, Alshalawi (2022) investigated the influence of social media networks (SMNs) on the academic performance of (453) undergraduate students from five public universities in the Kingdom of Saudi Arabia. The study identifies that female students tend to spend more time on social media for both general and academic purposes compared to male students. However, there are no significant gender differences in multitasking with social media during schoolwork.

Similarly, Alamri (2019) also conducted that social media usage for personal purposes is positively related to academic performance, but no significant relationship is found for educational and occupational purposes in Saudi Arabia. The study was also based on a small sample size of 132 undergraduate students in the Education College at King Faisal University in Saudi Arabia (Alamri, 2019).

Additionally, Lau (2017) also analyzed about the undergraduate students' use of social media for academic performance at a comprehensive university in Hong Kong. According to the result, using social media for academic purposes does not significantly predict academic

performance, whereas using it for non-academic purposes, such as video gaming, and multitasking with social media negatively impacts academic performance.

However, Agholor, Agholor, and Aborisade (2020) clarified that social media use significantly negatively impacts students' academic performance when assessed using a real-time observation approach and time management equation. Hence, social media usage is very trending in human society including academics for many years in other countries. Also, the positive and negative impacts have been reported by many fields of scholars.

In their studies, many professional scholars in their respective fields have explored specifically the social media usage of university students on public universities in Myanmar (Kyaw Sann Win and et al. 2017; Phyo, 2020; Oo S. H., 2019; Oo, Soe, and Oo, 2021). Therefore, the reviews aim to provide a comprehensive understanding of the topic and identify gaps that need to be addressed, particularly in Library and Information Science (LIS) education at Yadanabon University, Mandalay Division, Amarapura Township.

As a result, the study contributes to social media usage behavior and knowledge acquired among LIS undergraduate students, highlighting the benefits of effective information use and providing insights for faculty based on social media usage of undergraduates' academics. Besides, it provides an empirical analysis of their usage patterns, motivations, and outcomes, aiming to fill a gap in research on how social media platforms are integrated into their academic and social lives.

Data Collection and Analysis

The study aimed to cover undergraduate students of during 2023-2024 academic year from undergraduate students and got responses from a total of 90 students at Yadanabon University. The survey began in the first week of September 2024 and continued through the second week of September 2024. The type of questionnaire is self-administrated and also included various sections to assess students' social media usage behaviors, academic engagement, and perceptions of the impact of social media on their academic performance. The researcher distributed 100 printed questionnaires to every undergraduate of class by requesting the tutors. The collected data were downloaded to Excel and then analyzed using both MS Excel and IBM SPSS version 25. Descriptive statistics were used to analyze the demographic information of the students concerning their social media usage.

Undergraduate Demographic Profile

The study aimed to cover the students of nine batches of the department of LIS students who are studying for the 2023-2024 academic year at Yadanabon University. Fourth-year students will graduate soon in this academic year and the rest of the students will continue studying respectively. A total of 90 students responded to the survey. Overall, the majority are either in the 2nd, 4th, or 1st-year honors academic categories. Most participants lived on campus and access the internet primarily from home. Smartphones are the most common device used, and the majority use their phone number for online accounts (Table 1).

Table 1. Demographic Profile of LIS Undergraduate Students

No	Demographic	Respondents	Frequency(N)	Percentage (%)
1	Gender	Male	21	23.3%
		Female	69	76.7%
2	Age	18-21	36	40%
		22-25	52	57.8%
		Over 25	2	2.2%
3	Undergraduate	1 st year	15	16.7%
		2 nd year	18	20%
		3 rd year	13	14.4%
		4 th year	20	22.2%
		1 st year honors	11	12.2%
		2 nd year honors	3	3.3%
		3 rd year honors	10	11.1%
4	Residence	On Campus	68	75.6%
		Off Campus	14	15.6%
		Commuter	8	8.9%
5	Access the Place	At Home	60	66.7%
		At University	9	10%
		University Library	6	6.7%
		Mobile Data	10	11.1%
		Public Wi-Fi	5	5.6%
6	Guidance	Yes	48	53.3%
		No	42	46.7%
7	Device	Smart Phone	88	97%
		Tablet	2	2.2%
Total			90	100%

Using the Different Types of Social Media by Undergraduate Students

According to the results in Table 2, Facebook and TikTok were the dominant social media platforms across all academic years. 4th-year students showed the highest usage across many platforms, especially Facebook, TikTok, and YouTube. Honors students generally have lower usage rates compared to regular students but still showed moderate usage on platforms like

Facebook, TikTok, Telegram, and YouTube. WeChat and LinkedIn were the least popular platforms among all students.

Table 2. Using the different types of social media by Undergraduate students

Using the Different Types of Social Media by Undergraduate Students									
Undergraduate									
No	Type of Social media	1st year	2nd year	3rd year	4th year	1st year honors	2nd year honors	3 rd year honors	Total
1	Facebook	13.3%	12.2%	12.2%	20%	11.1%	2.2%	10%	81.1%
2	Tiktok	7.8%	16.7%	8.9%	18.9%	12.2%	1.1%	8.9%	74.5%
3	Telegram	5.6%	8.9%	5.6%	16.7%	6.7%	0%	8.9%	52.4%
4	Youtube	3.3%	7.8%	3.3%	15.6%	7.8%	1.1%	10%	48.9%
5	Messenger	3.3%	5.6%	2.2%	12.2%	7.8%	3.3%	5.6%	40%
6	Instagram	2.2%	4.4%	4.4%	8.9%	6.7%	0%	4.4%	31%
7	Snapchat	0%	1.1%	1.1%	1.1%	2.2%	0%	4.4%	9.9%
8	Twitter	1.1%	3.3%	1.1%	1.1%	1.1%	0%	1.1%	8.8%
9	WhatsApp	0%	0%	0%	1%	3%	0%	2 %	6 %
10	Others	0%	0%	0%	1.1%	1.10%	1.1%	0%	3.3%
11	WeChat	0%	0%	0%	0%	0%	0%	1.1%	1.1%
12	LinkedIn	0%	0%	0 %	1.1%	0 %	0%	0%	1.1%

Reason for Social Media Usage by Undergraduate Students

As a general observation, entertainment was the primary reason students used social media, with the highest usage across all academic years. Furthermore, connecting with friends and family was also a major reason, particularly for 4th-year and 2nd-year students. New information and updates and academic purposes were less prominent, though 4th-year students led in both categories. Professional networking was the least common use for social media among students, with only a small percentage (6.7%) using it for this purpose, and the highest usage seen among 2nd-year students see (Table-3).

Table 3. Reason for Social Media Usage by Undergraduate Students

Reason for Social Media Usage by Undergraduate Students								
Undergraduate								
Reason for Social Media Usage	1st year	2nd year	3rd year	4th year	1st year honors	2 nd year honors	3 rd year honors	Total
Entertainment	5.6%	10%	8.9%	17.8%	8.9%	2.2%	7.8%	61.1%

Reason for Social Media Usage by Undergraduate Students								
Undergraduate								
Connecting with friends and family	7.8%	12.2%	5.6%	13.3%	8.9%	1.1%	7.8%	56.7%
New and Information	3.3%	4.4%	8.9%	12.2%	2.2%	3.3%	4.4%	38.9%
Academic	6.7%	3.3%	5.6%	5.6%	2.2%	1.1%	6.7%	31.1%
Professional Networking	0%	3.3%	0%	2.2%	0%	0%	1.1%	6.7%

Using Social Media for Academic Purposes

As an overall observation, the majority of students (37.8%) reported always using social media for academic purposes, while 30.0% used it frequently. Occasional use accounted for 22.2%. Rare and never use were quite low, at 5.6% and 4.4% respectively. The 4th-year students had the highest overall use for academic purposes, with a significant percentage using it always and frequently. Second Year Honors students showed the lowest total usage for academic purposes (Table 4).

Table 4. Using Social Media for Academic Purposes

Using on Social Media for Academic Purpose						
Undergraduate	Never	Rarely	Occasionally	Frequently	Always	Total
1st year	0%	1.1%	7.8%	1.1%	6.7%	16.7%
2nd year	2.2%	2.2%	3.3%	4.4%	7.8%	20 %
3rd year	0%	1.1%	2.2%	6.7%	4.4%	14.4%
4th year	1.1%	1.1%	5.6%	6.7%	7.8%	22.2%
1st year honors	0%	0%	1.1%	5.6%	5.6%	12.2%
2nd year honors	0%	0%	2.2%	1.1%	0%	3.3%
3rd year honors	1.1%	0%	0%	4.4%	5.6%	11.1%
Total	4.4%	5.6%	22.2%	30%	37.8%	100%

Sharing on Social Media for Academic Purposes

According to (Table-5), sometimes sharing academic content was the most common behavior among all students (37.8%), followed closely by often sharing (36.7%). Always sharing is relatively low at 14.4%. Never sharing accounted for 7.8%, and rarely sharing for 3.3%. The 4th-year students had the highest overall activity in sharing academic content, particularly with a high proportion of often and always sharing. The 2nd year honors students reported the lowest engagement in sharing academic content.

Table 5. Sharing on Social media for Academic Purposes

Sharing on Social Media for Academic Purposes by Undergraduate						
Undergraduate	Never	Rarely	Sometimes	Often	Always	Total
1st year	1.1%	1.1%	10%	4.4%	0%	16.7%
2nd year	1.1%	2.2%	6.7%	7.8%	2.2%	20%
3rd year	2.2%	0%	4.4%	4.4%	3.3%	14.4%
4th year	2.2%	0%	5.6%	7.8%	6.7%	22.2%
1 st year honors	0%	0%	8.9%	2.2%	1.1%	12.2%
2 nd year honors	0%	0%	0%	3.3%	0%	3.3%
3 rd year honors	1.1%	0%	2.2%	6.7%	1.1%	11.1%
Total	7.8%	3.3%	37.8%	36.7%	14.4%	100%

Spent Time on Social Media for Academic Purposes

According to Table-5, the most common duration of social media use across all students was 3-4 hours (27.8%), followed by 1-2 hours (25.6%). A significant portion of students also reported using social media for more than 6 hours (21.1%) and 5-6 hours (18.9%). Less than 1 hour of social media use was the least common (6.7%). The 4th-year students had the highest total percentage of usage, with a diverse distribution across all categories. The 2nd year honor students reported the lowest overall use, with no students spending more than 6 hours on social media.

Table 6. Spent Time on Social media for Academic Purposes

Academic Year* Duration of Social media						
Year	Less than 1 hour	1-2 hours	3-4 hours	5-6 hours	More than 6 hours	Total
1st Year	4.40%	4.40%	2.20%	3.30%	2.20%	16.70%
2nd year	1.10%	7.80%	11.10%	0.00%	0.00%	20.00%
3rd year	0.00%	0.00%	3.30%	4.40%	6.70%	14.40%
4th year	0.00%	4.40%	7.80%	6.70%	3.30%	22.20%
1 st Year Honors	0.00%	6.70%	3.30%	1.10%	1.10%	12.20%
2 nd Year Honors	0.00%	1.10%	0.00%	2.20%	0.00%	3.30%
3 rd Year Honors	1.10%	1.10%	0.00%	1.10%	7.80%	11.10%
Total	6.70%	25.60%	27.80%	18.90%	21.10%	100.00%

Receiving the Information on Social Media for Academic Purposes

Table 7 shows that LIS undergraduate students predominantly use posts and videos to receive information from social media, with less focus on stories, messages, and live interactions. Videos (57.7%) and posts (56.7%) were the most popular methods for receiving information, followed by stories (21%) and messages (16.6%). Live content (9.9%) and other formats (5.5%) were the least commonly used.

Table 7. Receiving the Information on Social Media for Academic Purposes

Receiving the Information from Social Media						
Year	Post	Video	Stories	Message	Live	Other
1st year	6.7%	12.2%	2.2%	2.2%	0%	0%
2nd year	15.6%	10%	3.3%	1.1%	2.2%	0%
3rd year	8.9%	8.9%	2.2%	1.1%	3.3%	1.1%
4th year	13.3%	13.3%	5.6%	5.6%	0%	2.2%
1 st year honors	7.8%	7.8%	3.3%	2.2%	2.2%	1.1%
2nd year honors	1.1%	1.1%	0%	1.1%	0%	0%
3rd year honors	3.3%	4.4%	4.4%	3.3%	2.2%	1.1%
Total	56.7%	57.7%	21%	16.6%	9.9%	5.5%

Browsing the Type of Vlogs on Social Media

According to Table 8, food, beauty, and travel-related vlogs were the most popular among undergraduates, reflecting broader lifestyle interests. However, the lower engagement with academic, political, and educational content highlights a focus on entertainment and personal interests over professional or educational growth through social media. Among students, 4th-year students were the most diverse in their vlog consumption, engaging across a wide range of categories, from lifestyle to political and academic content. First-year students leaned more toward food (5.6%) and cooking vlogs (4.4%), while their engagement with professional, academic, or educational content was limited. Honors students showed varied interests: first year honors students were more focused on beauty, entertainment, and food vlogs, while second year honors students browsed the least across most vlog types, indicating a narrower range of interests.

Table 8. Browsing the type of Vlogs on Social Media by Undergraduate Students

Browsing the Type of Vlogs on Social Media								
	1 st year	2 nd year	3 rd year	4 th year	1 st year honors	2 nd year honors	3 rd year honors	Total
Food	5.6%	11.1%	7.8%	11.1%	8.9%	1.1%	7.8%	53.4%
Travelling	2.2%	10%	5.6%	12.2%	5.6%	0%	7.8%	43.4%
Beauty	2.2%	7.8%	4.4%	12.2%	7.8%	1.1%	7.8%	43.3%

Browsing the Type of Vlogs on Social Media								
	1 st year	2 nd year	3 rd year	4 th year	1 st year honors	2 nd year honors	3 rd year honors	Total
Entertainment	2.2%	6.7%	4.4%	13.3%	6.7%	2.2%	6.7%	42.2%
Cooking	4.4%	7.8%	4.4%	10%	5.6%	0%	5.6%	37.8%
Health	1.1%	5.6%	2.2%	11%	3.3%	0%	6.7%	30%
Shoppings	4.4%	4.4%	4.4%	5.6%	5.6%	0%	2.2%	26.6%
LifeStyle	1.1%	3.3%	2.2%	6.7%	1.1%	0%	8.9%	23.3%
Motivation	1.1%	4.4%	1.1%	8.9%	1.1%	0%	5.6%	22.2%
Pet	0%	2.2%	2.2%	7.8%	2.2%	1.1%	5.6%	21.1%
Relationship	3.3%	3.3%	2.2%	4.4%	2.2%	0%	1.1%	16.5%
Natural	1.1%	2.2%	1.1%	7.8%	2.2%	0%	1.1%	15.5%
Political	1.1%	2.2%	4.4%	4.4%	3.3%	0%	0%	15.4%
Academic	2.2%	3.3%	1.1%	4.4%	3.3%	0%	0%	14.3%
Other	0%	3.3%	2.2%	2.2%	0%	0%	2.2%	9.9%
News	1.1%	0%	1.1%	5.6%	0%	1.1%	0%	8.9%
Technology	0%	3.3%	1.1%	2.2%	0%	0%	2.2%	8.8%
Religious	2.2%	0 %	2.2%	2.2%	0%	0%	1.1%	7.7%
Agriculture	0%	0%	0%	3.3%	1.1%	0%	1.1%	5.5%
Artists	0%	0%	0%	3.3%	0%	1.1%	0%	4.4%
Sex	0%	0%	0%	1.1%	0%	1.1%	1.1%	3.3%

Making Accounts for Social Media Platform Usage

Table 9 shows the percentage of undergraduate students who created social media accounts using phone numbers or Gmail. The majority of students preferred phone numbers for creating accounts, with 68.90% using phone numbers and 31.10% using Gmail. The data showed that 14.4% of first-year students used a phone number and 2.20% used Gmail, while 15.6% of second-year students used a phone number and 4.40% used Gmail. The highest percentage of account creation was 20.00% for second-year students, followed closely by 4th-year students at 22.20%. The lowest engagement was observed for second-year honours students, suggesting that they may have different usage patterns or preferences compared to their peers.

Table 9. Making the Accounts for Social Media Platform Usage

Making the Accounts for Social Media Platform Usage			
Year	Phone Number	Gmail	Total
1st year	14.4%	2.2%	16.7%
2nd year	15.6%	4.4%	20%
3rd year	8.9%	5.6%	14.4%
4th year	14.4%	7.8%	22.2%
1st year honors	6.7%	5.6%	12.2%
2nd year honors	2.2%	1.1%	3.3%
3rd year honors	6.7%	4.4%	11.1%
Total	68.9%	31.1%	100%

Challenges in Using Social Media

Table 10 shows that 68.9% of students encountered problems while using social media, with slow internet being the most common issue. High internet costs were also experienced by 4th, 2nd, and 3rd year students. VPN needs were needed by 54.6% of students. Distraction was the most common issue, with 4th-year students being most affected. Lack of privacy was also a concern for 2.2% of students. Negative impacts were reported by 4.4% of students. Overall, slow Internet and the need for a VPN are the top challenges for students across all years. High Internet costs are also a significant issue, particularly for 4th and 2nd-year students. Distraction and lack of privacy appear to be less of a concern overall, but a few isolated instances do exist.

Table 10. Challenges in Using the Social Media

Challenges on Using the Social Media							
Year	Slow Internet	Needs VPN	Cost Internet	Distraction	Lack Privacy	Negative Impact	Others
1st year	8.9%	10.1%	2.2%	0%	0%	0%	0.0%
2nd year	14.4%	7.8%	6.7%	1.1%	0%	1.1%	0.0%
3rd year	8.9%	7.8%	1.1%	1.1%	0%	0%	1.1%
4th year	16.7%	10%	7.8%	2.2%	1.1%	0%	0.0%
1 st year honors	11.1%	5.6%	5.6%	1.1%	0%	2.2%	1.1%
2 nd year honors	1.1%	2.2%	1.1%	0.0%	0%	0%	0%
3rd year honors	7.8%	11.1%	4.4%	1.1%	1.1%	1.1%	0%
Total	68.9%	54.6%	28.9%	6.6%	2.2%	4.4%	2.2%

Impact on Social Media Usage by LIS Undergraduate Students

As a final analysis, the ANOVA analysis was tested to determine the significant difference in social media usage for academic purposes by undergraduate students. Table 11 revealed a statistically significant difference in the impact of social media usage across different year groups of undergraduate students. The between-group variation (sum of squares 148.555) reflected differences in the means of the groups, while the within-group variation (650.345) represents individual differences within the groups. The F-value (3.160) indicated that the variation between groups is greater than within groups. Since the p-value (0.008) was less than 0.05, it confirmed a significant difference in social media impact depending on the student's year of study see Table 11.

Table 11. Impact on Social Media Usage by LIS Undergraduate Students

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Impact * Year	Between Groups	(Combined)	148.555	6	24.759	3.160	0.008
	Within Groups		650.345	83	7.835		
	Total		798.900	89			

Findings and Discussion

The results indicated that a significant majority of students frequently use social media platforms, particularly Facebook (81%) and TikTok (74.5%). Nevertheless, all undergraduate students browsed on Google for their academic requirements by one of the survey questions (no.30), because the result showed only (14.3%) was used in Table (8). However, while these platforms are widely used, the primary motivations lean more toward entertainment and lifestyle rather than academic engagement. Therefore, this study is in line with (Moghavvemi, Sulaiman, Aziz, and Wai, 2017; Nwafor and Nnaemeka, 2023). Many respondents indicated that they use social media "always," yet they share academic content "sometimes," revealing a disconnect between usage and productive academic application. The analysis of social media usage revealed that varied duration spent time among undergraduate students. Fourth-year students are the most active, predominantly spending for 3-4 hours. In contrast, second-year honors students exhibit the least activity, likely due to academic pressures. Overall, consistent daily use is noted across all groups. In terms of information acquisition, students predominantly accessed information through posts (56.7%) and videos (57.7%), suggesting that engaging and visual content is effective in disseminating information among LIS undergraduates. However, challenges such as slow internet speeds and high costs were reported by 68.9% of respondents, hindering effective social media use for academic purposes. Statistical analysis through ANOVA revealed a significant difference in the impact of social media usage across different year groups ($p = 0.008$), indicating that social media's influence on academic performance varies with students' progression in their studies. These findings underscore the need for educational strategies that leverage visual and engaging formats on social media to enhance academic engagement. Furthermore, addressing infrastructure challenges is crucial for improving students' access to online resources. Overall, while social media offers a valuable tool for information sharing, its potential for academic purposes remains underutilized among LIS undergraduates. Future research should explore specific strategies that students employ to integrate social media into their academic lives, providing insights on how to effectively harness social media for educational benefits.

Conclusion

The analysis reveals that undergraduate students use social media both for academic and non-academic purposes, with senior students demonstrating a higher tendency to share academic content. Time spent on social media increases with academic progression, which may reflect the growing importance of these platforms in both academic and personal contexts. Despite various challenges such as slow internet and the need for VPNs, students are highly engaged in social media, especially for watching videos, following influencers, and referencing content for academic purposes. There is also a clear preference for creating social media accounts using phone numbers over Gmail, with slight variations across academic years. These insights provide valuable information for understanding social media usage patterns among undergraduate students and can inform future strategies for leveraging these platforms in educational contexts. The ANOVA analysis shows that there are significant differences in social media impact across the different year groups, suggesting that academic year level influences the extent to which social media affects students. This analysis highlights the need for better internet infrastructure and possibly more tailored support for students based on their academic year, given the varying levels of social media usage and challenges faced.

According to the analysis results, the research questions could be answered the followings such as RQ1. YouTube, Facebook, and Telegram are among the most widely used platforms for knowledge acquisition by LIS undergraduate students.

RQ2. Facebook and TikTok are the most frequently used social media platforms across all age groups by undergraduate students.

RQ3. Entertainment and casual browsing (such as watching vlogs and following celebrities), which is evident in the high percentages for watching, following celebrities, and using references.

RQ4. The undergraduate students of social media usage do have a statistically significant impact on academic performance and knowledge improvement ($F=3.160$, $p = 0.008$).

RQ5. Based on the findings, the following suggestions can be made to enhance effective social media usage for academic improvement. Promote Academic Vlogs and Content, Introduce Social Media Training Programs, Facilitate Access to Reliable Academic Sources, Guide Responsible Usage and then Encourage Critical Thinking and Ethical Sharing.

As a conclusion, with the right guidance and training, students can harness the benefits of social media to boost their learning outcomes. The primary purpose of social media usage among LIS undergraduate students is predominantly oriented toward entertainment and lifestyle rather than academic objectives. While students engage with social media platforms for information searching, the frequency and emphasis on academic content, such as academic vlogs and discussions, are noticeably less prominent. This trend suggests that although students recognize the potential of social media as a tool for knowledge acquisition, their engagement is primarily driven by non-academic interests. To enhance academic engagement, it is essential to promote awareness of the value of using social media as an academic resource, highlighting how it can complement their studies and improve their academic performance. By providing targeted instruction and resources, educators can guide students in leveraging social media more effectively for academic purposes.

Recommendations

Students ought to utilize academically relevant applications, such as the DDC quiz, to enhance learning and minimize distractions. Library specialists ought to collaboratively develop smartphone applications centered on classification systems such as the Dewey Decimal Classification (DDC). These applications can assist students in understanding library resources and information literacy.

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