



KEMENTERIAN PENDIDIKAN TINGGI
JABATAN PENDIDIKAN POLITEKNIK DAN KOLEJ KOMUNITI



PSP'S YOUNG RESEARCHERS' DIGEST

"Exploring Insights, Expanding Horizons"



VOLUME 9 | DEC 2024

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“Exploring Insights, Expanding Horizons”

VOLUME 9 | DEC 2024

**General Studies Department
Seberang Perai Polytechnic**

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FOREWORD

The evolving job market reveals that securing good grades and earning a diploma alone may no longer guarantee graduates a promising career. Employers today seek well-rounded individuals—those who are not only technically proficient but also possess a dynamic mix of skills, enabling them to adapt, innovate, and thrive in multifaceted roles. As future job seekers, students must be nurtured and equipped with the competencies that align with industry expectations.

Recognizing this, the institution actively organizes various programs that encourage students to step beyond their academic boundaries, explore new challenges, and sharpen their abilities. Special emphasis is placed on cultivating essential soft skills—such as leadership, problem-solving, decision-making, and critical thinking—which set them apart in an increasingly competitive job market.

The Seberang Perai Polytechnic's Young Researchers' Digest is a testament to this commitment, fostering a research-driven mindset among students. It empowers them to critically analyze their surroundings, engage in meaningful inquiry, and propose innovative solutions to real-world problems.

The Digest's tagline embodies the institution's dedication to shaping graduates who are not only knowledgeable but also confident in articulating their ideas and standing by their convictions.

Heartiest congratulations to our young researchers, the Editorial Board, and the dedicated facilitators for bringing this vision to life. May this publication inspire many more to embrace the spirit of inquiry and excellence!



PUAN HAJAH ROSELIZA BINTI SHAARI, C.A.(M), AMP, BCK
Director
Seberang Perai Polytechnic

ACKNOWLEDGEMENTS

As we bring this edition of Young Researchers' Digest to a close, it is with immense pride and appreciation that I reflect on the journey that has led us here. This publication is not just a collection of research findings; it is a testament to the dedication, curiosity, and academic perseverance of our students. Each article represents the commitment to inquiry, critical thinking, and intellectual growth that we strive to cultivate at Seberang Perai Polytechnic.

The ability to research, analyze, and present findings effectively is an essential skill in today's fast-evolving world. Through this initiative, our students have demonstrated their capability to engage with real-world issues, explore innovative solutions, and communicate their ideas with clarity and confidence. More than just an academic exercise, this process empowers them with the skills necessary to thrive in their future careers.



I extend my deepest gratitude to the lecturers and mentors who have guided and nurtured our students throughout this journey. Your dedication and unwavering support have been instrumental in shaping the research culture within our institution. To our students, I commend you for your hard work and perseverance. Your contributions to this digest are a reflection of your potential, and I encourage you to continue embracing challenges, questioning the world around you, and striving for excellence.

As we move forward, let this publication serve as both an inspiration and a stepping stone for future researchers. May it ignite a passion for discovery and a commitment to lifelong learning in all who read it. Let us continue to push the boundaries of knowledge, innovate, and contribute meaningfully to our fields of study. Congratulations to all involved in making Young Researchers' Digest a success. I look forward to seeing this initiative grow and flourish in the years to come.

PUAN NURSHAHIZA BINTI MOHAMAD ISA
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STUDENTS' PERCEPTIONS OF WI-FI SERVICE AT SEBERANG PERAI POLYTECHNIC

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ABSTRACT

This study investigates student satisfaction with the wireless dependability (Wi-Fi) connection services provided in a Seberang Perai Polytechnic, aiming to identify connectivity gaps, assess infrastructure capabilities, and determine optimal access points for enhanced coverage. A survey was conducted among students to gather feedback on wireless fidelity (Wi-Fi) connection speed, reliability, and accessibility across campus locations. Additionally, signal strength was measured in key study areas to highlight coverage inconsistencies. Findings reveal specific areas of weak connectivity and emphasize the need for strategic access point placement to meet user needs. Recommendations are offered to improve Wi-Fi infrastructure, thus supporting a more seamless online learning experience for students.

Keywords: Wireless (Wi-Fi) connection, Students' perceptions

1.0 INTRODUCTION

In today's digital age, reliable Wi-Fi connectivity is essential for students to access educational resources, participate in online learning and stay connected with academic networks. At Seberang Perai Polytechnic, Wi-Fi access plays a crucial role in supporting students across various departments. Despite the importance of Wi-Fi, connectivity issues can impact the academic experience.

This study seeks to evaluate student satisfaction with the current Wi-Fi services in Seberang Perai Polytechnic, specifically focusing on identifying connectivity gaps, understanding user needs and assessing infrastructure capabilities. The goal is to generate insights that will guide improvements in signal strength and access point placement to ensure students can access Wi-Fi with minimal disruptions. The findings from this study are intended to support infrastructure improvements, providing a more seamless online learning experience and helping the institution better meet the needs of its student body.

2.0 LITERATURE REVIEW

In higher education, dependable Wi-Fi connectivity is essential for academic success, as it supports access to digital resources, collaborative work and remote learning. Various studies have investigated students' satisfaction with Wi-Fi in educational institutions, emphasizing the importance of reliable connectivity and exploring the factors influencing user experience. This literature review summarizes key findings in existing research, critically evaluating their relevance to the challenges faced by students at Seberang Perai Polytechnic (PSP).

A number of studies have examined the impact of Wi-Fi quality on student satisfaction, focusing on connection reliability, speed, and accessibility across campuses. For instance, a study by Khan et al. (2019) surveyed university students to understand how Wi-Fi quality affected their academic productivity and satisfaction. Findings revealed that students experienced frequent disruptions in connectivity in high-traffic areas, which negatively affected their ability to complete coursework and access online resources.

Similar studies by Smith and Adams (2020) identified a need for better infrastructure and access points in student-heavy locations, suggesting that limited Wi-Fi coverage in academic buildings contributed to lower satisfaction rates.

These studies are highly relevant to PSP's Wi-Fi issues, as they highlight common challenges in educational environments where connectivity gaps can hinder academic performance. Such findings support PSP's aim to identify specific connectivity gaps and optimize Wi-Fi access points in response to user needs, as disruptions in connectivity have been shown to affect learning outcomes directly.

Additionally, Nguyen et al. (2020) found that user density during peak hours could result in decreased speed and reliability, calling for the use of more robust network management systems in high-demand areas. These findings are directly applicable to PSP's objective of assessing infrastructure capabilities and determining optimal access point placement. By analysing signal strength and usage patterns across PSP's departments, this study seeks to address similar issues of coverage and speed to enhance user satisfaction.

3.0 METHODOLOGY

This descriptive study used a set of questionnaires which was administered to 50 respondents at Seberang Perai Polytechnic. The questionnaire was self-constructed and distributed to the students from four main departments. The questionnaire was divided into 2 sections. Section A is used to obtain demographic information, such as age, gender and ethnicity of the respondents. Meanwhile, Section B has ten questions regarding respondents' feedback on the eating habits and patterns. All data collection was anonymous and submission of the survey was considered as consent to participate. The questionnaire was limited to one response only.

4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Gender, Age Group and Semester

	No. of	Percentage
<u>Gender</u>	Students	(%)
Male	15	30
Female	35	70

<u>Department</u>		
Commerce Department	39	78
Electrical Engineering Department	9	18
Mechanical Engineering Department	1	2
Department of Information and Communication Technology	1	2
<u>Semester</u>		
1	0	0
2	0	0
3	48	96
4	0	0
5	1	2

As shown in Table 1, the survey forms were distributed to 50 students from four main departments. First, the respondents were identified based on their gender. 35 female students or 70% and 15 male students or 30% responded to the survey. Second, the data on the respondent's Department were gathered. There were 4 different Departments in the survey. 39 or 78% of respondents are from Commerce department. 9 or 18% of respondents are from Electrical Engineering Department. 1 respondent for both Mechanical Engineering Department and Department of information and Communication Technology. Finally, the information on respondents' semester was collected. The highest number of the respondents came from Semester 3 with 48 students. The lowest respondents were from semester 5 with only 1 student participated in this study.

4.2 Frequency of Respondents Using Wi-Fi at Seberang Perai Polytechnic

Frequency of Respondents Using Wi-Fi at Seberang Perai Polytechnic

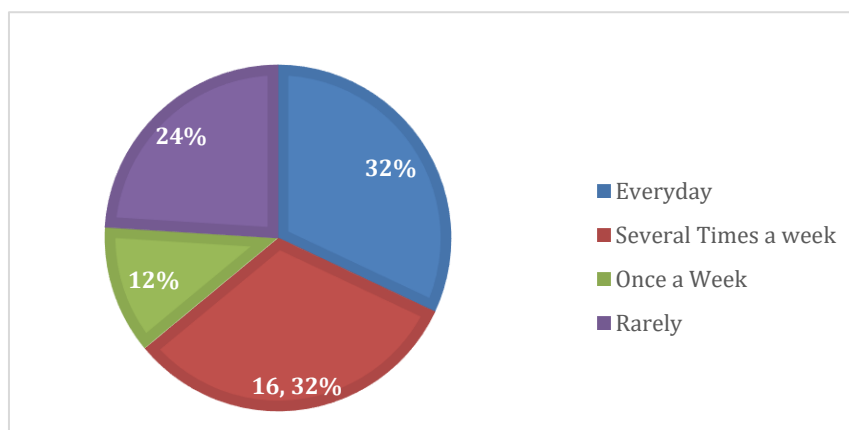


Figure 1. Frequency of Respondents Using Wi-Fi at Seberang Perai Polytechnic

The pie chart provides a detailed overview of how often respondents access PSP's Wi-Fi, revealing patterns in usage frequency. The largest group, making up 32% of respondents, reports using the Wi-Fi on a daily basis, highlighting a strong dependency on the internet for daily activities, whether academic, personal, or recreational. Similarly, another 32% of respondents report using the Wi-Fi several times a week. On the other hand, 24% of respondents use the Wi-Fi rarely. Finally, the smallest group, at 12%, reports accessing the Wi-Fi once a week. This minimal usage could imply that these respondents have occasional internet needs, perhaps limited to specific tasks or activities that do not require regular online access.

In summary, the data indicates that most respondents (64%) rely on PSP's WIFI frequently, either daily or several times a week, underscoring its role as an essential service within the campus environment. Conversely, the smaller percentages of those who use it rarely or once a week suggest that while the Wi-Fi is critical for many, a minority has limited or alternative internet needs.

4.3 Primary Online Activities Using Wi-Fi at Seberang Perai Polytechnic

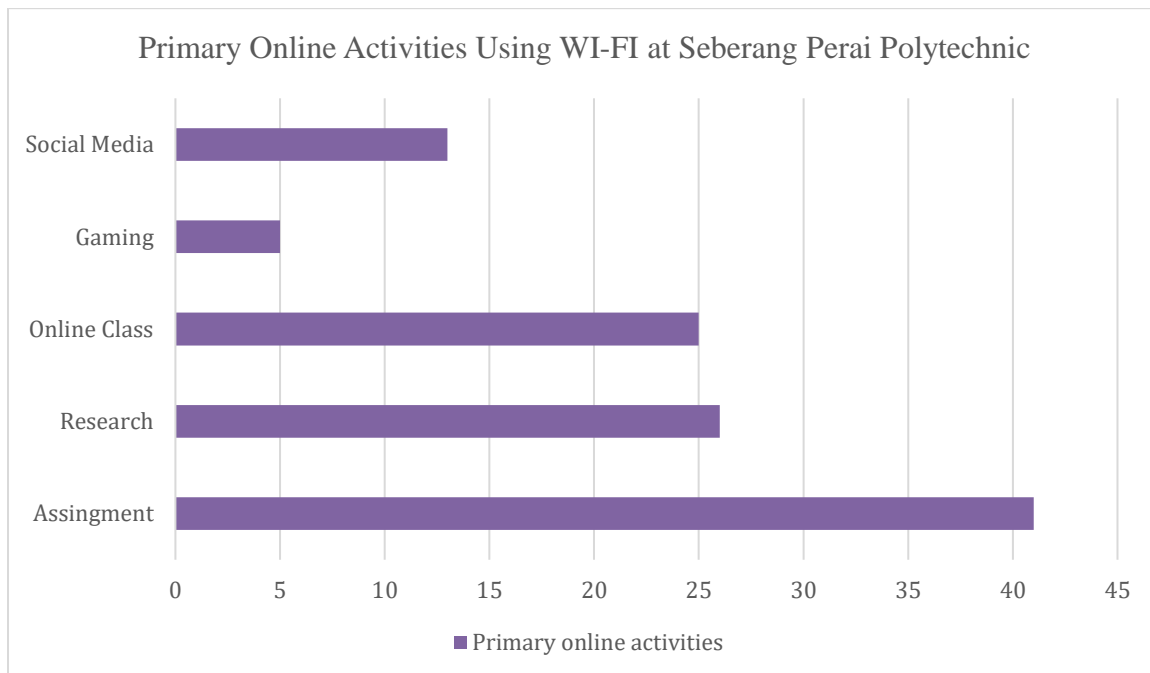


Figure 2. Primary Online Activities Using Wi-Fi at Seberang Perai Polytechnic

The data in the Figure 2 illustrates the primary online activities conducted using PSP Wi-Fi among users. The activities are mainly academic with assignments being the most common

activity at 82% (41 users). Research shows at 52% (26 users) and online classes come close with 50% (25 users). Social media usage stands at 26% (13 users), while gaming is the least common activity, with only 10% (5 users). This indicates that PSP Wi-Fi usage is predominantly for academic purposes with minimal engagement in gaming compared to other activities.

4.3 Types of Devices Often Used to Connect to Seberang Perai Polytechnic's Wi-Fi

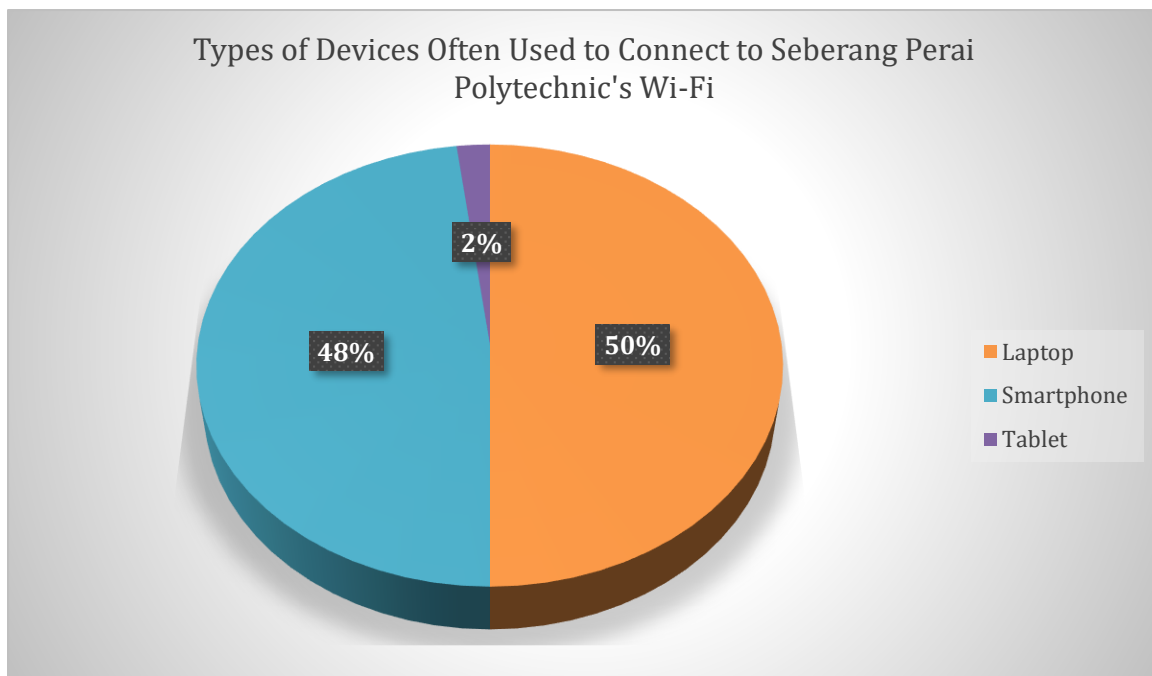


Figure 3. Types of Devices Often Used to Connect to Seberang Perai Polytechnic's Wi-Fi

The analysis of survey data revealed that the majority of students at Seberang Perai Polytechnic (PSP) primarily used laptops to connect to the campus Wi-Fi network. Of the respondents, 50% reported using a laptop as their main device for accessing Wi-Fi, while 48% used smartphones, and only 2% relied on tablets. These findings indicate a slight preference for laptops over smartphones, likely due to the need for more robust devices for academic tasks such as research, assignments, and accessing digital learning platforms. The low usage of tablets suggests that they are less common among students as primary devices for educational purposes at PSP. This insight is important for optimizing network settings and prioritizing connectivity improvements, as laptops typically require more stable and higher-speed connections compared to smartphones and tablets.

4.4 Areas Most Frequently Experiencing Wi-Fi Connection Issues

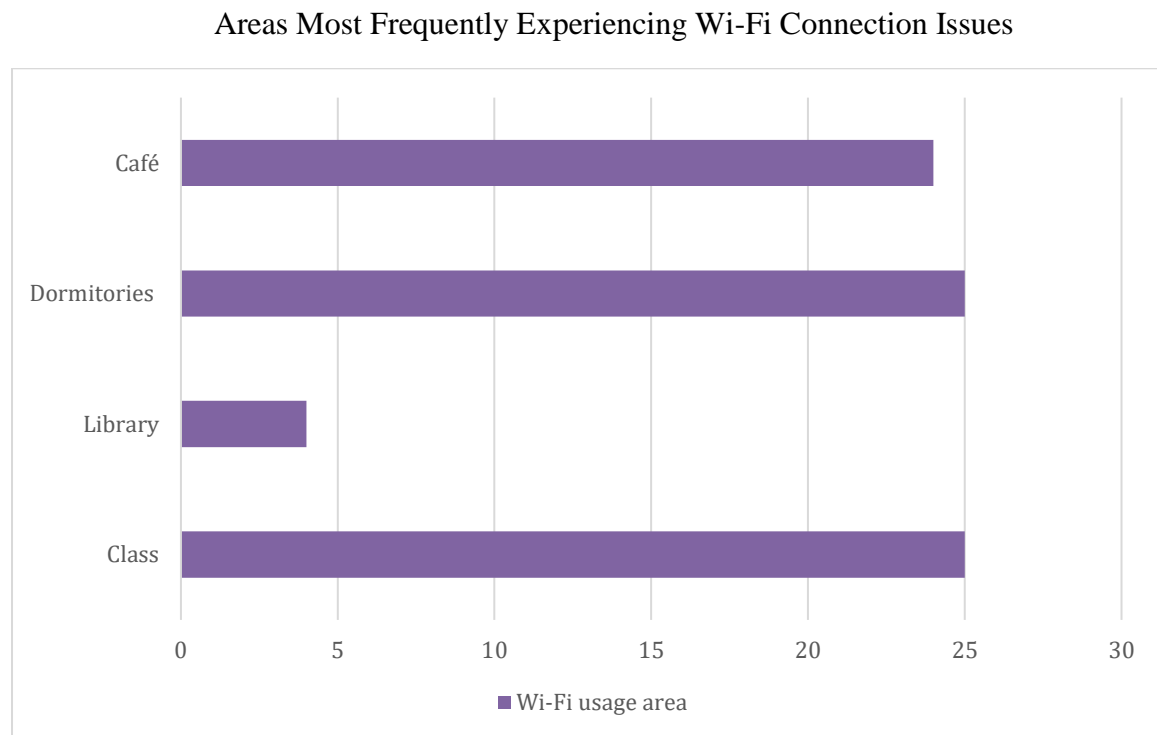


Figure 4. Areas Most Frequently Experiencing Wi-Fi Connection Issues

Figure 4 highlighted specific areas at Seberang Perai Polytechnic (PSP) where students frequently experienced Wi-Fi connection issues. Classrooms and dormitories were reported as the most problematic, with 25 respondents each indicating frequent connectivity problems in these locations. Cafeterias also showed significant issues, with 24 respondents reporting unreliable Wi-Fi access. In contrast, only 4 respondents noted connectivity problems in the library, suggesting that this area had relatively better coverage. These results indicate a need for targeted improvements in Wi-Fi infrastructure, particularly in classrooms, dormitories, and cafeterias, where students face frequent disruptions. Addressing connectivity gaps in these high-traffic areas could enhance the overall user experience and support students' academic activities more effectively.

4.5 Satisfaction with Wi-Fi Service

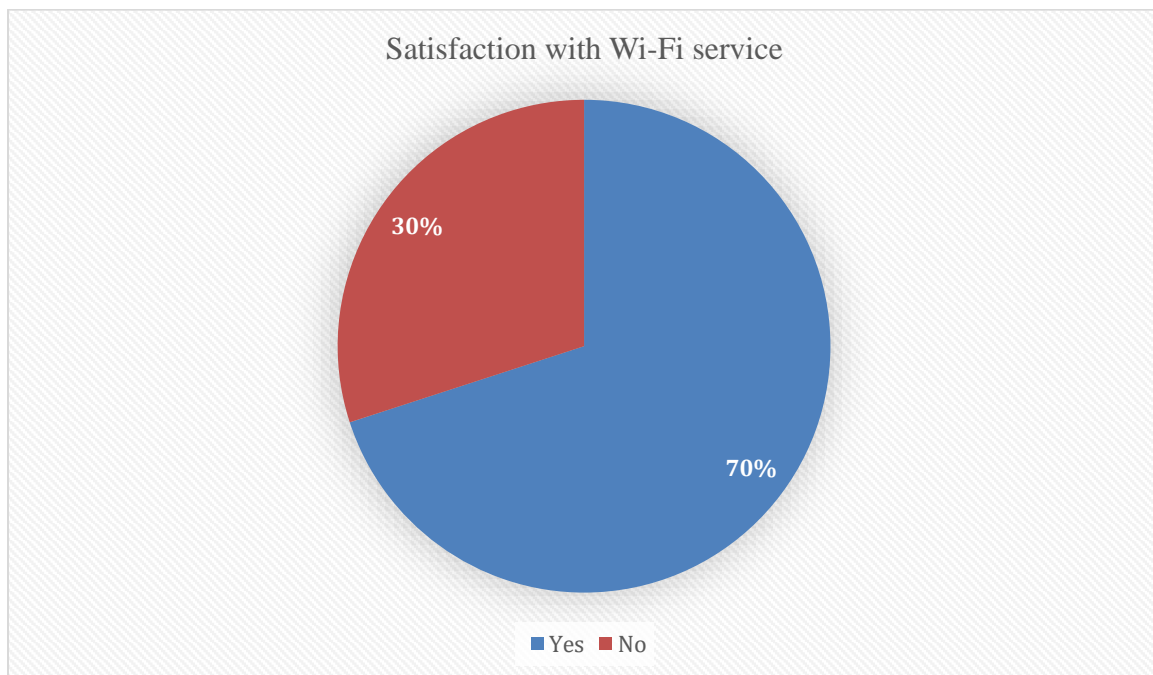


Figure 5. Satisfaction with Wi-Fi service

Figure 5 gives an overview of how users perceive the quality of the Wi-Fi service provided. Out of all respondents, 70% reported being satisfied, represented by the blue section of the chart which indicates that the majority finds the Wi-Fi service to be adequate or meeting their needs, suggesting that the current setup provides a level of performance in terms of speed, reliability, and coverage that is acceptable to most users. However, 30% of respondents, shown in red, expressed dissatisfaction. This proportion is not insignificant, as nearly one-third of the users are experiencing issues that make them unhappy with the service. This dissatisfaction could stem from various factors that commonly affect user experience with Wi-Fi, such as unstable connections, slow speeds during peak hours, limited coverage in certain areas, or frequent interruptions

4.6 Satisfaction with Wi-Fi connection speed

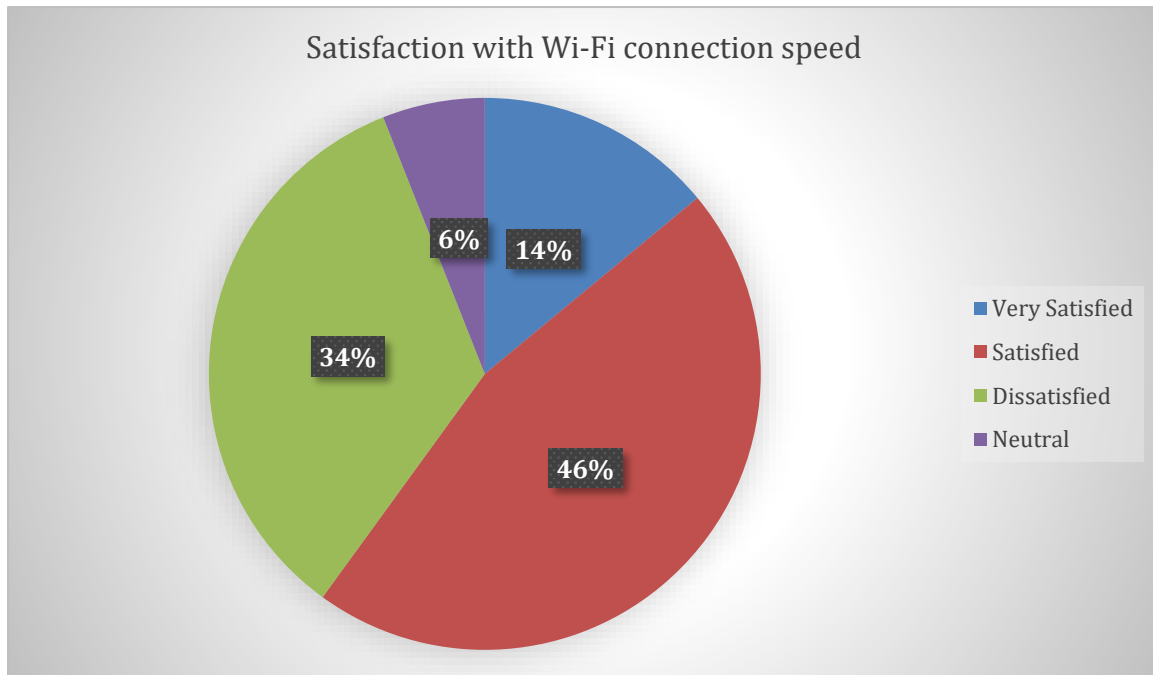


Figure 6. Satisfaction with Wi-Fi connection speed

According to the data displayed in the chart, a significant majority of respondents expressed dissatisfaction with the Wi-Fi connection speed, highlighting a widespread issue with the quality of the service. Specifically, 46% of respondents reported feeling dissatisfied with the speed of their Wi-Fi, while an additional 34% indicated that they were very dissatisfied. In contrast, only a small portion of respondents expressed satisfaction with the Wi-Fi speed, with 6% stating they were satisfied and another 6% noting they were very satisfied. Additionally, a minimal 4% of respondents reported feeling neutral, indicating neither satisfaction nor dissatisfaction with their connection speed. These findings emphasize a clear trend of dissatisfaction, with the vast majority of users desiring improvements to their Wi-Fi experience.

5.0 CONCLUSION

In conclusion, the survey on Wi-Fi connectivity at the college reveals that internet access is an essential service for the majority of the campus community. The data indicates that a significant portion of respondents rely on the college's Wi-Fi regularly, with many using it either daily or multiple times a week. This frequent usage highlights the importance of reliable and high-speed internet to support students' academic needs, research activities, and personal connectivity.

However, the survey also uncovered that a smaller segment of respondents access the Wi-Fi infrequently, possibly due to alternative connectivity options, limited internet needs, or dissatisfaction with the current Wi-Fi service. This suggests a need for improvements in connectivity quality to ensure the network meets the demands of all users, particularly those who rely on it for essential tasks.

Overall, the results emphasize that enhancing Wi-Fi coverage, speed, and stability would significantly benefit the college community, fostering a better learning environment and accommodating the growing digital needs of students and staff. Addressing these areas could lead to a more satisfactory experience, allowing all members of the college to stay connected and productive.

6.0 RECOMMENDATIONS

To improve Wi-Fi, authorities need to focus on increasing internet bandwidth in dormitories, where most connectivity issues occur. Boosting the Mbps could provide a more stable and faster connection, supporting students' needs for academic research, virtual learning, and entertainment. Additionally, regular monitoring of network performance and upgrading outdated equipment can further enhance the user experience, ensuring seamless access for all students.

Furthermore, installing multiple access points in high-demand areas could help balance network load and prevent congestion, particularly during peak hours. Offering tech support and troubleshooting services within the dormitories would also allow students to resolve issues

more quickly. By creating a robust, reliable Wi-Fi infrastructure, authorities can foster an environment that promotes productivity, engagement, and well-being among students.

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A SURVEY ON THE USAGE OF FOOD DELIVERY SERVICES AMONG THE STUDENTS IN SEBERANG PERAI POLYTECHNIC

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ABSTRACT

The purpose of this survey was to investigate the usage of food delivery services among the students in Seberang Perai Polytechnic. This study, which was small in scope, was made to provide a description of the topic. Thus, we decided to use a survey method to gather the entire data. The survey forms consist of a set of questionnaires that were handed out to students from different departments at Seberang Perai Polytechnic. The results showed that food delivery services are essential for students, offering convenience, a range of options, and overall most students had positive experiences in ordering food delivery services. Additionally, some suggestions were given to improve the food delivery service experience in the campus better such as establishing a protected waiting area with seating for students. This could be especially beneficial on bad weather days, giving students a comfortable spot to wait for their orders.

keywords: Food delivery services, PSP, students' usage

1.0 INTRODUCTION

Students in Malaysia are turning to food delivery services more and more, as they provide a convenient option for those with hectic schedules and no access to homemade meals. Food ordering via online platforms, for example, has transformed because of the increasing number of users on digital platforms, diners, and others (Hadi et al., 2020). Apps like GrabFood, FoodPanda, Lalamove, Bekal, and ShopeeFood have expanded quickly, offering a wide range of dishes from both local and international cuisines at the push of a button. These services provide a convenient option for students, especially those in hostels or off-campus housing, seeking quick, affordable, and diverse food choices, as opposed to traditional dining.

Online food delivery significantly influences customer experience and satisfaction through various factors including food availability, customer reviews, payment options, and personal interaction (Kwong & Shiun-Yi, 2017). Consequently, the use of food delivery apps has increased dramatically, changing how students handle their meals and time. A survey carried out among students at Seberang Perai Polytechnic in Malaysia. This research aimed to investigate the usage of food delivery services among the students in Seberang Perai Polytechnic to determine how often students utilize these platforms, the reasons behind their choices, and the impact of discounts, convenience, and variety on their preferences. Through analyzing these factors, the study offers important perspectives on the evolving food consumption habits of Malaysian students, specifically students from Seberang Perai Polytechnic, emphasizing the significant impact of digital delivery platforms on their everyday schedules.

Apart from convenience, food delivery services have also turned into a social and cultural trend among students in Malaysia including Seberang Perai Polytechnic. A lot of students utilize these platforms for more than just meals, also using them to discover new food experiences and cuisines that may not be hard to find where they are. The increase in mobile payment choices, loyalty programs, and special offers also promotes regular use, establishing food delivery as a more essential aspect of student life. Nevertheless, the growing dependency on these services also raises concerns regarding their lasting influence on students' dietary patterns, well-being, and financial control, since repeated ordering can result in increased expenses and possibly unhealthy food selections.

2.0 LITERATURE REVIEW

The concept of food service delivery originated in the UK and expanded to the United States, leading to food delivery evolving into a global business model. In 1987, Pizza Hut started taking phone orders and offering food delivery services to gain market share. As the internet has advanced and smartphones have gained popularity, online ordering and online food delivery have emerged as a trend, lifestyle choice, and a multibillion-dollar industry. Young adults, especially those in university, tend to be early adopters of technology. In Malaysia, the widespread use of smartphones and easy access to mobile internet allows students to conveniently and effectively utilize food delivery apps, aligning perfectly with their digital habits. In 2017, Malaysia's online food delivery experienced significant growth. Many food delivery service platforms exist in the market, such as FoodPanda, Uber Eats (now rebranded to GrabFood), Honestbee, Dahmakan, DeliverEat, Running Man Delivery, and others (Tan & Vincent, 2021).

The creation of new technologies in today's globalized world has made daily life simpler, including the advancement of systems like e-commerce. One of the modern technologies frequently used today is employing smartphones for shopping. Siti & NorFarhana (2021). The food sector is experiencing significant advancements in systems akin to other industries to enhance services and improve the quality of food ordering, selection, and delivery. The rise of online food delivery services may be linked to the evolving characteristics of city dwellers. These customers turn to food delivery services for numerous reasons, but it is not surprising that the primary one appears to be the desire for fast and convenient meals during or following a hectic workday. The different food delivery options available eliminate the effort for consumers to consider and arrange meals, whether they are cooking at home, dining in at a restaurant, or purchasing food to take back to their workplace or residence (Lau & David, 2019).

3.0 METHODOLOGY

This descriptive study used a set of questionnaires that were administered to 61 respondents at Seberang Perai Polytechnic. The questionnaires were self-constructed and distributed to the students from four main departments. The questionnaires consisted of two sections. Section A was on the demographic information of the respondents. Meanwhile, Section B has ten

questions regarding respondents' feedback on the usage of food delivery services. The questionnaires were randomly distributed among the students. This questionnaire was limited to one response only. After the data collection process, it was followed by data analysis and based on the findings, a report was written. The report included graphs and charts together with the discussions. Based on the information from the graphs, charts and conclusions, some recommendations were made.

4.0 RESULTS

This section presents the findings from a survey conducted among students at Seberang Perai Polytechnic regarding their usage of food delivery services. The data highlights demographic trends, preferences, spending patterns, and satisfaction with food delivery applications.

Table 1. Demographic Information on Gender, Semester and Department.

	Number of Students	Percentage (%)
<u>Gender</u>		
Male	6	9.8%
Female	55	90.2%
<u>Semester</u>		
1	30	49.2%
2	3	4.9%
3	7	11.5%
4	7	11.5%
5	6	9.8%
6 and above	8	13.1%
<u>Department</u>		
Commerce	34	55.7%
Electrical Engineering	6	9.8%
Mechanical Engineering	10	16.4%
Information, Communication & Technology	11	18%

As shown in Table 1, we distributed the survey forms to 60 students. First, we identified the respondents based on their gender. 6 male students (9.8%) and 55 female students (98.2%) responded to our survey. As for semester, students ranging from semester 1 until semester 6 and above were involved in this survey. The majority of the respondents were from semester 1

with 30 students (49.2%.) This is followed by semester 6 and above with 8 students (13.1%). Next is semester 3 and 4 with 7 students each (9.3%). The second lowest number of respondents came from semester 5 with 6 students (9.8%) and lastly semester 2 with only 3 students (4.9%). Finally, we identified respondents based on departments. The highest number of respondents came from the Commerce department with 34 students (55.7%), followed by 11 students (18%) from the Information and Communication Technology department, 10 students (16.4%) from the Mechanical Engineering department and 6 students (9.8%) respectively from the Electrical Engineering department.

4.1 The Main Reason Students Use Food Delivery Services

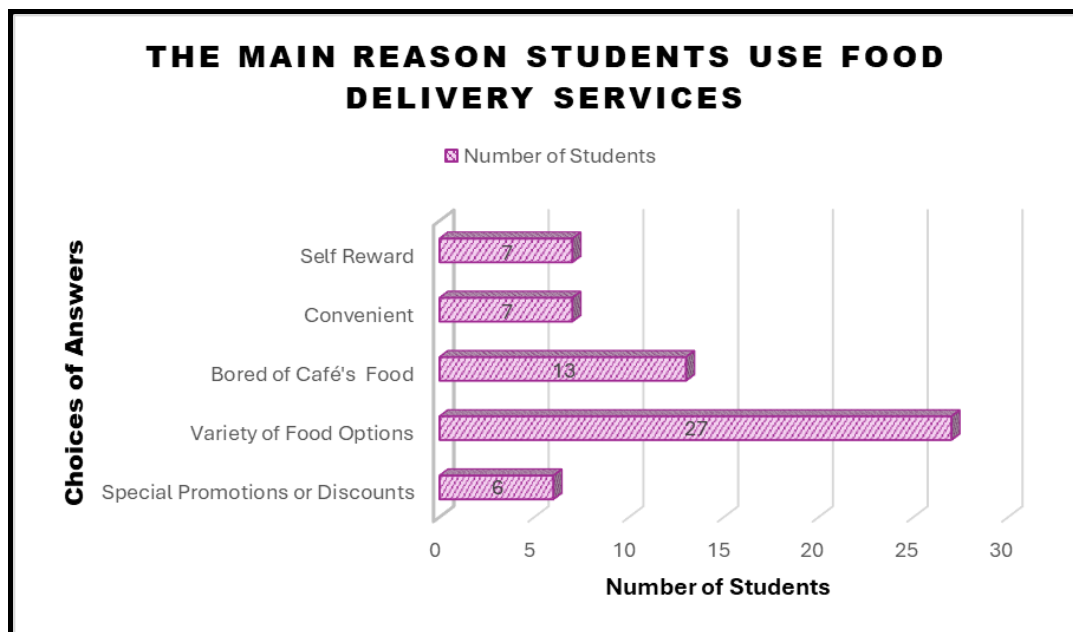


Figure 1. The Main Reason of Students Use Food Delivery Services

The bar graph above describes '*The Main Reason Students Use Food Delivery Services*' in Seberang Perai Polytechnic. In this bar chart, there are two types of lines, where each line is represented by the x-axis and the y-axis. The x-axis represents the number of students who use food delivery services and the y-axis represents the answers of the question. Furthermore, in the bar graph it can be seen that the majority of respondents choose Variety of food options as a reason for students to use food delivery services with 27 respondents. Both the number of respondents who use food delivery services because it is convenient & to reward themselves the same (7 respondents). Less than 15 respondents are bored of cafe's food which results in them

using food delivery services frequently. Last but not least, only 6 respondents picked special promotions or discounts as their main reason to use food delivery services. To conclude, the majority of the students agree that a variety of food options is the reason for them to use food delivery services.

4.2 Application Used by Students to Order Food Delivery Services

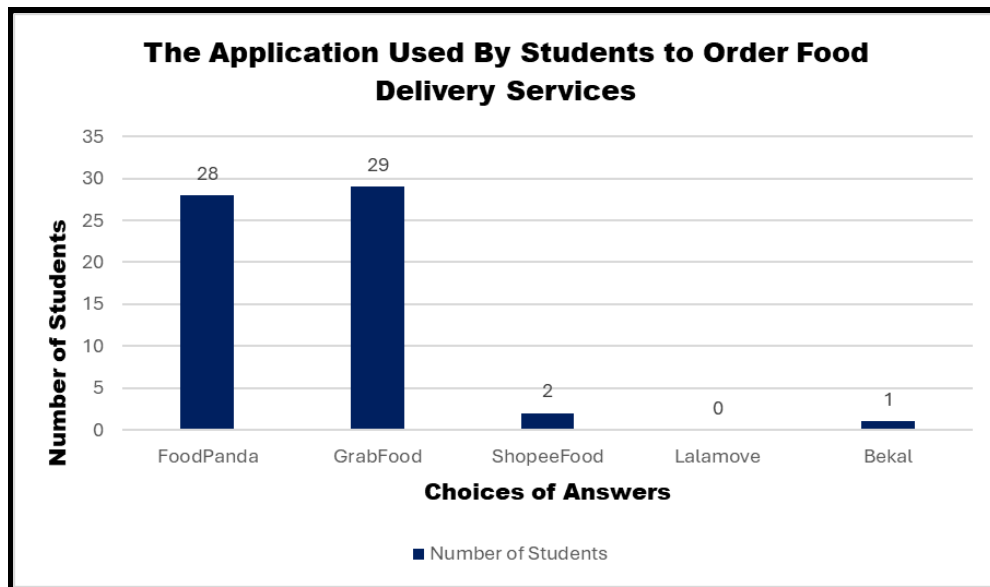


Figure 2. Application Use by Students to Order Food Delivery Services

The bar graph above describes '*The applications used by students to order food delivery services*'. In this line chart, there are two lines that are categorised as vertical and horizontal lines, where the vertical line represents the answer of the question and the horizontal line represents the number of students that use applications to order food delivery. Based on the graph, we can see that the majority of respondents chose Grab Food as an application frequently used by them (29 respondents) because Grab Food tends to offer lots of special promotions. Less than 29 respondents chose food panda as their main food delivery service application. Lastly, the number of students who choose shopee food is 2 and the lowest is Lalamove, which is 0. In conclusion, Grab Food is the most used application to order food delivery services among the students in Polytechnic Seberang Perai.

4.3 Frequency of Food Delivery Orders by Students Each Month

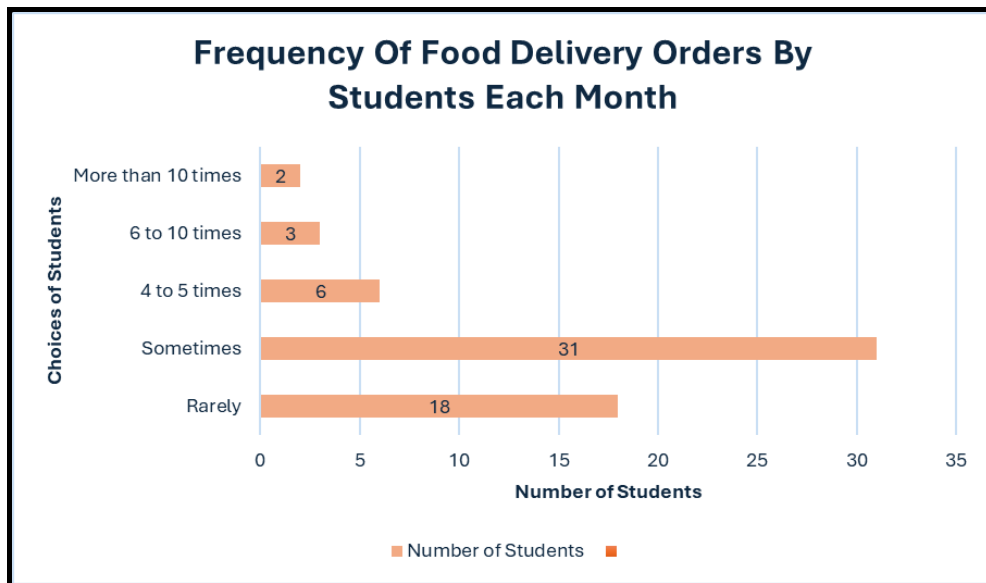


Figure 3. Frequency Food Delivery Order by Students Each Month

This bar graph explains the '**Frequency of food delivery orders by students each month**'. Firstly, 31 respondents "sometimes" order food delivery each month, making it the most frequent response. In contrast, 18 respondents "rarely" order, which is the second most common answer. A smaller portion of respondents, 6, order food delivery 4 to 5 times a month. Even fewer respondents, 3, order 6 to 10 times, and only 2 students reported ordering more than 10 times each month. To conclude this, the majority of the students in Seberang Perai Polytechnic order food delivery less frequently. At times, students may desire a break from their typical meals or opt for indulgence. Thus, placing orders from time to time can help fulfil these desires without causing any financial strain.

4.4 Students Usually Spend on Food Delivery Every Month

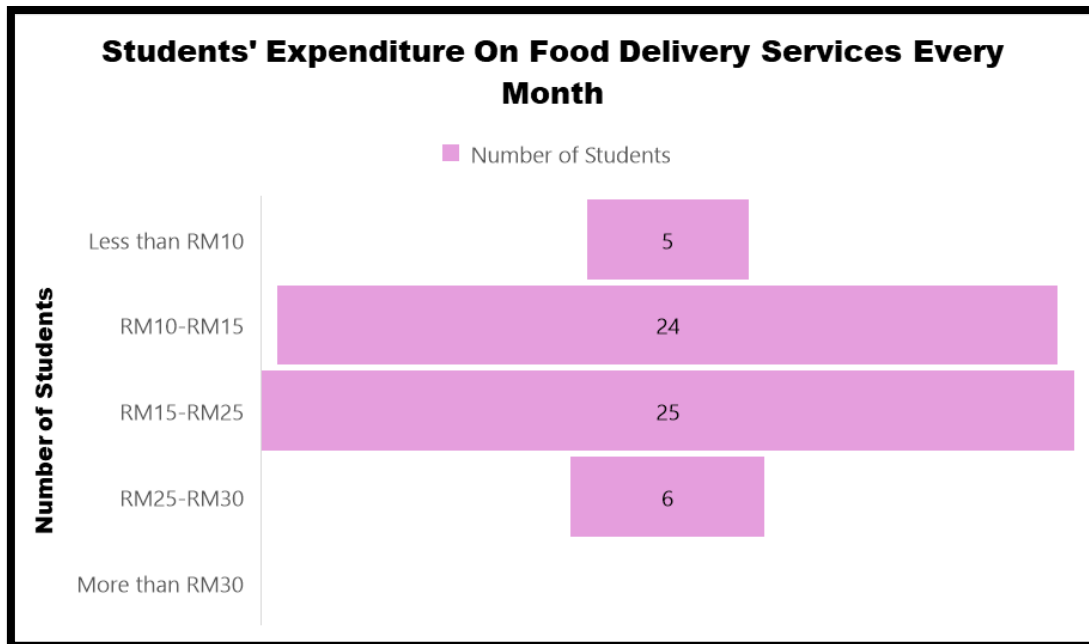


Figure 4. Students Usually Spend on Food Delivery Every Month

The funnel graph explains '*Students' expenditure on food delivery services every month*'. Firstly, it shows that most respondents spend between RM15 to RM25 on food delivery each month (25 respondents), followed closely by those spending RM10 to RM15 (24 respondents). Fewer respondents spend RM25 to RM30 (6 respondents), and only 5 respondents spend less than RM10. Notably, no respondents spend more than RM30. To sum up, this indicates that most of the students in Seberang Perai Polytechnic typically spend within the RM15 to RM25 range when ordering food delivery services. Numerous students operate within tight budgets, depending on allowances, part-time employment, or assistance from family. The RM15 to RM25 range is probably within their budget and enables them to enjoy convenient meals without going over their financial limits.

4.5 Important Criteria for Student in Food Delivery Services

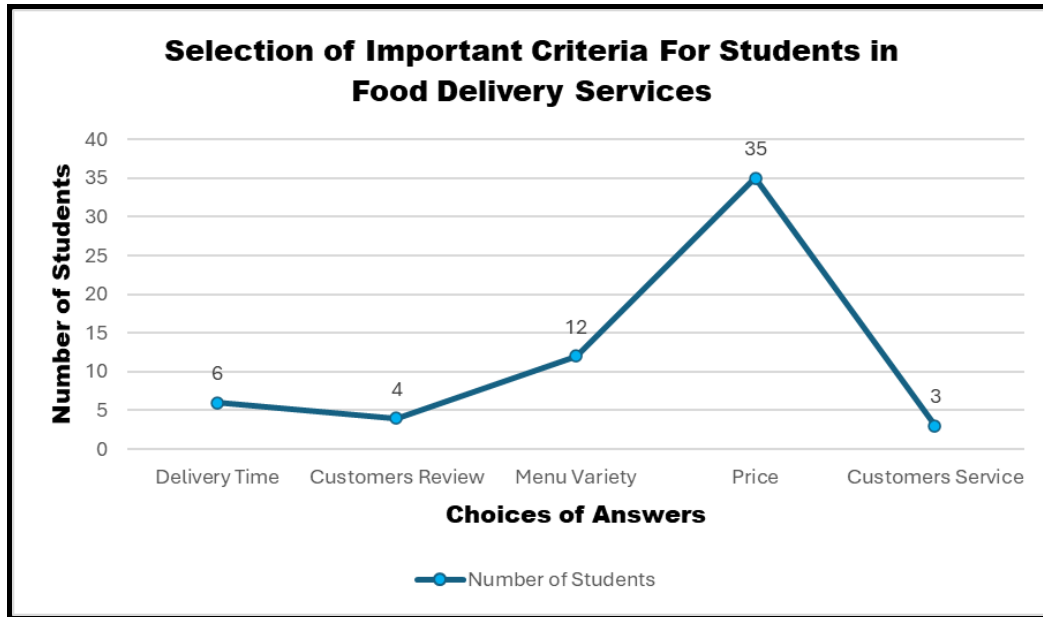


Figure 5. Important Criteria for Student in Food Delivery Services

The line graph above shows '*The selection of important criteria for students in food delivery services*'. The y-axis represents the number of respondents while the x-axis represents the answer. Most of the 35 respondents choose the price because it is considered affordable to most students. The second most chosen by respondents (12) is the menu variety because food delivery applications offer a variety choice of meals. The third most chosen answer by respondents (6) is delivery time because most food delivery companies provide a fast delivery time that is able to save the students' time. Less than 5 respondents chose customer reviews because the students are able to identify whether the food is good or not based on the customer reviews. Lastly, only 3 respondents chose customer service. To conclude this, it is very clear that price is the most important criteria for students in ordering food delivery services.

4.6 Types of Food That Students Usually Order from Delivery Services

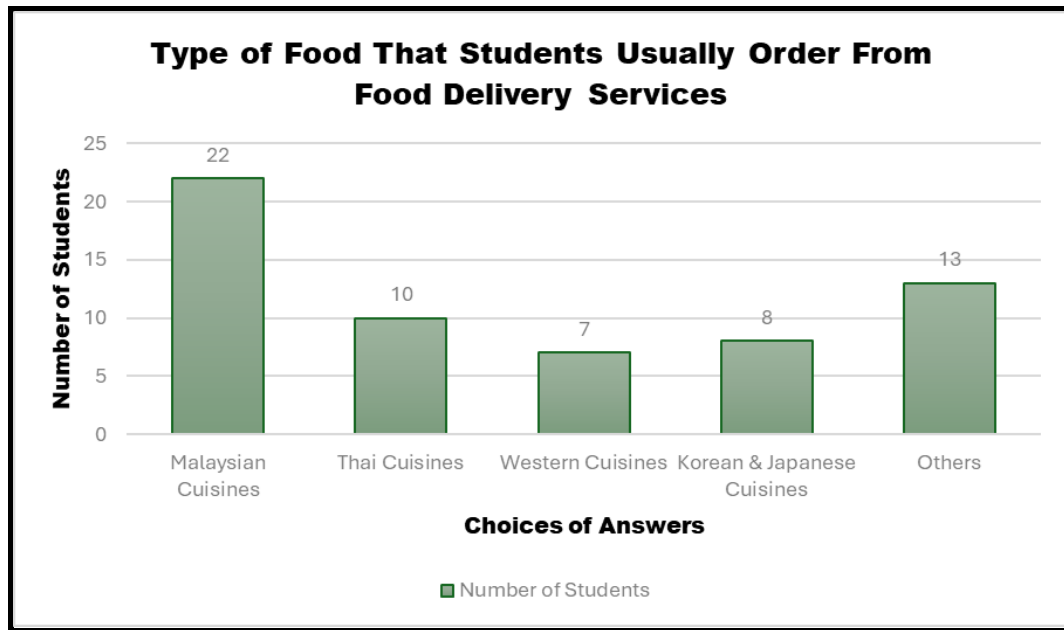


Figure 6. Types of Food That Students Usually Order from Delivery Services

The bar graph above shows '*The type of food that students usually order from food delivery services*'. The y-axis represents the answer while the x-axis represents the number of students. Almost half of the 22 respondents usually order Malaysian cuisines because Malaysian cuisines are rich in flavour and loved by all Malaysians. Next, 13 respondents chose others as the type of food that they usually order. The third most popular choice is Thai cuisine (10 respondents) due to its diverse flavours, while the second least popular is Korean and Japanese cuisines (8 respondents) as these may not appeal to Malaysian palates. Merely 7 participants typically request western dishes. In conclusion, students in Seberang Perai Polytechnic usually order Malaysian cuisines when using food delivery services.

4.7 Student Satisfaction on The Range of Meals Offered on The Food Delivery Service Applications

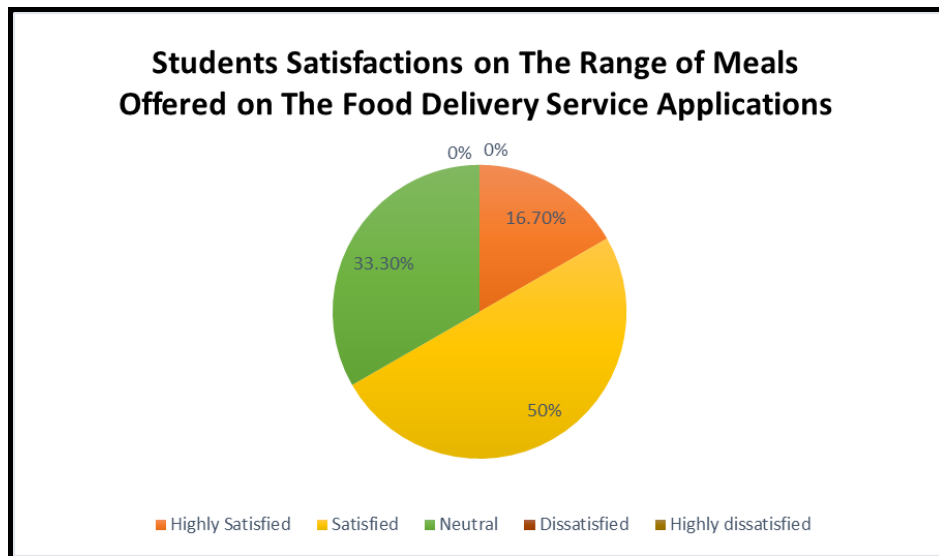


Figure 7. The Range of Meals on The Food Delivery Service Applications

The pie chart above explains '*Students' satisfaction on the range of meals offered on the food delivery service applications*'. A large number of respondents, 30 (50%), are satisfied with the range of meals offered on food delivery applications. Next, less than 21 (33.30%) respondents felt neutral with the range of food provided. Only 10 (16.70%) respondents are highly satisfied with the overall range of meals on the food delivery service application. Whereas, the respondents are neither dissatisfied nor highly dissatisfied with the range of meals. Hence, the students of Seberang Perai Polytechnic are generally satisfied with the range of meals offered on the food delivery services application. This is probably because all the meals offered are tasty and suit their palates.

4.8 Food Delivery Services Affected Students' Eating Habits

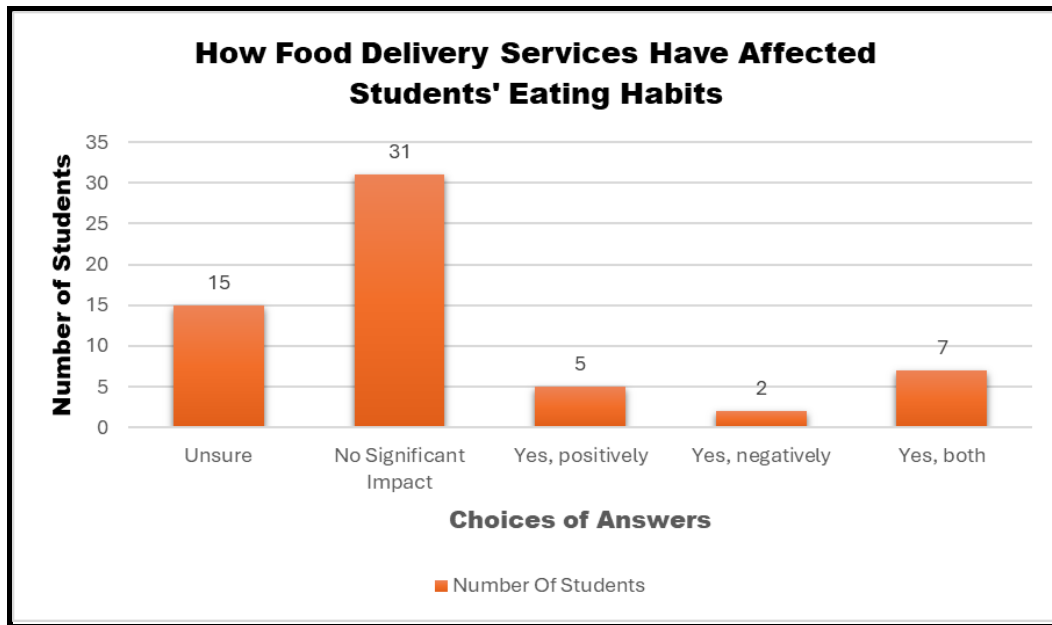


Figure 8. Food Delivery Services Affected Students' Eating Habits

The bar graph above explains '*How food delivery services have affected students' eating habits*'. The x-axis represents the answer meanwhile the y-axis represents the number of students. About 31 respondents stated food delivery services have no significant impact on their eating habits. Less than 16 respondents are unsure whether the food delivery services have affected their eating habits or not. The third highest is "yes, both" with 7 respondents. The second lowest is that only 5 respondents answered "yes, positively". Lastly, only 2 respondents chose "yes, negatively". To conclude this, it is very clear that the food delivery services have no significant impact on Seberang Perai Polytechnic students' eating habits.

4.9 The Usage of Online Food Delivery Services to Friend

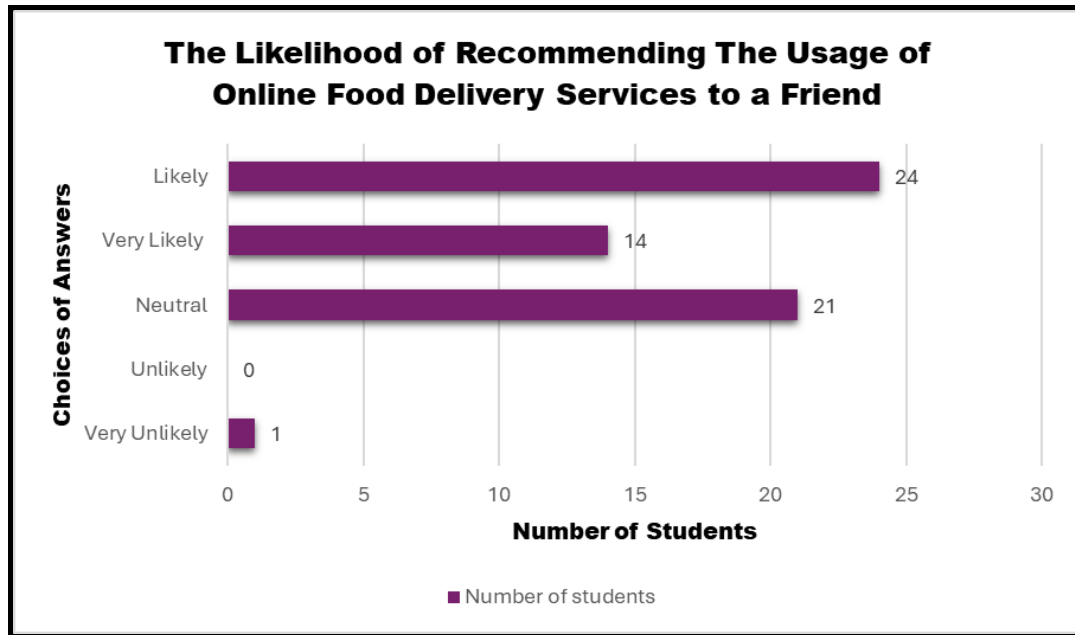


Figure 9. The Usage of Food Delivery Services to Friend

The bar graph above explains '*The likelihood of respondents recommending the usage of online food delivery services to a friend*'. The x-axis represents the number of students while the y-axis represents the students' answers. As can be seen from the above, almost half of the respondents which is 24 respondents are likely to recommend the usage of online food delivery services because it is convenient to use the food delivery services once in a while. The second most chosen answer by the respondents is neutral (21 respondents). Less than 15 respondents are very likely to recommend online food delivery services to a friend. Only 1 respondent answered very unlikely. Lastly, none of the students are unlikely to recommend the online food delivery services to their friends. To conclude this, the students will very much recommend the usage of online food delivery services to their friends because they are convenient to the students' lives.

4.10 Rate of Customer's Experience Ordering Food Delivery Services

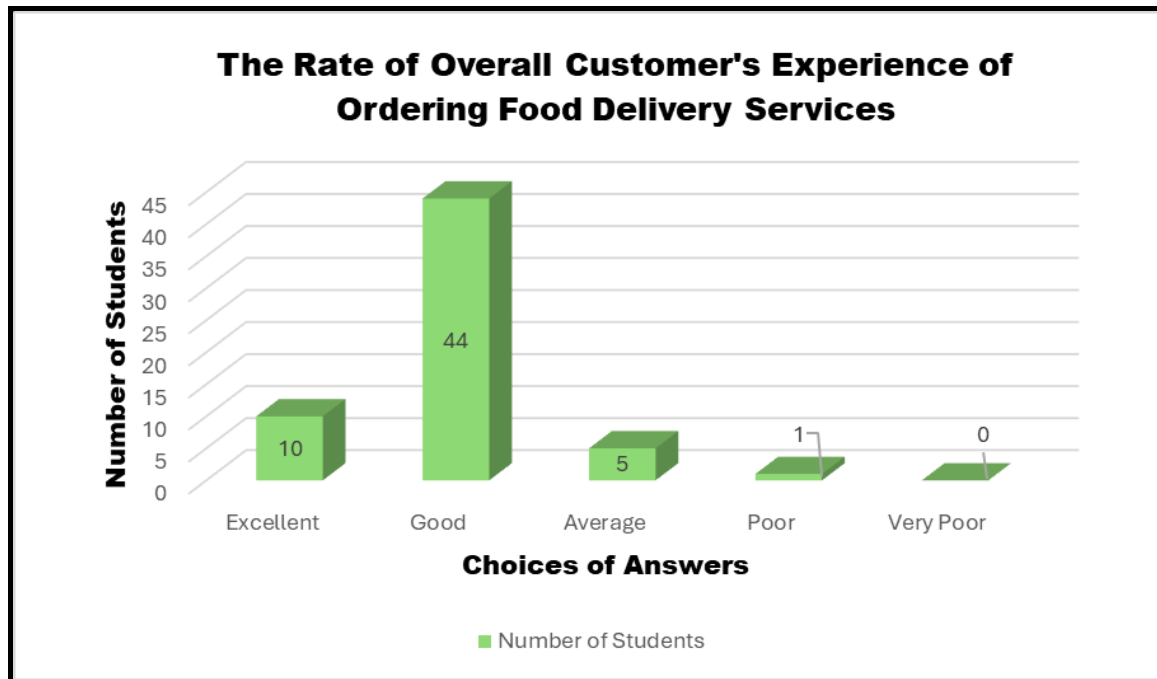


Figure 10. Rate of Customer's Experience Ordering Food Delivery Services

The bar graph above shows *'The rate of overall customer's experience of ordering food delivery services'*. Each bar represents the number of students whereas the y-axis represents the choices of answers picked by the respondents. More than a half of respondents which is about 44 respondents rated good for their experience in ordering food delivery services. Not more than 10 respondents rated excellent for the overall experience they had in ordering food delivery services. Less than 6 respondents rated average whereas only 1 respondent rated poor for their overall experience in ordering food delivery services. In conclusion, the majority of respondents had a positive experience with food delivery services. It could be that the services provided by the food delivery applications are able to satisfy the students' needs.

5.0 CONCLUSION

In conclusion, the survey carried out with students at Seberang Perai Polytechnic reveals important findings about how they use food delivery services. Overall, it is evident that most students in Malaysia utilize food delivery services regularly, and those from Seberang Perai Polytechnic are no exception (Azman, N. I. binti, Mashuri, N. A. binti A., & Ibrahim, S. O. A.-E. bin W., 2021). Based on the results of this survey, most students use these platforms mainly because of the wide range of food choices offered, making it the main reason for using food delivery services. Malaysian food continues to be the favoured option, and student's express contentment with the assortment available, observing a largely positive or neutral effect on their dietary habits. This study shows that food delivery services are essential for students in Seberang Perai Polytechnic, offering convenience, a range of options, and overall positive outcomes.

6.0 RECOMMENDATIONS

The findings from this research illuminate the dependence of Seberang Perai Polytechnic students on food delivery services and how it affects their daily lives. Acknowledging that polytechnic students frequently use food delivery services; some methods can be explored to improve the food delivery services.

Based on the findings that had been collected, there were some recommendations to be considered by the polytechnic authorities. Firstly, as GrabFood is the most popular among students, Seberang Perai Polytechnic could consider collaborating with GrabFood, FoodPanda, or similar services to provide special promotions or discounts for students. This would offer students cheaper choices, promote the utilization of food delivery services, and help alleviate their financial stress. Next, enhancing the comfort of the food pickup process, the authorities of Seberang Perai Polytechnic should establish a protected waiting area with seating for students. This could be especially beneficial on bad weather days, giving students a comfortable spot to wait for their orders. It would also assist in controlling overcrowding and ensuring that the procedure stays structured. Lastly, in order to make sure that the Polytechnic is meeting the needs and preferences of students, they could put in place a feedback system that is specifically for food delivery services. This might include using online surveys or suggestion boxes for students to provide feedback and make suggestions

for enhancements. Receiving frequent feedback could assist in pinpointing areas for improvement in delivery services, like changing the pickup location or enhancing communication between students and delivery drivers. The result of this study must be considered as a first step in developing a better system of food delivery services in Seberang Perai Polytechnic.

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THE USE OF CHATGPT APPLICATION AMONG SEBERANG PERAI POLYTECHNIC STUDENTS

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ABSTRACT

Since the introduction of ChatGPT, there has been a rapid increase in the use of AI applications, particularly among students and professionals, to enhance productivity and tackle complex problems. ChatGPT, alongside other AI tools like Google Assistant, Siri, and Alexa, has gained significant popularity. This study aims to examine how students from Seberang Perai Polytechnic utilize ChatGPT for tasks such as gathering information, assisting with schoolwork, and engaging in creative activities. It also investigates their perceptions of the benefits and challenges associated with using the tool. A survey was conducted with 50 students from semesters 1 to 5, using a questionnaire with 3 demographic questions and 10 statements for feedback. The results indicate that students' attitudes toward ChatGPT strongly influence its usage, with the majority using it regularly for academic-related tasks and perceiving it as a tool that enhances their productivity.

Keywords: ChatGPT, AI Applications, Seberang Perai Polytechnic

1.0 INTRODUCTION

ChatGPT, an advanced AI application developed by OpenAI, has seen rapid growth in use due to its ability to enhance productivity and simplify information access. As an interactive tool, ChatGPT facilitates human-like conversation, providing users with quick answers, content generation, and problem-solving capabilities. Its adaptive natural language processing allows it to support diverse needs, making it especially popular among students and professionals. Studies have shown that AI tools, like ChatGPT and others such as Google Assistant and Siri, are increasingly used to aid in academic work, offering support in areas like information retrieval and creative tasks (Smith & Johnson, 2022; Li et al., 2023).

However, while some research has explored AI tools' educational benefits, there is limited specific data on ChatGPT's impact on student productivity and academic perceptions. The purpose of this study is to examine how students at Seberang Perai Polytechnic utilize ChatGPT for educational tasks and to evaluate their perceptions of its benefits and challenges. We conducted a survey with 50 students from semesters 1 to 5, using a questionnaire with both demographic questions and feedback statements. This research aims to provide insights into the role of ChatGPT in students' academic routines, highlighting how this tool shapes their approach to productivity and learning.

2.0 LITERATURE REVIEW

Research has highlighted both the potential advantages and concerns of using AI tools like ChatGPT in education. Rahman and Watanobe (2023) observed that ChatGPT significantly enhanced student productivity by providing immediate feedback and interactive support for tasks such as writing and coding, making complex academic challenges more manageable. This tool was shown to benefit students by allowing them to complete assignments more efficiently and access tailored support in areas requiring detailed guidance.

However, Liebreinz et al. (2023) noted certain risks, particularly regarding academic integrity and student dependency on AI-generated responses. They argued that over-reliance on ChatGPT might reduce critical thinking and problem-solving skills, as students may rely on quick solutions rather than deeply engaging with academic material. Both studies underscore

the importance of balancing AI use in education, recognizing its potential to support learning while recommending safeguards to maintain academic rigor and integrity.

3.0 METHODOLOGY

In this descriptive study, we randomly distributed questionnaires to 50 students at Seberang Perai Polytechnic. The questionnaires were split into two sections: Section A gathered demographic information, including gender, semester, and department, while Section B comprised ten questions regarding the students' perceptions and use of the ChatGPT application. Each respondent could submit only one response. The results were analyzed and displayed using relevant graphs and charts.

4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Gender, Age Semester and Department

	<i>No. of Students</i>	<i>Percentage (%)</i>
<u>Gender</u>		
Female	46	92
Male	4	8
<u>Semester</u>		
1	31	62
2	0	0
3	2	4
4	12	24
5	5	10
<u>Department</u>		
Commerce	31	62
Electrical Engineering	17	34
Mechanical Engineering	1	2
<i>Information Technology and Technology</i>	<i>1</i>	<i>2</i>

Table 1 shows the demographic information about the respondents based on their gender, semester, and department. There are 50 respondents in total, with 46 females (92%) and 4 males (8%). Most of the respondents, 31 people (62%), are from the first semester. There are no respondents from the second semester, 2 from the third (4%), 12 from the fourth (24%), and 5 from the fifth (10%). In terms of departments, 31 respondents (62%) are from Commerce, 17 (34%) from Electrical Engineering, and 1 each (2%) from Mechanical Engineering and Information Technology and Communication.

4.2 Respondents' Frequency Usage with ChatGPT Application

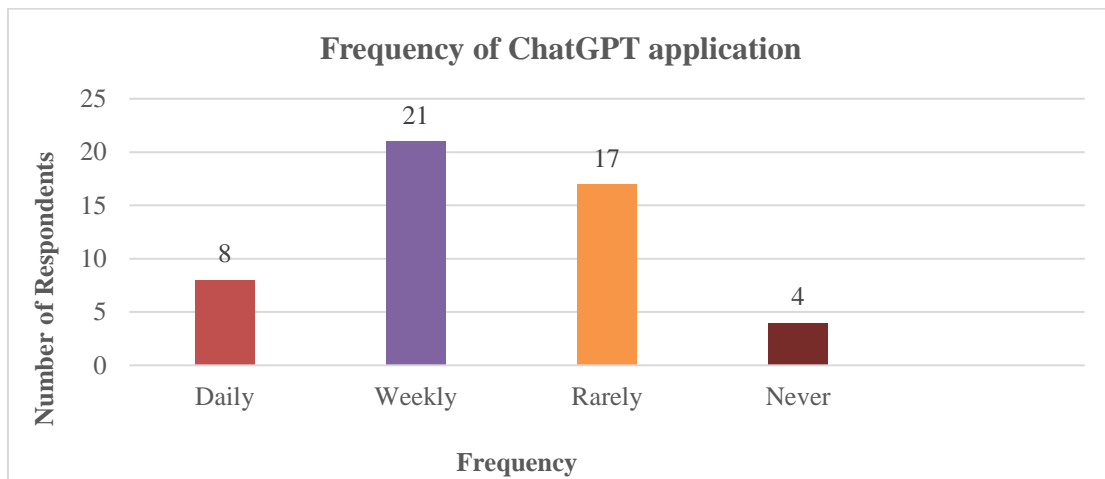


Figure 1. Respondents' Frequency Usage with ChatGPT Application

In figure 1, the bar graph shows the result of the respondent's frequency usage with ChatGPT application. There were 50 responses collected. This bar graph is divided into four segments which categorize as *daily*, *weekly*, *rarely* and *never*. According to the respondents' responses, only 8 respondents used ChatGPT application *daily* compared to 21 respondents who used ChatGPT application *weekly*. While 17 respondents used ChatGPT application *rarely* which is subsequently more than the 4 respondents who *never* used ChatGPT. In conclusion, we identified that most Seberang Perai Polytechnic students used ChatGPT application *weekly*.

4.3 Respondents' Primary Purpose for Using ChatGPT

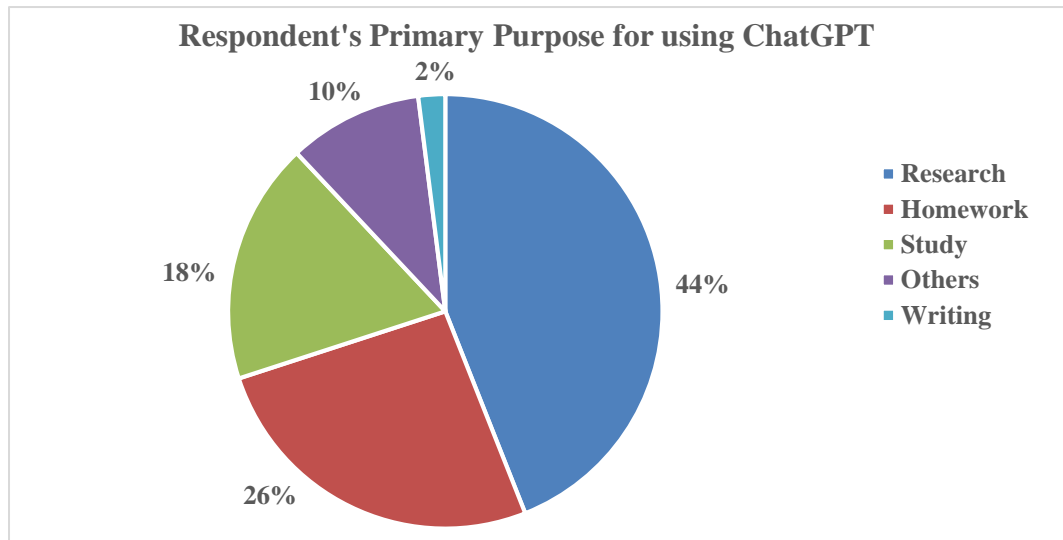


Figure 2. Respondents' Primary Purpose for Using ChatGPT

In figure 2, the pie chart illustrates the respondents' primary purpose for using ChatGPT. There was a total of 50 respondents' responses collected and the pie chart is divided into five categories: *research*, *homework*, *study*, *writing*, and *others*. *Research* occupies the largest portion of the chart, accounting for 44% of the total usage. This suggests that a significant number of respondents primarily rely on ChatGPT for research purposes, indicating its usefulness in gathering information. *Homework* comes in second, comprising 26% of the total, showing that a significant portion of users use the tool for educational assistance. *Study* follows 18%, indicating its importance in supporting academic learning. *Others* account for 10%, representing miscellaneous purposes, while *writing* is the least common use, contributing only 2% to the total.

4.4 Frequency of Technical Issues Experienced while Using ChatGPT

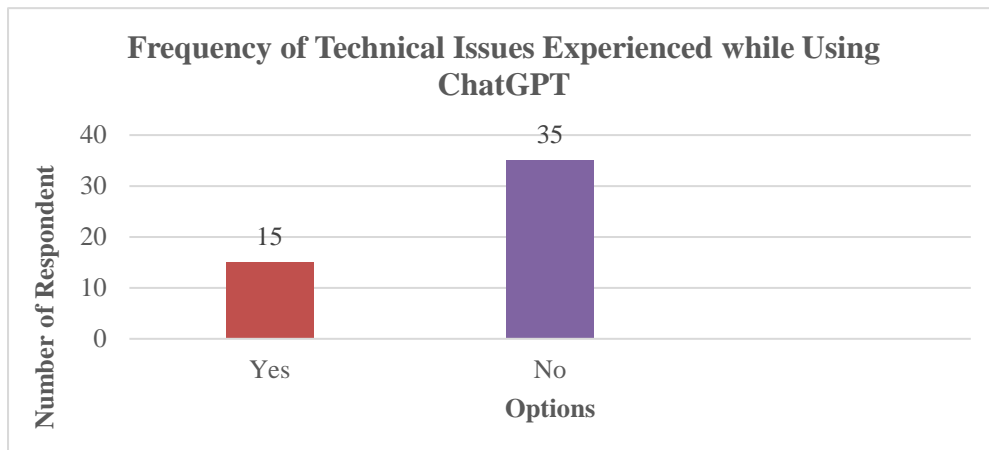


Figure 3. Frequency of Technical Issues Experienced while Using ChatGPT

In Figure 3, the bar chart illustrates the frequency of technical issues experienced while using ChatGPT, based on responses from a total of 50 respondents. The chart is divided into two categories: *Yes*, indicating those who experienced technical issues, and *No*, indicating those who did not. The majority, represented by the *No* category with 35 respondents, reported not encountering any technical issues, suggesting generally smooth user experience for most. Meanwhile, the *Yes* category, with 15 respondents, reflects a smaller portion of users who faced technical challenges. Overall, the chart indicates that while some users experience technical issues, the majority do not, highlighting the stability of ChatGPT for most users.

4.5 Frequency of Accurate Information Provided by ChatGPT

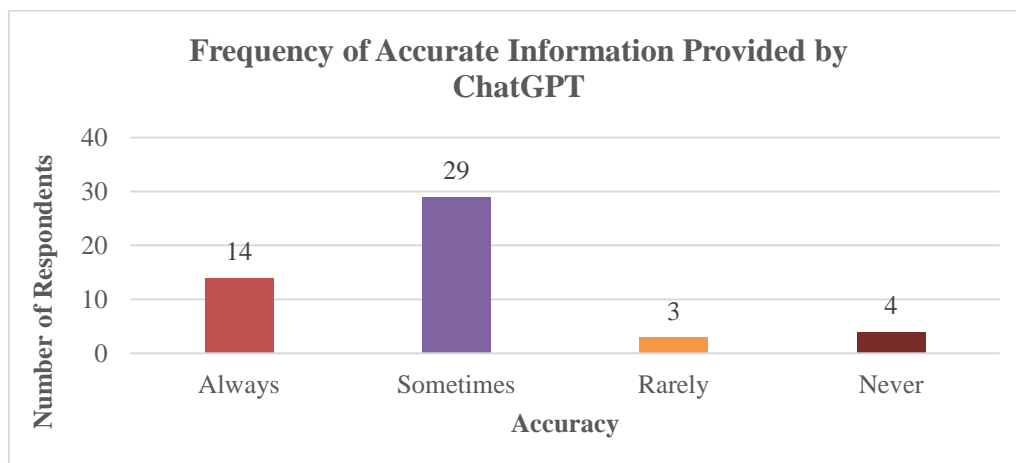


Figure 4. Frequency of Accurate Information Provided by ChatGPT

In Figure 4, the bar chart illustrates how frequently 50 student respondents find ChatGPT's information accurate. The vertical axis shows the number of respondents, while the horizontal axis categorizes their responses into *always*, *sometimes*, *never*, and *rarely*. The majority, 29 students (58%), selected *sometimes*, indicating general accuracy with occasional inaccuracies. Fourteen students (28%) chose *always*, reflecting consistent accuracy. A smaller group, 4 students (8%), selected *never*, while 3 students (6%) chose *rarely*, showing limited confidence. Overall, these results indicate that while most students find ChatGPT reliable, a minority still encounters occasional issues with accuracy.

4.6 Respondents' Perception of ChatGPT Roles in Developing Critical Thinking Skill

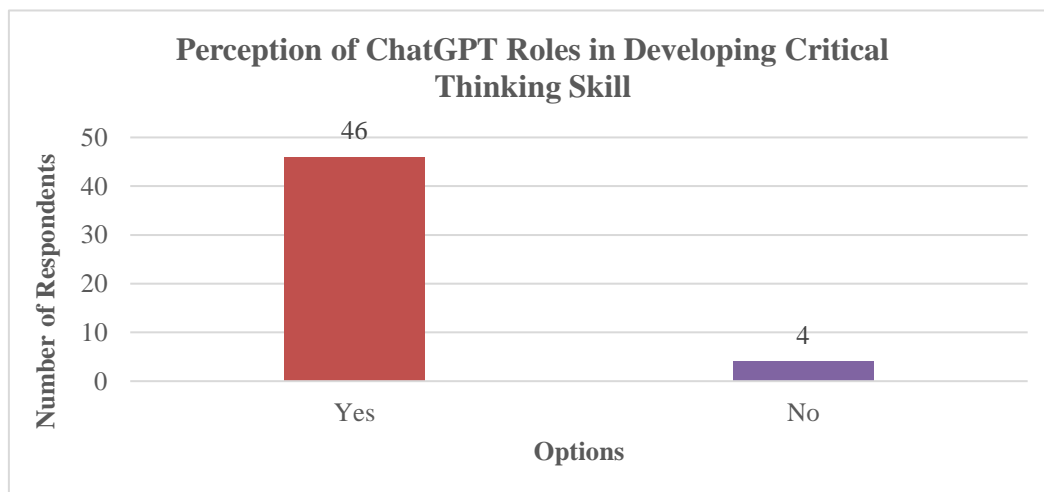


Figure 5. Respondents' Perception of ChatGPT Roles in Developing Critical Thinking Skill

In figure 5, the bar graph represents respondents' perception of ChatGPT roles in developing critical thinking skills. This survey has provided two options which are represented as *Yes* and *No*. Most respondents, totaling 46 people, believe that ChatGPT plays a positive role in developing critical thinking skills, as indicated in the *Yes* category on the graph. This suggests that many users see ChatGPT as a valuable tool for fostering analytical and reflective thinking. On the other hand, only 4 respondents believe that ChatGPT does not contribute to the development of critical thinking skills, as shown in the *No* category. This group may feel that

platform's ability to stimulate critical engagement is limited or does not align with their expectations for developing deeper intellectual skills.

4.7 Effectiveness of ChatGPT in Clarifying Difficult Concepts and Completing Assignments

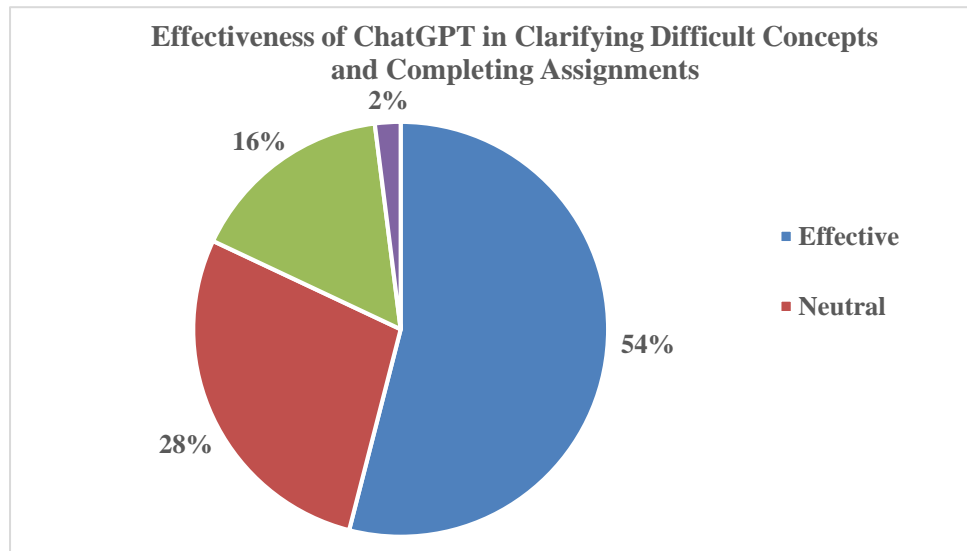


Figure 6. Effectiveness of ChatGPT in Clarifying Difficult Concepts and Completing Assignments

In Figure 6, the pie chart illustrates ChatGPT's effectiveness in helping respondents understand difficult topics or complete assignments. A majority, 54%, rated ChatGPT as *Effective*, indicating that over half find it valuable for learning. Additionally, 16% rated it as *Very Effective*, suggesting it exceeds expectations for some users, supporting their understanding of challenging subjects or tasks. Meanwhile, 28% selected *Neutral*, implying mixed experiences or finding ChatGPT neither particularly helpful nor unhelpful. Only 2% found it *Ineffective*, indicating few struggled with or found it unhelpful. Overall, the data shows that most respondents view ChatGPT as a beneficial tool.

4.8 Ease of Starting a Conversation with ChatGPT

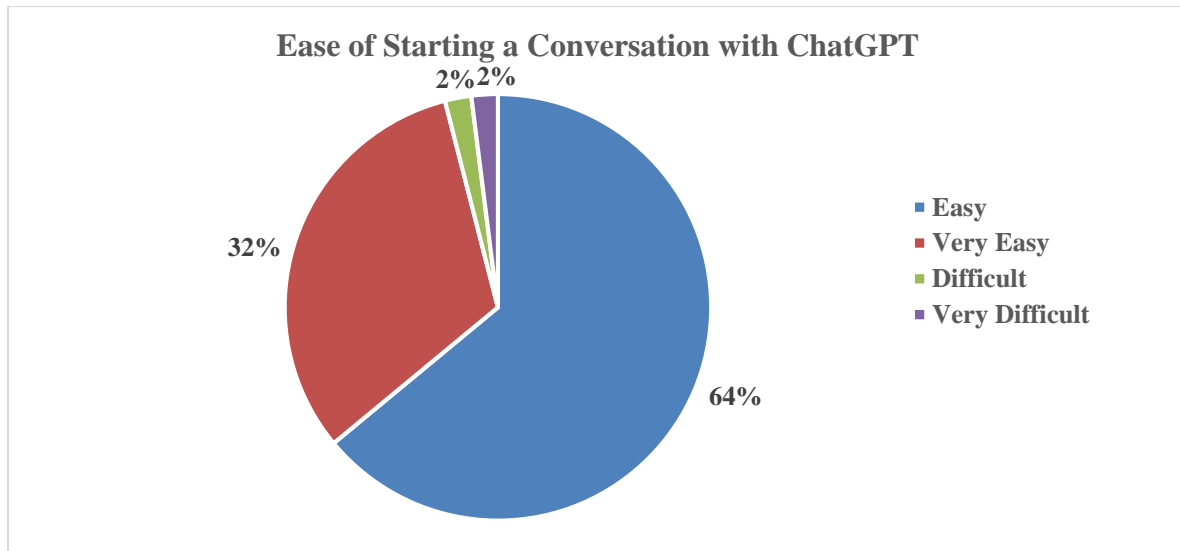


Figure 7. Ease of Starting a Conversation with ChatGPT

In Figure 7, the pie chart illustrates respondents' views on the ease of starting a conversation with ChatGPT. The majority found it straightforward, with 64% rating the experience as *Easy* and 32% as *Very Easy*, indicating that almost all users encountered minimal barriers to initiating interactions. A small minority, 2%, rated the experience as *Difficult* or *Very Difficult*, suggesting that a few users faced initial challenges or unfamiliarity with the platform. Overall, these results highlight ChatGPT's user-friendly interface and accessibility, with most respondents finding it highly convenient to start conversations. The low proportion of users who had trouble reinforces the platform's effectiveness in providing a smooth and welcoming interaction process.

4.9 Respondents' Survey About the Speed of ChatGPT Responses

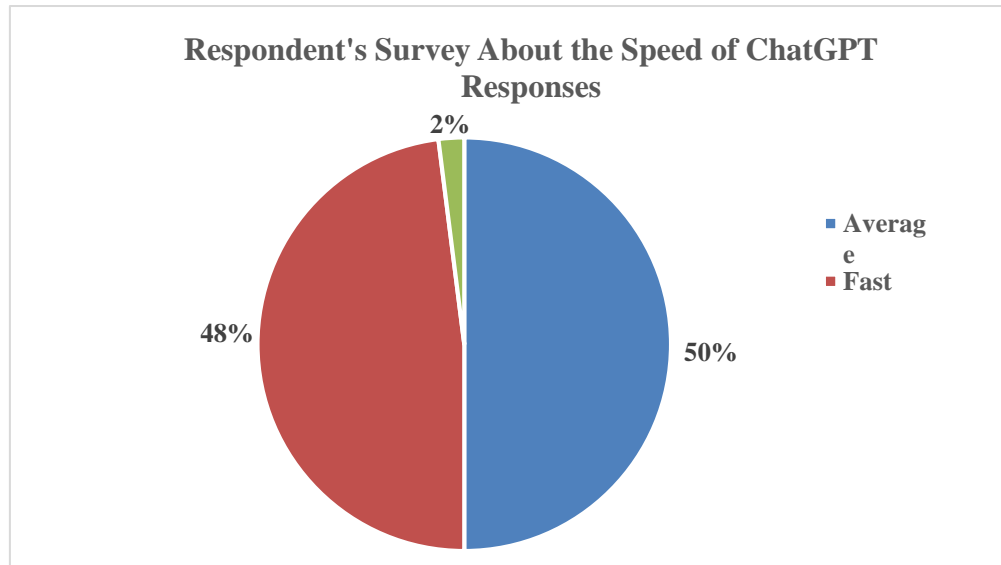


Figure 8. Respondents' Survey About the Speed of ChatGPT Responses

Figure 8 displays the distribution of feedback from 50 respondents on ChatGPT's response speed. The responses fall into three categories: *average*, *fast*, and *slow*. Half of the respondents (50%) rated the response speed as *average*, indicating that ChatGPT generally meets user expectations for response time. Nearly matching this, 48% of respondents rated it as *fast*, reflecting a largely positive view of its efficiency. Only 2% of respondents found the response speed to be *slow*, suggesting minimal concern about delays. Overall, most respondents from Seberang Perai Polytechnic perceive ChatGPT's response speed as satisfactory, with the majority rating it as either average or fast and only a small minority considering it slow.

4.10 Respondents' Likelihood of Continuing to use ChatGPT for Academic Needs

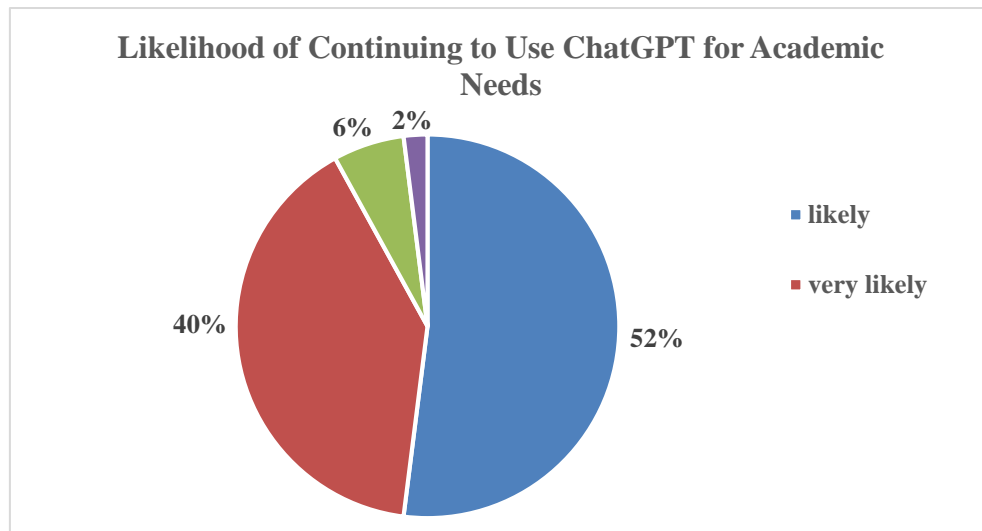


Figure 9. Respondents' Likelihood of Continuing to Use ChatGPT for Academic Needs

In Figure 9, the pie chart illustrates the likelihood of continuing to use ChatGPT for academic purposes among 50 respondents, divided into four categories: *likely*, *very likely*, *unlikely*, and *very unlikely*. The largest segment, *likely*, comprises 52% of respondents, indicating that over half are inclined to continue using ChatGPT academically. Following closely, *very likely* represent 40%, slightly lower than the *likely* category but still showing a strong interest in continued usage. The *unlikely* segment accounts for 6% of respondents, suggesting a smaller group with less interest in using ChatGPT further, while *very unlikely* represents 2%, indicating even lower enthusiasm. Overall, the chart shows a strong tendency towards continued use of ChatGPT for academic purposes, with 92% of respondents either *likely* or *very likely* to continue using the tool.

4.11 Respondents' likelihood of recommending ChatGPT for Academic Purposes

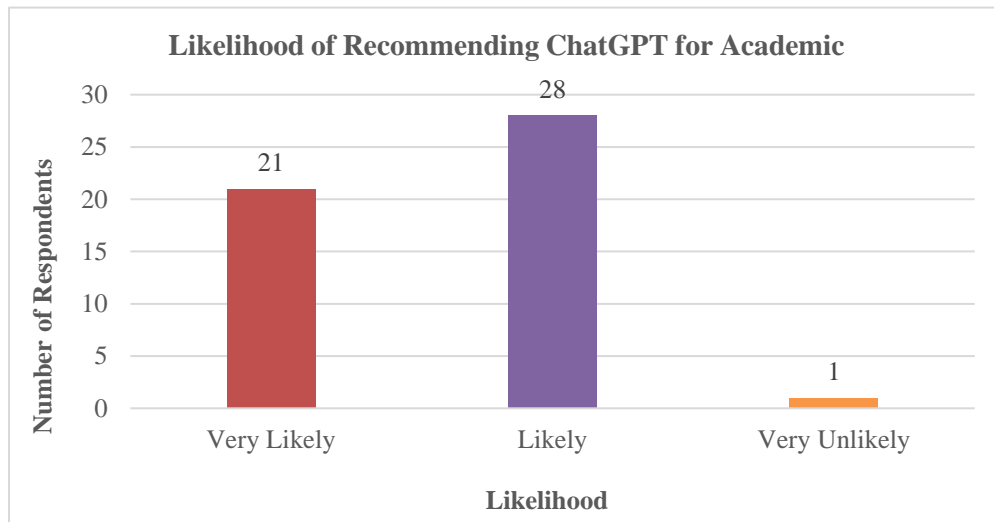


Figure 10. Respondents' Likelihood of Recommending ChatGPT for Academic Needs

In Figure 10, the chart shows how likely respondents are to recommend ChatGPT for academic use. The horizontal axis represents the likelihood categories, and the vertical axis shows the number of respondents. Out of 50 students surveyed, the largest group, 28 students (56%), chose *Likely* to recommend ChatGPT. This is more than the 21 students (42%) who chose *Very Likely*. Only 1 student (2%) chose *Very Unlikely*, and no students chose *Unlikely*, which is a 0% response rate for that option. Overall, most students are positive about recommending ChatGPT, with a preference for *Likely* over *Very Likely*, and very few students are negative.

5.0 CONCLUSION

This study highlights the significant role ChatGPT plays in supporting students at Seberang Perai Polytechnic (PSP), with many students using the tool regularly for tasks like research, assignments, and creative exploration. The results indicate that ChatGPT has become an essential resource, enhanced academic productivity and assisted with learning. However, despite its benefits, concerns have been raised regarding its potential drawbacks, particularly the risk of over-reliance on AI tools, which may hinder the development of critical thinking and problem-solving skills. Research by Dempere and Modugu (2024) and Allam and Ramasamy (2024) points out that while AI-driven tools like ChatGPT enhance personalized learning, they may also lead to dependency, which could reduce face-to-face interactions and collaborative learning opportunities.

To mitigate these risks, it is important for educators to integrate ChatGPT in a balanced way, ensuring that it complements traditional learning methods rather than replacing them. Future research could focus on developing strategies to incorporate AI tools like ChatGPT while preserving essential cognitive and interpersonal skills. This approach would ensure that the educational benefits of AI are maximized without diminishing students' ability to think critically and collaborate effectively.

6.0 RECOMMENDATIONS

The use of ChatGPT among students can be very helpful, but it is important to guide them on how to use it properly. Schools should teach students that ChatGPT is a tool to support their learning, not something to rely on completely. Teachers can also include ChatGPT in lessons, like using it for brainstorming ideas or checking grammar, so students can improve their skills. It is important to show students how to check the information they get from ChatGPT to make sure it is accurate. Schools can offer workshops to help both students and teachers learn how to use it better. They should also keep track of how ChatGPT affects students' learning to make sure it is being used in a positive way. Finally, it is a good idea to have conversations about the ethics of using AI in education and to balance its use with more traditional ways of learning to ensure students develop important skills on their own.

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ABSTRACT

Instagram addiction has become a growing concern among students, impacting various aspects of their academic and personal lives. This study aimed to investigate the patterns of Instagram use and its potential effects on the students of Seberang Perai Polytechnic. 50 respondents participate in this study. A total of three demographic items and ten statements related to Instagram usage habit. The finding revealed a high frequency of Instagram use among students, with a significant portion exhibiting signs of addiction. Additionally, a large percentage of students did not have Instagram addiction. The study highlights the need for greater awareness and interventions to promote healthier social media habits among students.

Keywords: Social Media, students, Instagram

1.0 INTRODUCTION

Instagram addiction can be understood through the frequency, purpose, and emotional impact of social media usage among students. Excessive engagement with Instagram can lead to a range of psychological and behavioral effects, such as reduced focus, poor time management, and heightened social comparison. These impacts can disrupt academic performance, affect mental health, and interfere with face-to-face interactions (Kuss & Griffiths, 2011). Research has shown that addiction to social media platforms, including Instagram, is increasingly prevalent among young people, affecting their productivity, emotional well-being, and interpersonal relationships.

Maintaining a balanced approach to social media use is essential for students' mental health, academic success, and personal development. Yet, many students may lack awareness of the risks associated with high Instagram usage and may underestimate the negative impact it has on their daily lives. This small-scale study aims to shed light on the patterns and effects of Instagram addiction among students at Seberang Perai Polytechnic. The purpose of this research is to investigate students' Instagram usage habits, their level of awareness about potential negative impacts, and the influence of Instagram addiction on their academic and personal lives.

2.0 LITERATURE REVIEW

Based on the research, indicates that Instagram addiction negatively impacts academic performance among students. Time spent on Instagram often detracts from time that could otherwise be dedicated to studying, completing assignments, or engaging in academic discussions. A study by Dey et al. (2024) found that excessive use of Instagram can lead to procrastination and poor time management, which contribute to lower grades and academic stress. Additionally, students who are addicted to Instagram may experience difficulties in focusing on academic tasks, as frequent checking of social media disrupts attention and decreases productivity (Rosen et al., 2013).

Instagram addiction has also been linked to reduced cognitive functioning. Excessive social media use can impair memory, learning capacity, and critical thinking skills, which are essential for academic success. In a study conducted by Przybylski et al. (2013), heavy

Instagram users showed signs of reduced attention spans and difficulties in retaining information, both of which negatively affect academic outcomes.

3.0 METHODOLOGY

This descriptive study used a set of questionnaires which was administered to 50 respondents at Seberang Perai Polytechnic. The questionnaires were self-constructed and distributed to the students from four main departments. The questionnaires were divided into 2 sections. Section A is used to obtain demographic information, such as age, gender, and ethnicity of the respondents. Meanwhile, Section B has ten questions regarding respondents' feedback on the eating habits and patterns. All data collection was anonymous and submission of the survey was considered as consent to participate. The questionnaire was limited to one response only.

4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Gender, Age Group and Semester

	No. of	Percentage
<u>Gender</u>	Students	(%)
Male	21	18
Female	37	82
<u>Department</u>		
Commerce	35	60
Mechanical Engineering	14	24
Information, Communication, and Technology	4	7
Electrical Engineering	5	9
<u>Semester</u>		
1	21	20
2	8	2
3	8	42
4	3	6
5	21	

As shown in Table 1, the survey forms were distributed to 50 students from four main departments. First, the respondents were identified based on their gender. 37 female students or 82% and 21 male students or 18% responded to the survey. Second, the data on the respondent's department were gathered. There were four department in the survey. Commerce department have a total of 35 students or 60%, 14 students or 24% are from Mechanical Engineering Department, 4 students or 7% students are from Information, Communication, and Technology Department. And lastly, 5 students or 9% of students from Electrical Engineering. Finally, the information on respondents' semester was collected. The highest number of the respondents came from Semester 1 and 5 with 21 students. These was followed by Semester 2 and 3 with 8 students, Semester 4 with 3 students, which is the lowest total respondent recorded in the survey.

4.2 Number of Years Students Have Been Using Instagram

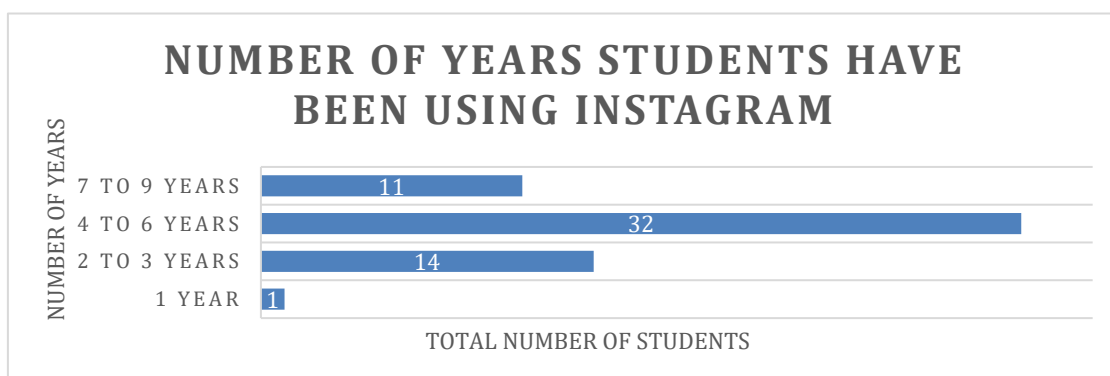


Figure 1. Number of years students have been using Instagram

The bar chart above shows the number of respondents according to main food group taken in daily meals. Y-axis represent the number of years while the X-axis represents the total number of students. There are four types of main group stated in the graph, which are 1 year, 2 to 3 years, 4 to 6 years, and 7 to 9 years

It is clearly seen from the graph that 4 to 6 years recorded the highest, accounted for 32 respondents in total. Meanwhile, 2 to 3 years recorded 14 respondents and it was the second highest group which is slightly higher than 7 to 9 years by 11 respondents. The lowest number

of the number of years is 1 year which only comprised of 1 respondent. In a nutshell, majority of the respondents have only been using Instagram for 4 to 6 years.

4.3 The Number of Hours Students Surfing Instagram In a Day.

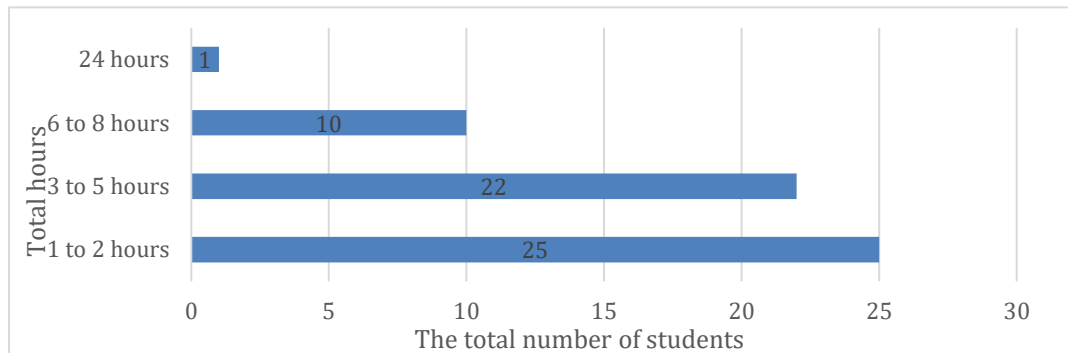


Figure 2. The number of hours students surfing Instagram in a day.

The bar graph depicted the respondents' feedback on the number of years students had been using Instagram. Y-axis represent the number of total hours while the X-axis represents the total number of students. Those using it for 4 to 6 years significantly outnumbered other groups. Meanwhile, 14 respondents reported using Instagram for 2 to 3 years, slightly more than the 11 respondents who used it for 7 to 9 years. Conversely, only 1 respondent had been using Instagram for 1 year, marking the lowest data point. In conclusion, the majority of students had been using Instagram for 4 to 6 years

4.4 The Various Purpose of Student Use Instagram

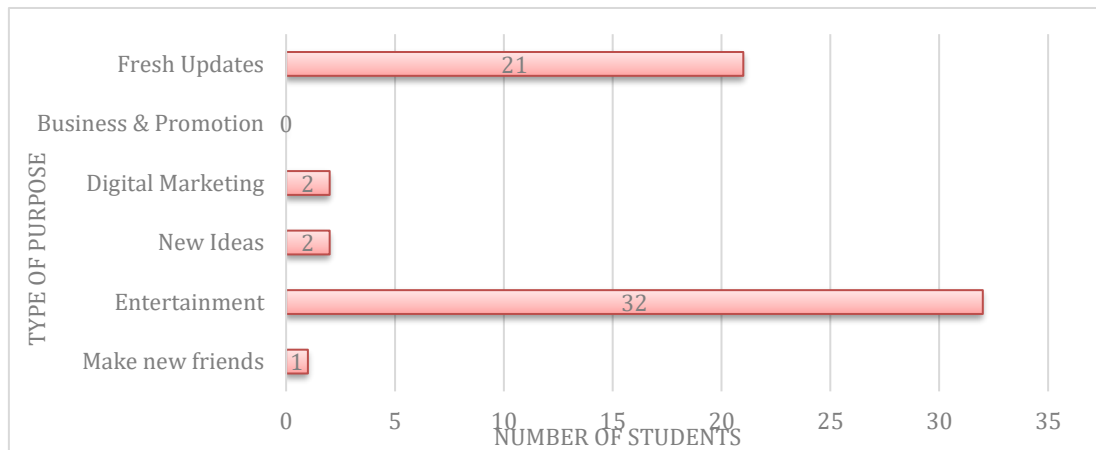


Figure 4. The Various Purpose of Student Use Instagram

According to the bar graph shows the respondent's feedback on the various purpose of students use Instagram. For entertainment, it recorded a total of 32 respondents which is significantly higher than the other options. Meanwhile, for fresh updates recorded 21 respondents, which is significantly higher than digital marketing and new ideas, which recorded 2 respondents each. Next is make new friends recorded only 1 respondent. Lastly, business and promotion had no respondents. To sum up, the majority of students using Instagram is for entertainment.

4.5 Difficulty in Limiting Instagram Usage Among Students.

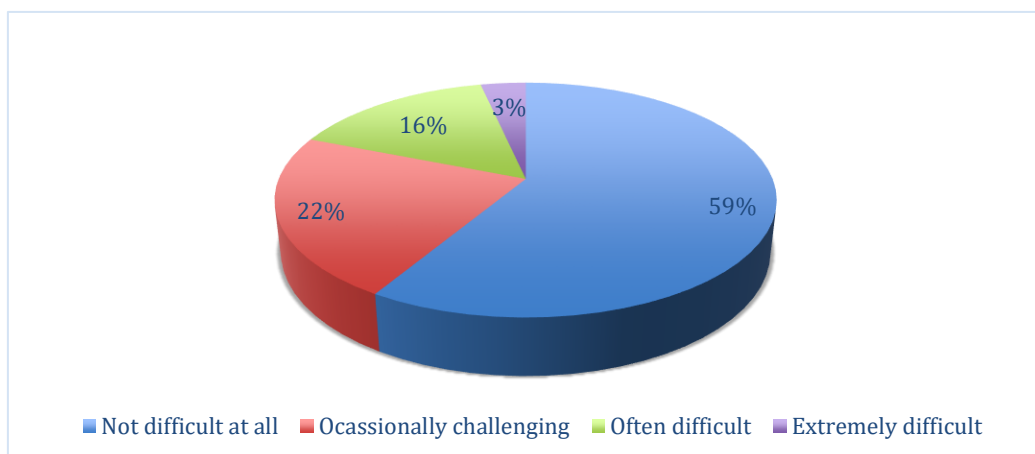


Figure 5. Difficulty in limiting Instagram usage among students.

The pie chart illustrated that respondents experienced varying levels of difficulty in limiting Instagram usage among students. The largest segment, comprising three-fifths of the total respondents, indicated that they found it not difficult at all to limit their usage. This was followed by those who reported it was occasionally challenging, accounting for one-fifth of respondents. Additionally, slightly over a tenth stated that limiting usage was often difficult, while 16% found it difficult. Lastly, around 3% reported it as extremely difficult. In summary, the majority of students did not find it challenging to limit their Instagram usage.

4.6 Frequency of Checking Instagram Immediately After waking Up Among Students

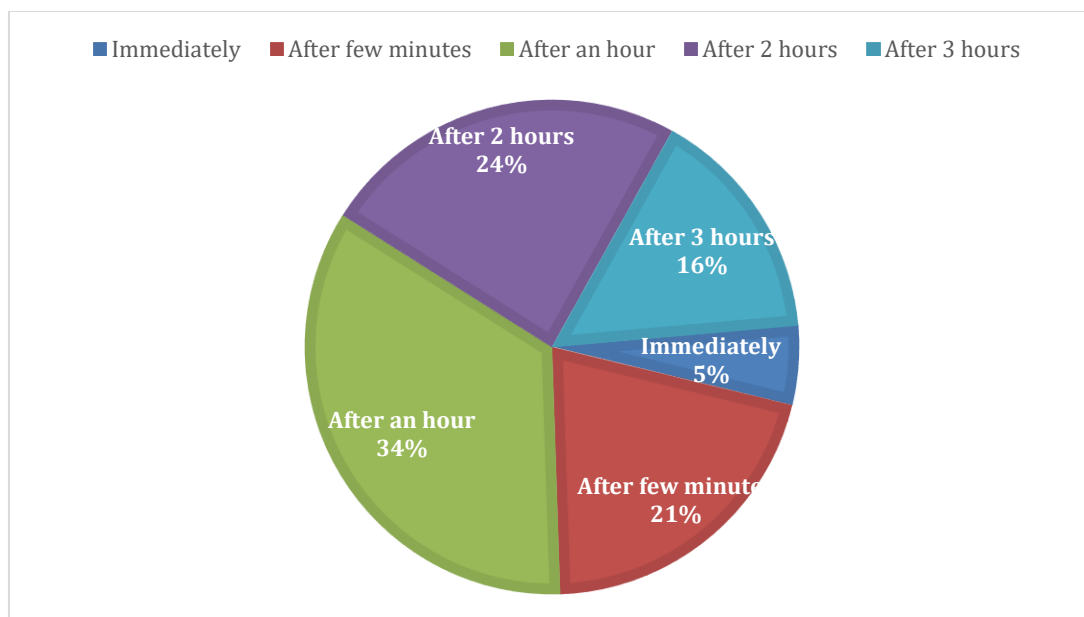


Figure 6. Frequency of checking Instagram immediately after waking up among students

The pie chart illustrated the frequency with which students checked Instagram immediately after waking up. One-third of respondents, accounting for 34%, waited an hour before checking Instagram. Following this, 24% of students checked Instagram after two hours, while 21% did so within a few minutes of waking. Additionally, 16% of students waited three hours before checking Instagram. A small fraction, just 5%, checked Instagram immediately upon waking. In conclusion, the majority of students waited at least an hour before accessing Instagram.

4.7 The Frequency of Students Browsing Instagram To Get Rid of Negative Feelings.

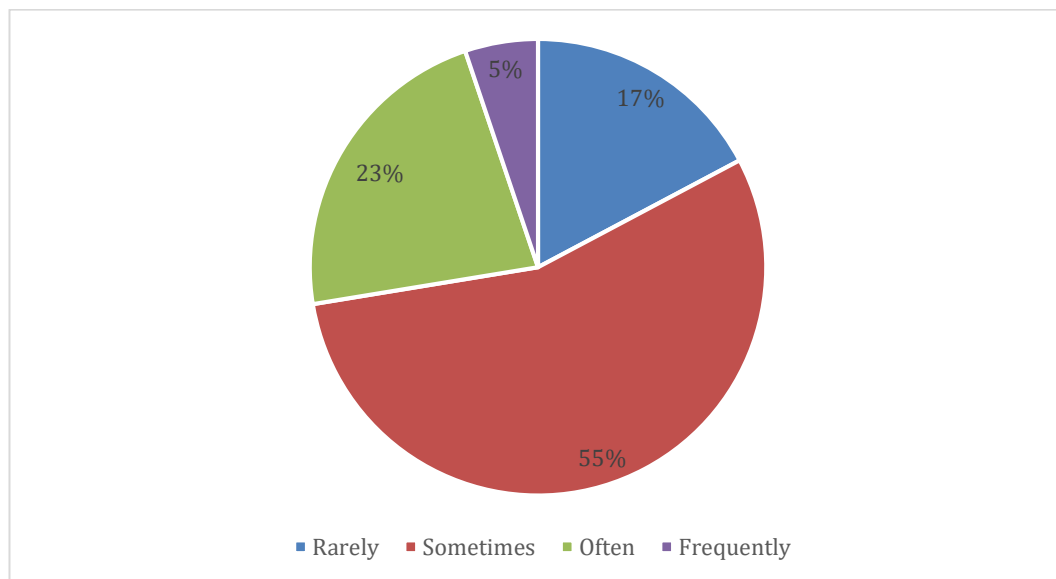


Figure 7. The frequency of students browsing Instagram to get rid of negative feelings.

The pie chart showed student feedback on how frequently they browsed Instagram to cope with negative feelings. The largest segment, representing 55% of students, indicated they sometimes used Instagram for this purpose. Meanwhile, 23% of students reported often browsing Instagram to alleviate negative feelings. This was followed by 17% of respondents who rarely used Instagram in this way. Lastly, only a small fraction 5% of respondents reported browsing Instagram to manage negative emotions.

In summary, the majority of students did not rely heavily on Instagram to overcome negative feelings.

4.8 Number of Followers/Friends on Instagram Among Students.

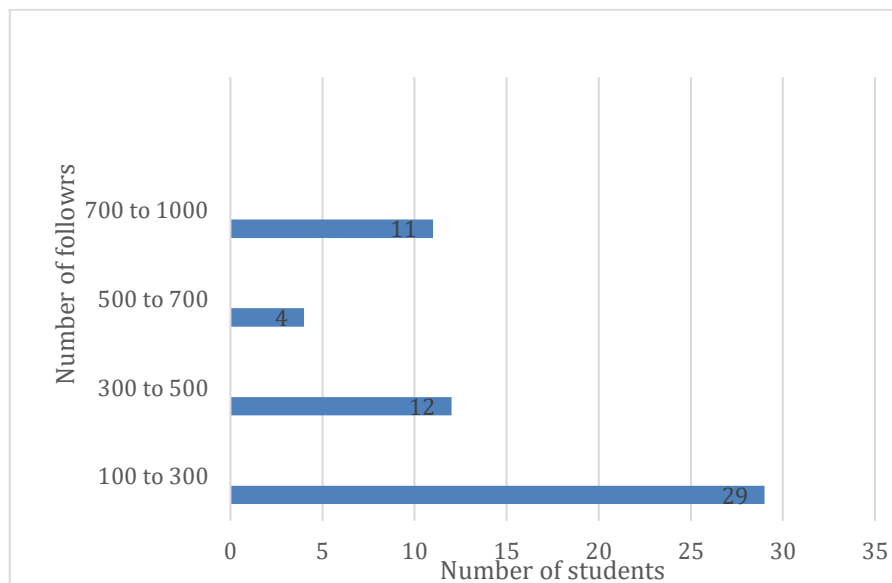


Figure 8. Number of followers/friends on Instagram among students.

The bar graph depicted students' feedback regarding the number of followers or friends they had on Instagram. The category of 100 to 300 followers recorded the highest number of respondents, with 29 students indicating this range, which was slightly higher than the other options. Following this, the group with 300 to 500 followers totaled 12 respondents, demonstrating a notable drop compared to the previous category. In contrast, the categories for 500 to 700 and 1,000 followers each recorded significantly lower numbers, with only 4 and 11 respondents, respectively.

In conclusion, the data revealed that the majority of students had between 100 and 300 followers or friends on Instagram, suggesting that this range was the most common among their peers. This trend may reflect a preference for maintaining smaller, more personal networks on social media platforms.

5.0 CONCLUSION

In conclusion, Instagram addiction among students at Seberang Perai Polytechnic may be influenced by the increased independence they experience after transitioning from secondary school, similar to their health and dietary choices. This independence can lead to excessive use of Instagram, as students seek social connection, entertainment, and recognition on the platform. Such addiction has the potential to impact academic performance, increase feelings of loneliness and shyness, and reduce overall well-being. Given these risks, it is essential to develop awareness programs and interventions that promote a balanced and mindful use of social media, encouraging students to prioritize healthy digital habits alongside a healthy lifestyle.

6.0 RECOMMENDATIONS

The information provided by the present study is also a valuable insight into Instagram addiction among Seberang Perai Polytechnic students. Recognizing that social media addiction is a growing concern among the student population, the institution should consider implementing strategies to address this issue.

Lecturers can play a role by educating students on the importance of balanced social media use and the potential negative impacts of Instagram addiction on mental health, academic performance, and social relationships. The polytechnic should also provide information regarding social media addiction, its signs, and how it can affect well-being and productivity. This could include sharing tips and guidance on managing screen time and using social media mindfully (e.g., via social media channels or campus events). Additionally, students need to develop self-discipline and self-control, learning to prioritize real-life interactions, academic responsibilities, and personal well-being over excessive online activity. Creating structured workshops on digital wellness, incorporating time-management strategies, and promoting alternative social activities can help students maintain a healthier balance.

This study should be seen as a first step toward developing targeted and effective intervention programs aimed at fostering responsible social media habits and supporting students in maintaining a healthy relationship with technology.

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A SURVEY ON PSP STUDENTS' MONTHLY EXPENDITURE

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ABSTRACT

This survey aims to analyse the monthly expenditure patterns of students at Seberang Perai Polytechnic, providing valuable insights into their financial challenges and spending behaviour. Understanding students' expenditures is essential for developing effective budgeting strategies and identifying areas where financial support is needed. The study involved 50 students who were surveyed to gather data on key expenditure categories, including accommodation, transportation, and academic expenses. The collected data was analysed to determine the average monthly expenditure and identify the significant areas where most of the students' income is allocated. The results highlight the financial pressures faced by students and reveal patterns that can inform the development of support mechanisms or financial aid programs. Additionally, the study emphasizes the need for better financial literacy among students, encouraging them to adopt more effective budgeting practices. Based on the findings, recommendations are made for the institution to explore ways of reducing certain costs and providing targeted financial assistance, ultimately enhancing students' financial well-being and supporting their academic success.

Keywords: Monthly expenditure, Polytechnic

1.0 INTRODUCTION

The monthly expenditure of students is a critical factor affecting their overall well-being, academic performance, and personal development. Polytechnic students, who often have to balance academics with limited financial resources, managing their finances effectively becomes a significant challenge. Financial stress can impact their ability to focus on studies, engage in extracurricular activities, and maintain a healthy lifestyle. The allocation of their limited income to essential needs, such as food, accommodation, transportation, and academic supplies, directly influences their quality of life and academic outcomes. Understanding these spending patterns is crucial for identifying areas where students may require financial planning guidance or institutional support.

This report focuses on the spending behaviours of 50 students at Seberang Perai Polytechnic, examining how they allocate their income across various categories. It explores the influence of part-time employment on students' income and how it helps them cover daily expenses. Additionally, it examines the financial impact of clothing, personal items, and leisure activities. The report also considers the role of study loans, scholarships, and parental contributions in managing expenses. By analysing these financial sources and expenditures, the study seeks to identify how students balance their financial resources and prioritize spending.

Furthermore, the survey investigates other essential financial aspects, such as housing costs, particularly for students living in rented accommodations. It also examines students' reliance on public transportation and its effect on their monthly budgets. By analysing the portion of income spent on different needs, this research provides a comprehensive understanding of how students at Seberang Perai Polytechnic manage their finances. The findings will offer valuable insights into areas where financial planning, budgeting strategies, and institutional support can be improved, ultimately helping students manage their finances more effectively and reduce financial stress.

2.0 LITERATURE REVIEW

A literature review examining the monthly expenditure of Seberang Perai Polytechnic students including accommodation, clothing and personal items, daily expenses, part-time jobs, and financial assistance through loans and scholarships—reveals several important insights. According to the Household Income and Expenditure Survey Report by Jabatan Perangkaan

Malaysia (2020), living costs, particularly accommodation, constitute a significant portion of Malaysian household expenditures, mirroring trends in student spending. The Ministry of Higher Education Malaysia (2021) highlights the growing financial burden on students, showing that many rely on part-time work and scholarships to manage their expenses effectively. Abdullah and Ismail (2019) argue that financial literacy influences students' spending behaviour, emphasizing that poor financial management can exacerbate stress and lead to suboptimal financial decisions. Zainal and Hamid (2021) further explore polytechnic students' expenditures, noting that high accommodation and daily living costs compel many to seek additional income sources, such as part-time employment or educational loans. Lastly, Tan and Lee (2022) link financial constraints directly to academic performance, suggesting that economic difficulties can negatively impact students' educational outcomes. This comprehensive analysis provides insight into the multifaceted factors influencing student spending behaviour, underscoring the importance of financial management education and robust financial aid structures

3.0 METHODOLOGY

This research employed a quantitative survey method, collecting data from a randomly selected sample of 50 students at Seberang Perai Polytechnic to ensure representativeness. The survey questionnaire was designed to capture information on monthly expenses across categories such as housing, food, transportation, academic supplies, and leisure activities. Data collection was conducted over two weeks through both online and in-person survey distribution. The collected data was compiled and analysed using basic statistical tools to calculate averages and identify major expenditure categories.

4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Gender, Age Group and Semester

	No. of students	Percentage (%)
<u>Gender</u>		
Male	21	42
Female	29	58
<u>Department</u>		
JKM	33	66
JTMK	4	8
JP	13	26
JKE	0	0
<u>Semester</u>		
1	1	2
2	0	0
3	6	12
4	2	4
5	35	70
6	6	12

The survey was distributed to 50 students from four main departments at Seberang Perai Polytechnic, and the demographic data collected provided valuable insights into the respondents' composition. Of the 50 participants, 29 were female (58%), and 21 were male (42%). The respondents represented four academic departments, with the highest number coming from the JKM department (33 students), followed by JP (13 students) and JTMK (4 students). No respondents were from the JKE department. Regarding academic semesters, the largest group was from Semester 5, with 35 students, indicating significant representation from more advanced stages of the program. Semester 3 and Semester 6 each had 6 participants, while

Semester 4 had 2. The fewest participants came from Semester 1, with only 1 student. Notably, no students from Semester 2 took part in the study. This distribution of respondents provides a broad perspective on the financial habits of students at different stages of their academic journey.

4.2 Students Who Are Working Part-Time

Students Who Are Working Part-Time

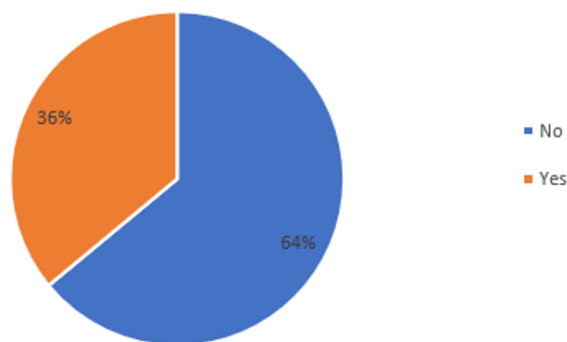


Figure 1. Students Who Are Working Part-Time

This pie chart illustrates whether students in PSP are working part-time or not. The largest sector represents the number of students (64% or 32 students) who are not working part-time. Meanwhile, 36% or 18 students are working part-time. In conclusion, most PSP students have chosen not to work part-time.

4.3 The Amount Students Spend on Clothing and Personal Items Each Month

The Amount Students Spend on Clothing and Personal Items Each Month

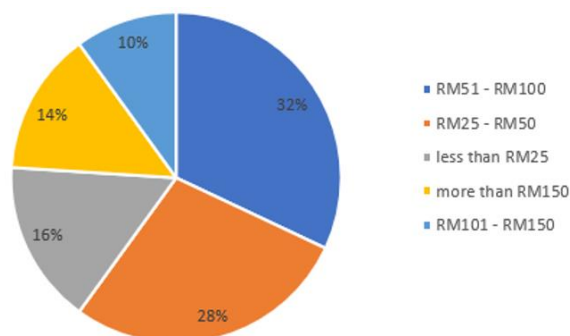


Figure 2. The Amount Students Spend on Clothing and Personal Items Each Month

The pie chart titled *The Amount Students Spend on Clothing and Personal Items Per Month* illustrates the spending habits of 50 students, revealing distinct patterns in their expenditures. The largest proportion, 32% (16 students), spends between RM51 and RM100, indicating that this is the most common spending range among the group. Close behind, 28% (14 students) spend between RM25 and RM50, showing that a significant portion of students manage their expenses within a lower range.

Meanwhile, 16% (8 students) report spending less than RM25, reflecting a more frugal group. On the other end of the spectrum, 14% (7 students) spend over RM150, representing the higher spenders. Lastly, 10% (5 students) fall within the RM101 to RM150 range. These results suggest that most students' expenditures are concentrated between RM25 and RM100, with smaller groups either spending significantly less or more.

4.4 The Amount Students Spend on Their Daily Expenses

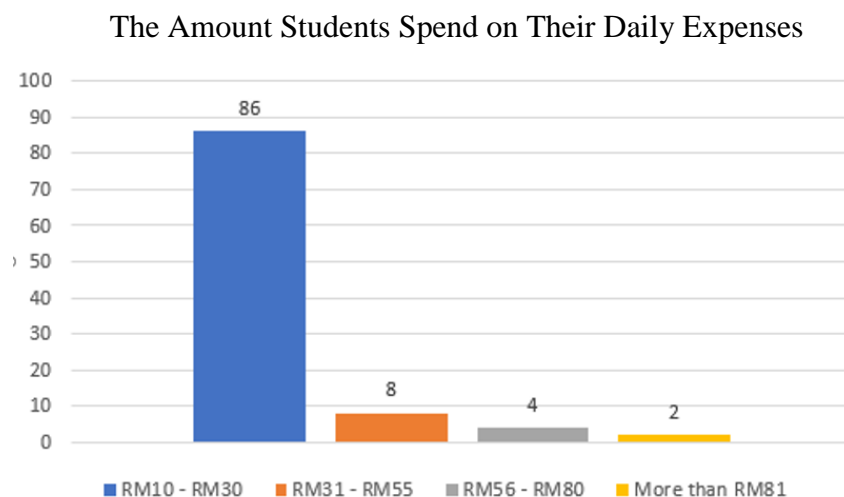


Figure 3. The Amount Students Spend on Their Daily Expenses

According to this graph, the majority of students—86% (43 students) spend between RM10 and RM30 on their daily expenses, indicating that most students keep their daily costs within a lower, manageable range. A smaller group, 8% (4 students), spends between RM31 and RM55, reflecting slightly higher daily expenses.

Only 4% (2 students) fall within the RM56 to RM80 range, while an even smaller 2% (1 student) spends more than RM80 per day. The data suggests that the vast majority of students are budget-conscious in their daily spending, with only a few managing higher expenses.

4.5 Number of PSP Students Receiving Study Loans and Scholarships

Number of PSP Students Receiving Study Loans and Scholarships

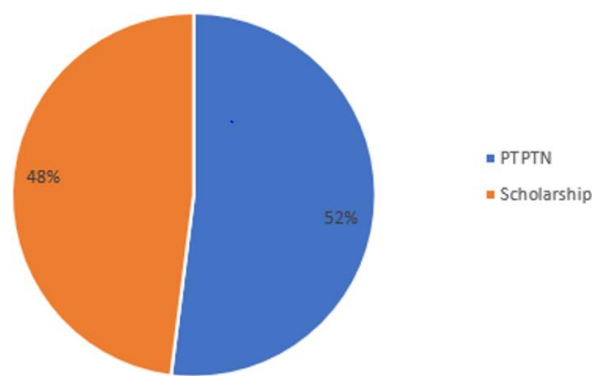
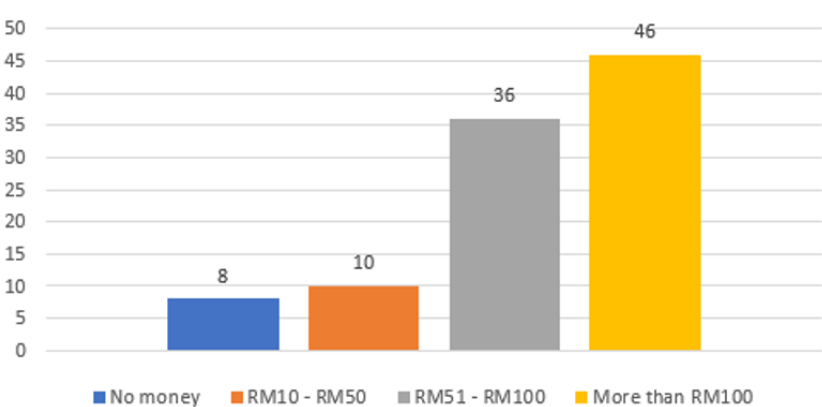


Figure 4. Number of PSP Students Receiving Study Loans and Scholarships

The chart titled *Number of PSP Students Receiving Study Loans and Scholarships* shows that 52% of students rely on PTPTN loans to finance their education, indicating that the majority depend on this accessible loan program to cover tuition and related expenses. Meanwhile, 48% of students receive scholarships, suggesting that nearly half of the student population benefits from merit-based or need-based financial aid. This close split reflects a balanced reliance on both loans and scholarships, showing that while slightly more students opt for loans, a significant number of secure scholarships, reducing their financial burden.

4.6 Parental Financial Support for PSP Students

Parental Financial Support for PSP Students



The bar graph
assistance studen

much financial
ves more than

RM100 monthly, indicating that nearly half of the students get significant support to manage their expenses. Following this, 36% receive RM51 to RM100, suggesting that a substantial number rely on moderate financial contributions from their families.

A smaller group, 10%, receives between RM10 and RM50, reflecting a more limited amount of parental support. Lastly, 8% report receiving no money from their parents, indicating that a small portion of the student population is financially independent or relies on other sources for their expenses. This data highlights a broad range of parental support, with most students receiving sufficient funds to cover their basic needs.

4.7 PSP Students Renting a House

PSP Students Renting a House

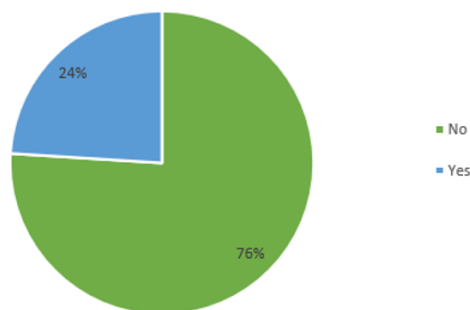


Figure 6. PSP Students Renting a House

The pie chart titled PSP students renting a house shows the proportion of students who are currently renting. A significant 76% of students rent a house, indicating that the majority prefer or need to live off-campus, possibly due to proximity to school, affordability, or the availability of suitable accommodations. In contrast, 24% of students do not rent, suggesting that they may live with family, stay in dormitories, or have other housing arrangements.

This distribution highlights the reliance of most PSP students on rental housing as a primary means of securing accommodation during their studies.

4.8 PSP Students' Monthly Spending on Public Transportation and Ride-Sharing Services

PSP Students' Monthly Spending on Public Transportation and Ride-Sharing Services

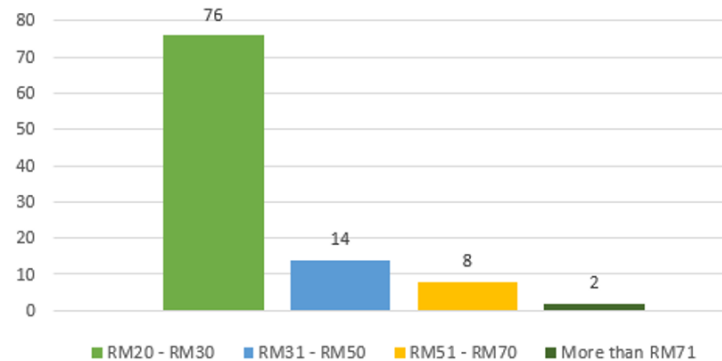


Figure 7. PSP Students' Monthly Spending on Public Transportation and Ride-Sharing Services

The bar graph titled PSP Students' Monthly Spending on Public Transportation and Ride-Sharing Services highlights students' transportation expenses. The majority, 76%, spend between RM20 and RM30 per month, suggesting that most students keep their transportation costs relatively low, likely due to frequent use of affordable public transport or short commuting distances.

A smaller group, 14%, spends between RM31 and RM50, possibly indicating longer commutes or more frequent use of ride-sharing services. Meanwhile, 8% spend between RM51 and RM70, reflecting higher transportation costs, likely due to more frequent or longer-distance travel. Lastly, only 2% spend more than RM70 per month, suggesting that a very small percentage of students face significantly higher transportation expenses, possibly due to living farther away or relying on costlier transport options.

This distribution shows that while most students manage their transportation expenses within a modest range, a few incur higher costs.

4.9 PSP Students’ Monthly Savings Habits

PSP Students’ Monthly Savings Habits

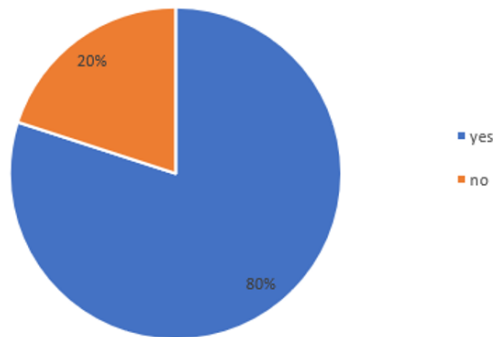


Figure 8. PSP Students’ Monthly Savings Habits

The pie chart titled PSP Students Save a Portion of Their Monthly Income illustrates students' saving habits. A substantial 80% of PSP students save a portion of their monthly income, indicating a strong culture of financial responsibility. This suggests that most students are mindful of future expenses, emergencies, or financial goals.

On the other hand, 20% do not save any portion of their income, possibly because they lack disposable income after covering expenses or prioritize immediate needs. This contrast highlights that while most students focus on saving, a smaller group is unable or chooses not to set aside money each month.

5.0 CONCLUSION

The findings align with existing literature, confirming that accommodation, clothing, and other personal items are primary expenses for students. The financial pressures faced by Polytechnic Seberang Perai students mirror those found in broader studies on student expenditures across Malaysia. The results suggest that while students are adept at prioritizing essential expenses, balancing educational costs with limited income remains a significant challenge.

Moreover, students' focus on essential expenses reflects a high level of financial literacy and budgeting skills. However, despite these efforts, many still experience shortfalls that may limit their access to crucial academic resources, such as internet connectivity, textbooks, or a conducive study environment. This finding is consistent with broader literature, which highlights how financial hardship—especially among lower-income students—can lead to food insecurity and a reduced quality of life.

These insights underscore the need for supportive measures, including increased financial aid, accessible housing options, and subsidies for educational resources. They also point to the importance of policies that buffer students against economic pressures, such as improved part-time job opportunities with student-friendly hours and enhanced financial literacy programs. Ultimately, ensuring that students can balance their educational pursuits with manageable living costs is critical to fostering a conducive learning environment and promoting equitable access to higher education.

6.0 RECOMMENDATIONS

To address the financial pressures faced by students at Polytechnic Seberang Perai, several targeted measures can be implemented. First, the institution should collaborate with local government and private sector partners to expand scholarships and financial aid programs, particularly for students from low-income backgrounds. Additionally, financial literacy workshops could help students manage their budgets more effectively and make informed spending choices.

Providing affordable on-campus accommodation and discounted student meal plans would further ease daily living expenses. Moreover, partnerships with local businesses to facilitate

part-time job opportunities could offer students supplementary income without disrupting their studies. Establishing a student cooperative store on campus to sell essential items at reduced prices would also help lower costs.

Lastly, promoting the availability of second-hand textbooks and thrift shops for clothing could encourage cost-saving habits among students. These combined efforts would create a more supportive environment, allowing students to focus on their education rather than financial concerns.

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Assessing Student Satisfaction with Wi-Fi Connectivity on the PSP Campus

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ABSTRACT

This study assesses student satisfaction with WiFi connectivity at Politeknik Seberang Perai (PSP). The purpose of the research was to evaluate the effectiveness of the current WiFi infrastructure on the campus and identify areas for improvement. The methodology involved a survey conducted among 51 PSP students, with data collected through a Google Form. The survey instrument consisted of three demographic questions and ten statements related to WiFi usage and satisfaction. The findings revealed that while some students expressed reasonable satisfaction with the service, many reported ongoing issues, including slow speeds and limited coverage in certain areas of the campus. These concerns highlight significant gaps in the WiFi service, which need to be addressed to improve overall student satisfaction. The study concludes that although there is a general acceptance of the WiFi service, substantial improvements in connectivity and coverage are necessary to meet student expectations and support their academic needs effectively.

Keywords: Students, wi-fi, PSP

1.0 INTRODUCTION

These days, Wi-Fi is essential as a textbook for students on college campuses; it's a vital component of how they access online materials, communicate with their peers, and maintain their academic progress. Since so much of college life is now done online, having dependable Wi-Fi is essential to having a good time as a student. Students on the PSP campus depend on Wi-Fi for a variety of purposes, including research, online courses, and instant access to educational resources. Numerous students have expressed their dissatisfaction with the current system, citing limited coverage in some places, slow speeds, and frequent disconnections. The purpose of this study is to investigate how satisfied students are with PSP's Wi-Fi, highlighting major issues and offering practical solutions. The study aims to address these issues in order to help make improvements that will enhance the overall student experience and ensure that the campus remains equipped to support academic success in the digital age

2.0 LITERATURE REVIEW

Wi-Fi is essential in Politeknik Seberang Perai (PSP), supporting learning, research, and communication. Reliable, high-speed Wi-Fi enables students and faculty to participate in online classes, access resources, and collaborate effectively. Important factors that affect satisfaction with campus Wi-Fi include speed, reliability, coverage, and quick IT support (O'Brien et al., 2021; FS Community, 2022).

Wi-Fi quality also impacts academic success. Poor connectivity often leads to frustration, distractions, and reduced academic focus. Managing campus Wi-Fi can be challenging, as high demand during peak hours causes congestion and slow speeds (Faiz et al., 2020).

Upgrading Wi-Fi networks can improve student engagement, support teaching, and allow seamless use of personal devices for learning. Enhancements like expanded coverage, better bandwidth management, and reliable access points create a more effective and engaging learning environment (FS Community, 2022). In conclusion, college should invest in Wi-Fi improvements to create a productive academic setting and meet students' evolving needs.

3.0 METHODOLOGY

This descriptive study used a self-constructed questionnaire distributed to 52 respondents at Politeknik Seberang Perai to gather insights and feedback. The questionnaires were given to students across four major departments and were divided into two sections. Section A collected demographic information, such as age, semester, and department. Section B contained ten questions aimed at assessing respondent's satisfaction with Wi-Fi connectivity across the PSP campus. All data collection was conducted anonymously, and submitting the survey was considered as consent to participate. Additionally, each respondent was permitted to submit only one response.

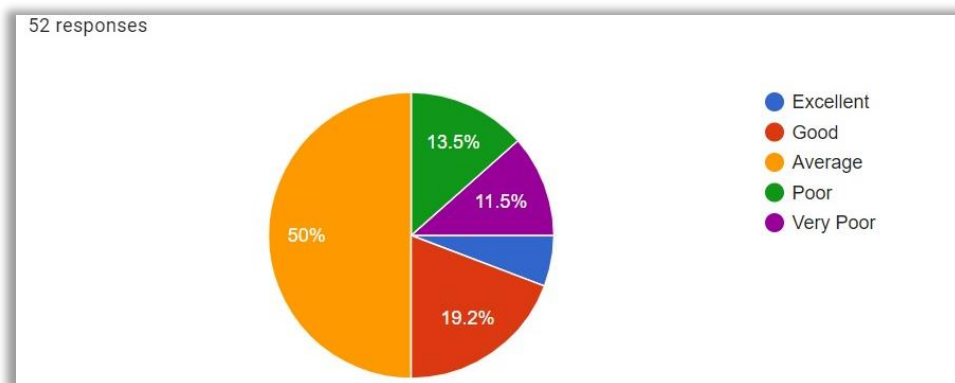
4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Age Group , Semester , department.

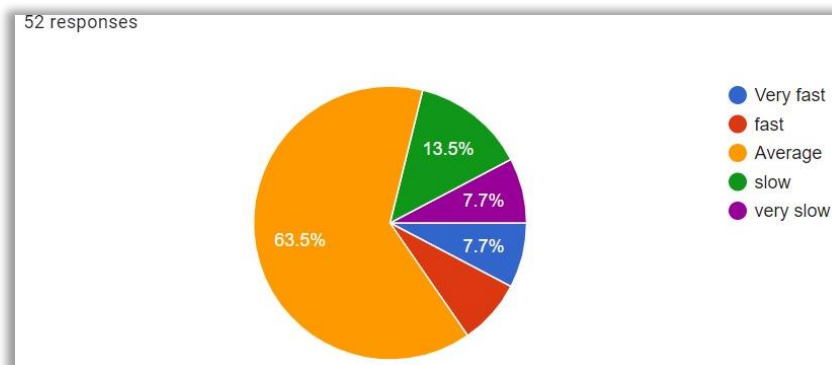
	No. of	Percentage
<u>Age group</u>	Students	(%)
18 - 20	40	76.92
20 - 22	12	23.08
<u>Semester</u>		
1	3	5.77
2	7	13.46
3	29	55.77
4	8	15.38
5	5	9.62
<u>Department</u>		
Commerce department	45	86.54
Electric engineering department	2	3.85
Technology information communication department	3	5.77
Mechanical engineering department	2	3.85

4.2.1 The usage of campus Wi-Fi by students for studies and personal purposes.



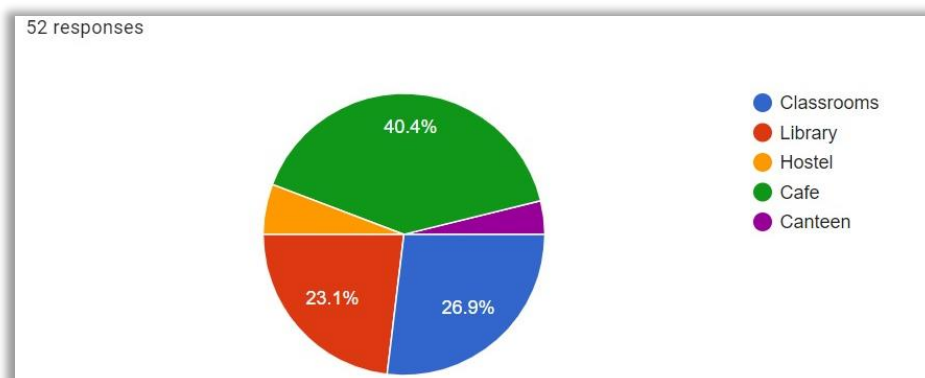
The pie chart represents the quality of campus Wi-Fi as rated by 52 respondents, divided into five categories: "Excellent," "Good," "Average," "Poor," and "Very Poor." The largest portion of respondents, 50%, rated the campus Wi-Fi as "Average," indicating that nearly half of the participants find the service to be mediocre. This is followed by 19.2% who rated it "Good," showing that a significant group is somewhat satisfied with the Wi-Fi quality. Meanwhile, 13.5% rated it "Poor," suggesting that a notable portion of users are dissatisfied with the service. A smaller percentage, represented by the blue section (11.5%), rated the Wi-Fi as "Excellent," indicating that only a small portion of respondents are highly satisfied. The smallest segment, indicated by the purple slice (11.5%), reflects those who rated the Wi-Fi as "Very Poor," suggesting that some users find the service highly unsatisfactory. Overall, the chart highlights diverse opinions on Wi-Fi quality, with a tendency toward average ratings.

4.1.2 How easy is it to connect to the campus Wi-Fi?



The pie chart illustrates how users perceive the ease of connecting to the campus Wi-Fi. A significant majority, 63.5%, rate the connection as average, indicating that the Wi-Fi performance is generally acceptable but not exceptional. However, 13.5% report the connection as slow, while another 7.7% experience it as very slow, highlighting issues with connectivity for a notable portion of users. On the positive side, 7.7% find the Wi-Fi to be very fast, and an additional 7.7% describe it as fast, suggesting that a small group enjoys better connection speeds. From this pie chart, while most users find the connection satisfactory, there are still concerns regarding slow speeds for some, pointing to potential areas for improvement.

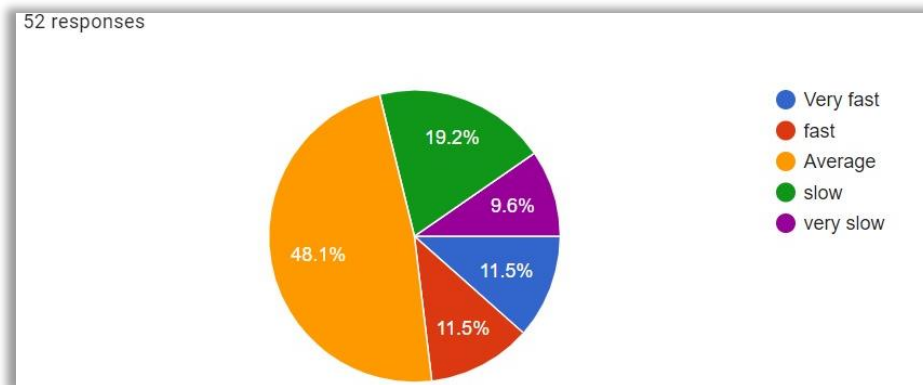
4.1.3 Which areas of the campus have the best Wi-Fi connectivity?



This pie chart represents the responses from 52 individuals regarding which areas of the campus have the best Wi-Fi connectivity. The majority of respondents, 40.4%, indicated that the Cafe has the strongest Wi-Fi. This is followed by Classrooms, which account for 26.9% of the responses, showing that a significant portion of the campus experiences good connectivity in these areas as well. The Library comes next, with 23.1% of respondents selecting it as an area with good Wi-Fi access. Meanwhile, the Hostel and Canteen received the least number of responses, representing only 7.7% and 1.9%, respectively. This suggests that, according to the

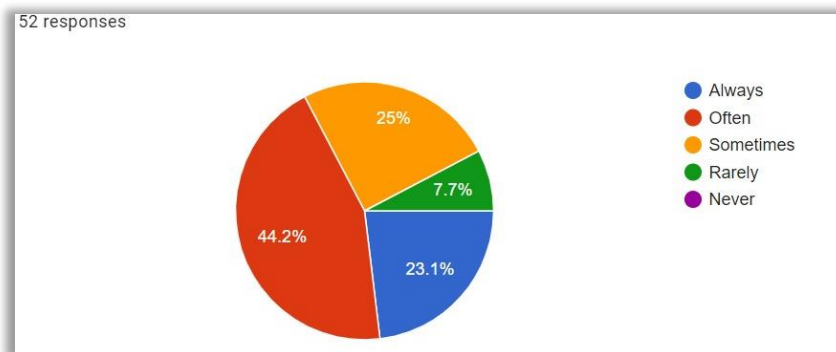
participants, the Wi-Fi connection in these two locations is weaker compared to the other areas on campus. Overall, the data highlights that the Cafe is perceived as the best spot for Wi-Fi connectivity on campus, whereas the Canteen is seen as the least reliable.

4.1.4 How would you rate the speed of the Wi-Fi for activities like browsing the web or streaming videos?



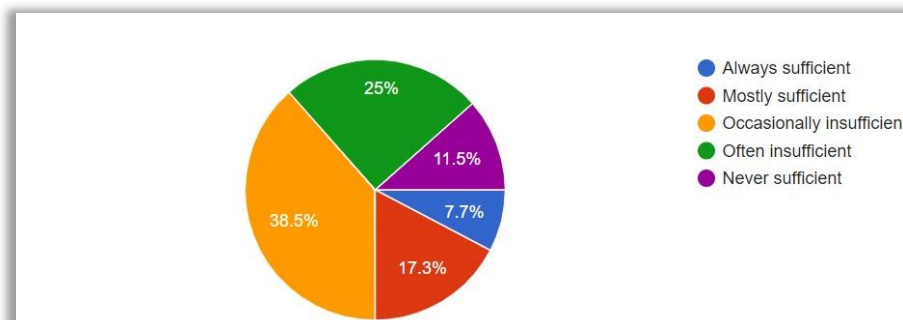
The pie chart shows how users rate the speed of the campus Wi-Fi for activities such as browsing the web or streaming videos. The largest portion, 48.1%, finds the speed to be average, suggesting that for nearly half, the connection is suitable for basic tasks. However, 19.2% report it as slow, while 9.6% find it very slow, indicating that a significant number of experience delays or buffering issues. On the positive side, 11.5% describe the connection as fast and another 11.5% as very fast, meaning some enjoy smooth, quick connections. From this pie chart, while most users find the speed acceptable, many still face slow connections, leading to inconsistent performance during online activities.

4.1.5 How often do you experience disconnections while using the campus Wi-Fi?



The pie chart illustrates how frequently users experience disconnections while using the campus Wi-Fi. The largest portion, 44.2%, indicates they sometimes experience disconnections, suggesting that intermittent disruptions are a common issue for nearly half of the users. Meanwhile, 25% report that they often face disconnections, highlighting a more persistent problem for a significant number. On a more positive note, 23.1% claim they rarely experience disconnections, and 7.7% report never having disconnection issues, showing that for about 30% of users, Wi-Fi stability is less of a concern. However, 7.7% state they always experience disconnections, pointing to a small group that consistently faces connectivity problems. From this pie chart, while most users encounter occasional disconnections, a considerable portion still frequently faces connectivity issues, highlighting a potential area for improvement in the campus Wi-Fi service.

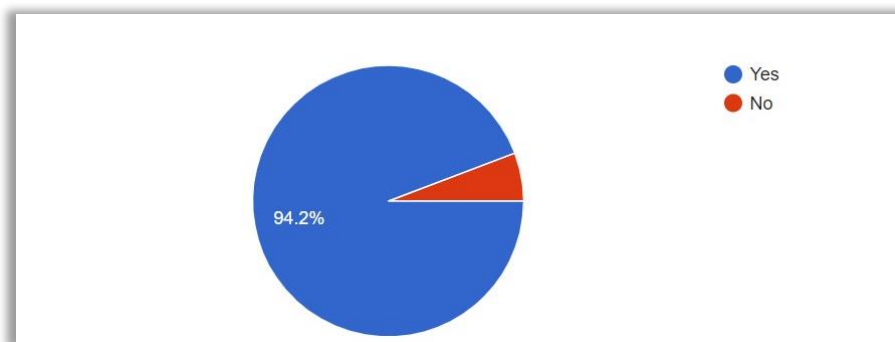
4.1.6 Do you feel the Wi-Fi speed is sufficient for academic tasks such as downloading materials, video conferencing, or accessing online resources?



The pie chart illustrates students' perceptions of Wi-Fi speed sufficiency for academic tasks such as downloading materials, video conferencing, and accessing online resources. The largest

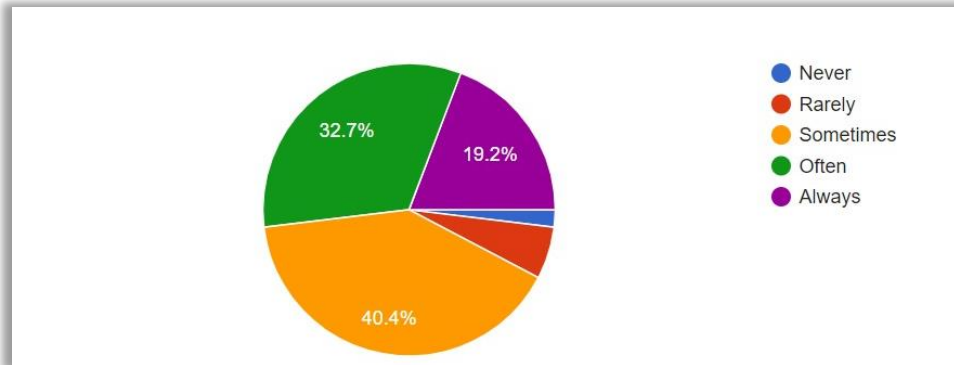
group, 38.5%, represented by the orange sector, finds Wi-Fi Occasionally insufficient, while 25%, shown in green, reports that it is Often insufficient. A smaller portion, 17.3%, represented by the red sector, considers the Wi-Fi Mostly sufficient, and 11.5%, shown in purple, believes it is Never sufficient for their needs. Only 7.7%, represented by the blue sector, feel that the Wi-Fi is Always sufficient. Overall, the data shows that most students experience some level of insufficiency in their Wi-Fi connectivity, with a significant number reporting frequent issues. This suggests that unreliable Wi-Fi could be a major barrier for students in accessing important academic resources and completing essential tasks effectively.

4.1.7 Have you ever needed to use your personal mobile data as a backup due to poor Wi-Fi connectivity?



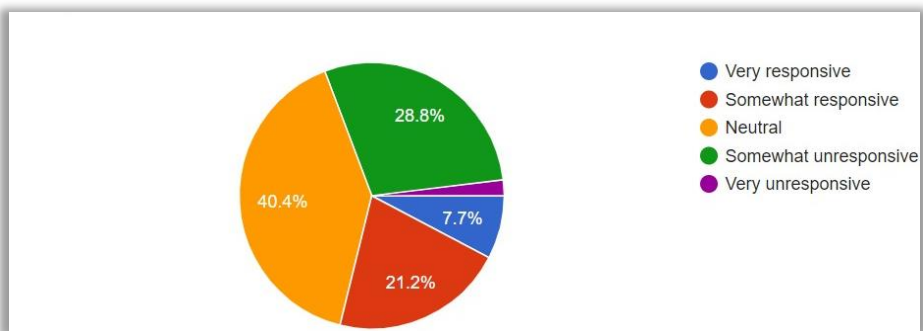
The pie chart highlights that a significant majority of students, 94.2%, have had to rely on their personal mobile data as a backup due to poor Wi-Fi connectivity, represented by the large blue sector. This suggests that Wi-Fi issues are a common problem for most respondents, forcing them to use mobile data to maintain access to online platforms. In contrast, only 5.8% of students, represented by the red sector, reported that they have never needed to switch to mobile data for this reason. Overall, the chart emphasizes the widespread impact of unreliable Wi-Fi on students' online learning experiences, suggesting that poor connectivity is a frequent and disruptive issue that affects the majority of students.

4.1.8 Do you face any difficulties accessing specific online learning platforms or websites due to poor Wi-Fi connectivity?



The pie chart represents the difficulties students face when accessing specific online learning platforms or websites due to poor Wi-Fi connectivity. The orange sector shows that 40.4% of respondents experience difficulties Sometimes, while 32.7%, represented by the green sector, face issues Often. The purple sector indicates that 19.2% of students Always have difficulties due to poor Wi-Fi connectivity. The red sector, covering 5.8%, represents those who Rarely experience issues, and the smallest group, 1.9%, shown in the blue sector, never faces such problems. From this pie chart, we can conclude that a majority of students encounter connectivity issues at least occasionally, with a significant portion experiencing these problems frequently.

4.1.9 How responsive is the campus IT department in addressing Wi-Fi-related issues or complaints?



Perceived responsiveness of the campus IT department in addressing Wi-Fi-related issues or complaints. The orange sector, representing 40.4%, indicates that most students find the IT department to be Somewhat responsive. The green sector, accounting for 28.8%, shows that a significant number of students consider the department to be Somewhat unresponsive. The red

sector reflects 21.2% of respondents who are Neutral about the department's responsiveness, while the blue sector, at 7.7%, shows students who find the IT team to be Very responsive. Finally, 1.9%, represented by the purple sector, feel the department is Very unresponsive. From this chart, we can infer that while most students perceive the IT department as somewhat effective, there is still a notable portion of students who are unsatisfied with the response to their complaints.

5.0 CONCLUSION

With polytechnic life comes greater independence, and reliable Wi-Fi quickly becomes a must-have for students trying to balance academic and personal needs. This study shows that many students at PSP struggle with Wi-Fi issues, from slow speeds and frequent dropouts to spotty coverage in certain areas, all of which make it harder for them to keep up with their online coursework and stay connected.

To improve this, PSP could look at expanding Wi-Fi coverage to areas with weaker signals, boosting bandwidth during peak hours, and making sure IT support is available when connectivity problems arise. Gathering regular feedback from students about their Wi-Fi experience would also help PSP stay on top of new issues and keep the network running smoothly. By focusing on these areas, PSP has a real opportunity to build a more reliable and supportive digital environment for students, ultimately helping them make the most of their time on campus.

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A Study on Health and Wellness Trends Among PSP Students

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ABSTRACT

This study investigates health and wellness behaviours among students at Politeknik Seberang Perai (PSP). Through a quantitative survey, 60 students from various departments provided insights into their physical activity, sleep patterns, hydration, dietary habits, stress levels and overall health. The primary barriers to healthy living were identified as lack of motivation and time. This paper highlights trends and patterns in students' health choices, suggesting targeted wellness programs for improved well-being.

Keywords: Hydration, physical Activities, Dietary Habits, Stress Levels, Overall Health

1.0 INTRODUCTION

Health and wellness play a critical role in a student's academic success, personal development, and overall quality of life. For students in higher education, the transition from adolescence to adulthood brings new responsibilities, social expectations, and stressors that can significantly impact their physical and mental well-being. As they juggle academic demands, extracurricular activities, and personal obligations, maintaining a healthy lifestyle can become a challenge. In recent years, increasing attention has been given to the health challenges faced by students in higher education, especially as evidence suggests that poor health practices may hinder not only academic performance but also future workplace readiness and quality of life. This research seeks to address these challenges by analyzing the health and wellness behaviors of students at Politeknik Seberang Perai (PSP), Malaysia.

Despite the importance of wellness, studies indicate that many students lack the motivation, resources, or support systems to prioritize their health. Issues such as inadequate sleep, poor dietary choices, high stress levels, and limited physical activity are common among university students globally. These behaviors, if not addressed, may lead to chronic health issues, impacting students' academic engagement and personal fulfillment. In Malaysia, the pressures of academic performance in competitive fields like TVET (Technical and Vocational Education and Training) programs can further compound these issues. PSP students, who are largely enrolled in such programs, may experience unique challenges due to the technical and hands-on nature of their coursework, which demands mental acuity, physical stamina, and resilience.

This study examines several key areas of health and wellness among PSP students, including physical activity, sleep patterns, hydration, dietary habits, stress levels, and overall health perceptions. Understanding students' behaviors and attitudes toward these areas can inform the development of supportive policies and wellness programs within the institution. Moreover, by identifying common barriers to healthier lifestyles—such as lack of time, motivation, or resources—this research aims to propose targeted interventions that address students' specific needs.

The findings from this research are expected to provide PSP's administration with actionable insights into the current state of student wellness and highlight areas where support can be strengthened.

This study will also contribute to the broader field of student wellness research by adding data specific to the Malaysian context, offering valuable implications for similar educational institutions. By fostering a healthier student body, PSP can help students achieve not only academic success but also prepare them for fulfilling, well-balanced lives beyond their education.

In summary, the research aims to assess the health and wellness behaviors of PSP students, identify the barriers they face in maintaining a healthy lifestyle, and provide recommendations for institutional programs that promote a holistic approach to student well-being. Through a quantitative survey method, this study hopes to illuminate the health challenges unique to this student population, supporting PSP's commitment to the holistic development of its students.

2.0 LITERATURE REVIEW

Health and wellness behaviors among students are critical for academic success and overall well-being. The literature indicates that various factors, including sleep quality, stress management, and dietary habits, significantly influence students' health outcomes. This review synthesizes existing research on these topics, particularly focusing on the challenges faced by students at institutions like Politeknik Seberang Perai (PSP).

Sleep Patterns and Academic Performance

Sleep quality is a significant determinant of academic performance among students. Research has shown that irregular sleep patterns and insufficient sleep are prevalent among college students, leading to negative academic outcomes. For instance, Phillips et al. found that irregular sleep/wake patterns correlate with poorer academic performance, emphasizing the importance of stable sleep schedules for cognitive functioning and academic success (Phillips et al., 2017). Similarly, Gaultney highlighted that sleep disorders are common in college

populations, adversely affecting academic performance and necessitating effective screening and intervention strategies (Gaultney, 2010).

Furthermore, studies by Mirghani et al. and Patrick et al. corroborate the notion that good sleep hygiene is essential for maintaining cognitive and physical performance, with poor sleep linked to increased stress and decreased resilience (Mirghani et al., 2015; Patrick et al., 2017).

Stress Management and Wellness Programs

Stress is another critical factor affecting student health. Arif et al. discuss the implementation of wellness programs in pharmacy colleges, which aim to enhance stress management and overall wellness among students (Arif et al., 2021). Such programs are vital, as they address the unique stressors faced by students, particularly during high-pressure academic periods. The need for tailored wellness interventions is further supported by research indicating that students often struggle with balancing academic demands and personal well-being (Franco et al., 2022). Additionally, Wilson emphasizes the role of intramural sports and campus wellness programs in promoting student health and retention, suggesting that active participation in such programs can mitigate stress and enhance overall wellness (Wilson, 2021).

Dietary Habits and Hydration

Dietary habits and hydration also play a crucial role in student health. Studies indicate that many students do not meet recommended dietary guidelines, which can lead to adverse health outcomes. For instance, a comprehensive review of wellness programs highlights the importance of nutrition education as part of health interventions for students (Schutt et al., 2021). Furthermore, the impact of hydration on cognitive performance and mood has been documented, with evidence suggesting that inadequate fluid intake can impair cognitive function and increase feelings of fatigue (Thabit & Alsulami, 2023). Thus, addressing dietary and hydration behaviors is essential for fostering a healthier student population.

Barriers to Healthy Living

Despite the known benefits of healthy behaviors, students often face significant barriers to maintaining them. Research identifies lack of motivation and time as primary obstacles to engaging in physical activity, proper nutrition, and adequate sleep (Franco et al., 2022; Banning, 2023). This aligns with findings from various studies that suggest students prioritize academic responsibilities over health, leading to a cycle of poor health choices (Patrick et al., 2017; Chattu et al., 2018). Addressing these barriers through targeted wellness programs that promote time management and motivation could significantly enhance student health outcomes.

3.0 METHODOLOGY

A survey with demographic and health-related questions was administered to 60 students across multiple departments, ages 18-23. The survey included questions about physical activity, sleep, hydration, diet, stress, and healthcare utilization.

OBJECTIVES

- To analyze the health habits of PSP students in terms of physical activity, sleep patterns, hydration, dietary preferences, and stress levels to understand their current wellness status.
- To identify primary barriers to healthy living among PSP students, such as lack of time, motivation, and resources, to inform recommendations for targeted wellness support initiatives.

4.0 RESULTS

4.1 Profile of Respondents

Table 1. Demographic Information on Gender, Age Group, Semester and Department

	No. of	Percentage
<u>Gender</u>	Students	(%)
Male	27	55
Female	33	45
<u>Age Group</u>		
18-20	57	95
21-23	3	5
24 & above	0	-
<u>Semester</u>		
1	21	45.7
2	1	2.2
3	13	28.3
4	2	4.3
5	5	10.9
6	3	6.5
Alumni	1	2.2
<u>Department</u>		
Commerce Department	23	36.3
Electrical Engineering Department	10	16.7
Mechanical Engineering Department	13	21.7
Information Technology and Communication Department	14	23.3

As shown in Table 1, the survey was conducted with a total of 60 students from four main departments. First, the respondents were identified based on their gender: 55% were female students (33 students), and 45% were male students (27 students). Second, the respondents' ages were grouped into two categories: 95% of the respondents were between 18-20 years old (57 students), while 5% were between 21-23 years old (3 students). Finally, information on the respondents' semester was collected. The highest number of respondents came from Semester 1, representing 45.7% of the total (27 students). This was followed by Semester 3 with 28.3% (17 students), Semester 5 with 10.9% (7 students), Semester 6 with 6.5% (4 students), Semester 4 with 4.3% (3 students), and Semester 2 with 2.2% (1 student). Additionally, 2.1% of the respondents were alumni (1 person).

4.2 Engagement in Physical Exercise

	Number of Days	Numbers of Respondent
1.	0 Day	7
2.	1 – 2 Days	28
3.	3 – 4 Days	17
4.	5 – 7 Days	8

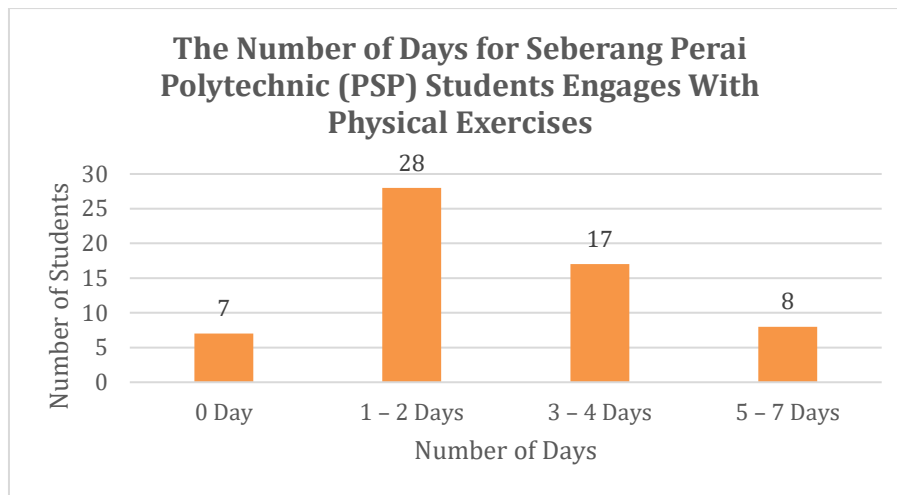


Figure 1. Engagement in Physical Exercise

The bar graph above, shows the number of days for Seberang Perai Polytechnic students engage in physical exercise activity. First, the number of students who did not exercise (0 days) was *drastically lower than* those who exercised for 1 to 2 days. Furthermore, the number of students who exercised for 3 to 4 days are *considerably higher than* students who are involve in physical exercises for 5 to 7 days.

In short, the bar graph shows that 46.7% of PSP students only exercised once or twice per week.

4.3 Duration of Sleep Every Night

	Number of Hours	Numbers of Respondent
1.	Less than 5 hours	18
2.	5 – 6 Hours	34
3.	7 – 8 Hours	7
4.	More than 8 hours	1

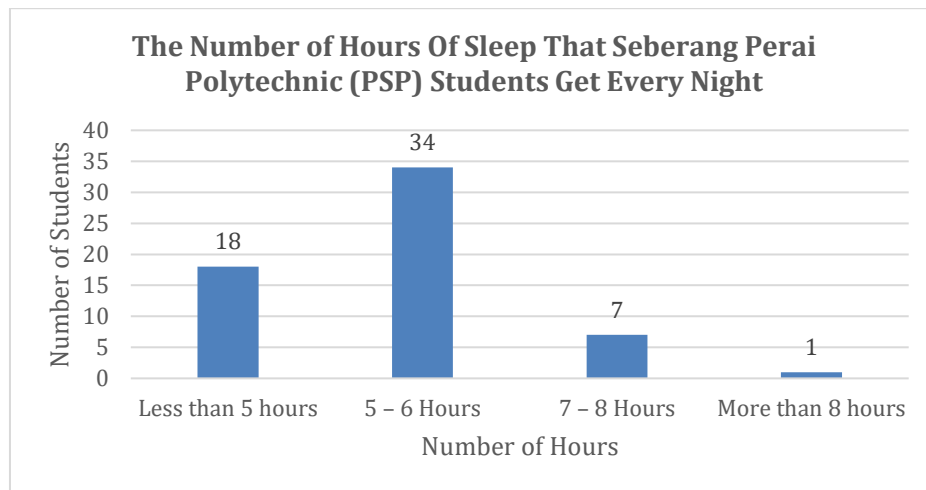


Figure 2. Duration of Sleep Every Night

The bar graph represents the number of hours of sleep that Seberang Perai Polytechnic (PSP) Students get every night.

First and foremost, the number of hours for Seberang Perai Polytechnic (PSP) students who sleep around 5 to 6 hours *is drastically higher than* students who sleep for more than 8 hours every night. Not only that, the number of hours for Seberang Perai Polytechnic (PSP) students who sleep less than 5 hours *is significantly higher than* students who sleep around 7 to 8 hours every night.

To sum up this graph, it can be observed that 56.6% of the 60 students who answered to this questionnaire only slept for 5 to 6 hours every night.

4.4 Hydration Habits at Seberang Perai Polytechnic

	Number of Glasses of Water	Numbers of Respondent	Percentages
1.	Yes	39	65%
2.	No	21	35%

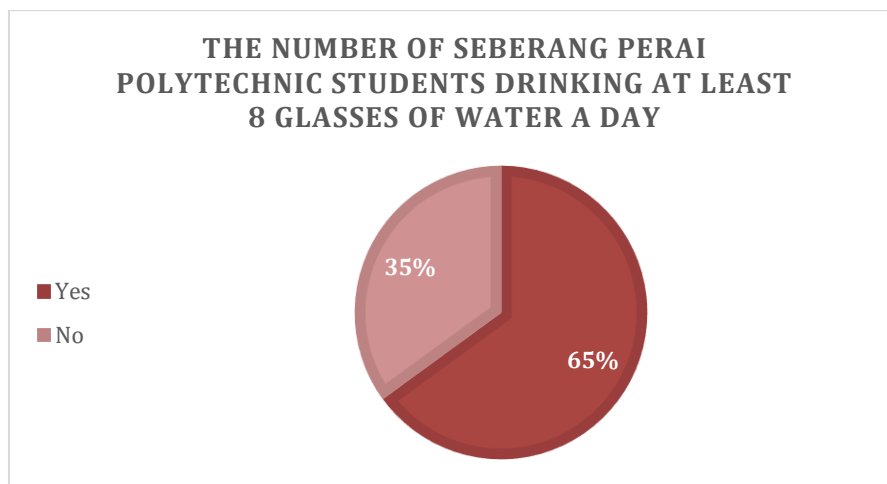


Figure 3. Hydration Habits at Seberang Perai Polytechnic

The pie chart illustrates the hydration habits of students at Seberang Perai Polytechnic. It shows that *nearly two-thirds* of the students drink at least 8 glasses of water daily. In comparison, just *over one-third* of the students do not meet this daily water intake.

The majority of students at Seberang Perai Polytechnic consume at least 8 glasses of water each day, while a smaller proportion drink *less than* this amount.

4.5 Frequency of Fruits and Vegetables Consumed in Daily Meals

	Number of Students Eating Fruits and Vegetables	Numbers of Respondent
1.	Daily	16
2.	Several times a wee	20
3.	Once a week	9
4.	Rarely	15

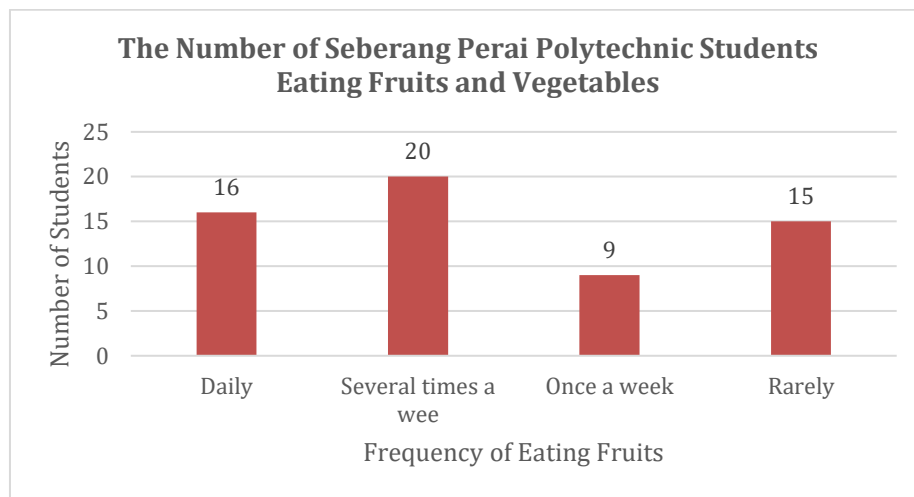


Figure 4. Frequency of Fruits and Vegetables Consumed in Daily Meals

The bar chart above shows the number of Seberang Perai Polytechnic students eating fruits and vegetables. Y -axis represents frequency of eating fruits while the X-axis represents number of students. There are four types of main group stated in the graph, which is daily, several times a week, once a week and rarely. The number of students eating fruit daily which 16% is *fractionally higher* than those eating them rarely which is 15%. Additionally, the number of Seberang Perai Polytechnic students eating fruits and vegetables several times a week is *significantly higher* which is 20% than those who eat them once a week which is 9%.

Conclusion, more students eat fruits and vegetables several times a week compared to once a week, and daily consumption is *slightly more* common than rare consumption.

4.6 Food Categories and Preferences

	Students Preferred	Numbers of Respondent	Percentages
1.	Home Cooked	56	7%
2.	Fast Food	4	93%

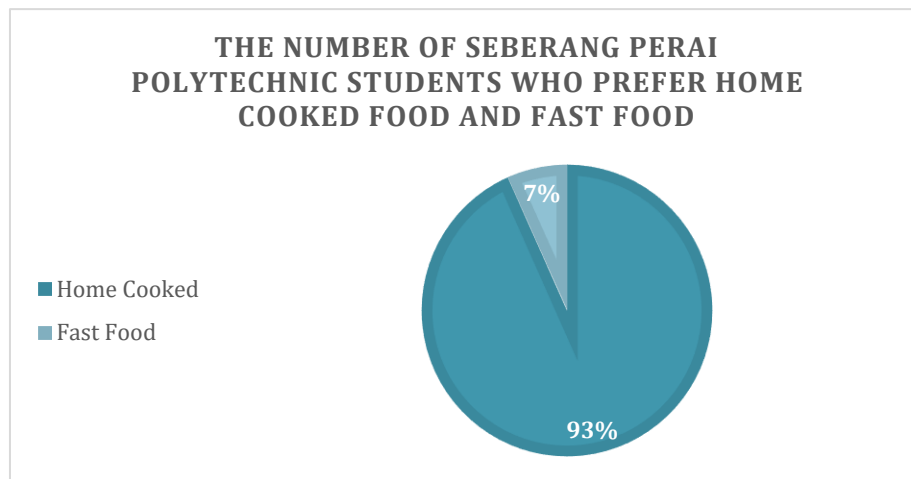


Figure 5. Food Categories and Preferences

The pie chart illustrates the preferences of Seberang Perai Polytechnic students for home cooked food and fast food.

Firstly, the number of Seberang Perai Polytechnic students are more majority of total who prefer home cooking. Next, there are a few of Seberang Perai Polytechnic students *less than one-tenth* who prefer fast food.

Conclusion, most students prefer home cooked meals *significantly more than* fast food.

4.7 Current Stress Level Rating

	The Rates of Student Current Stress	Numbers of Respondent	Percentages
1.	Very High	8	13.3 %
2.	High	17	28.3 %
3.	Moderate	29	48.3 %
4.	Low	6	10 %

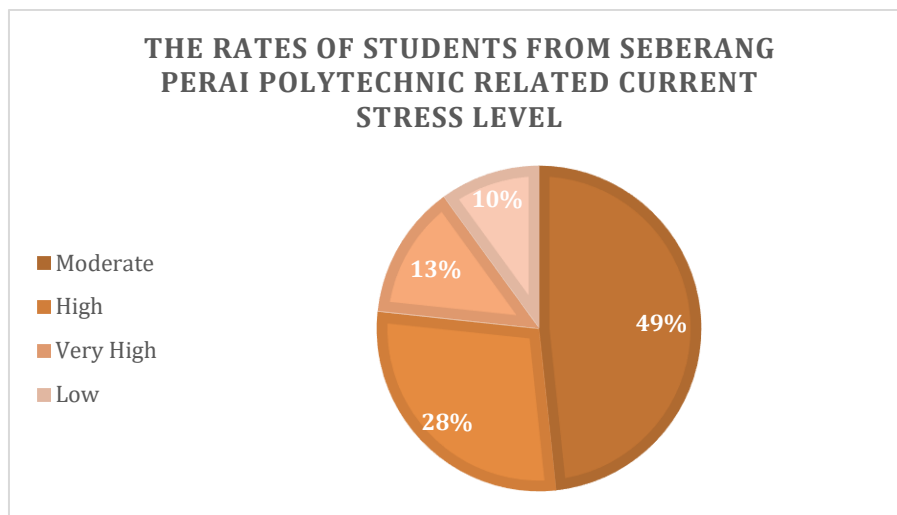


Figure 6. Current Stress Level Rating

The pie chart demonstrates student's current stress level.

More than one-tenth students current stress level are very high. The students who rate on high is *almost one-fourth*. *Almost a half* student rates moderate. Lastly, low were *exactly a tenth* of the students.

In conclusion, *nearly a half* of the students rates their current stress levels is moderate.

4.8 Frequency of Participation in Relaxation or Mindfulness Activities

	The Rates of Student Take Part in Relaxation Activities	Numbers of Respondent	Percentages
1.	Daily	11	18.3%
2.	Several times a week	24	48 %
3.	Once a week	9	15 %
4.	Rarely	16	26.7 %

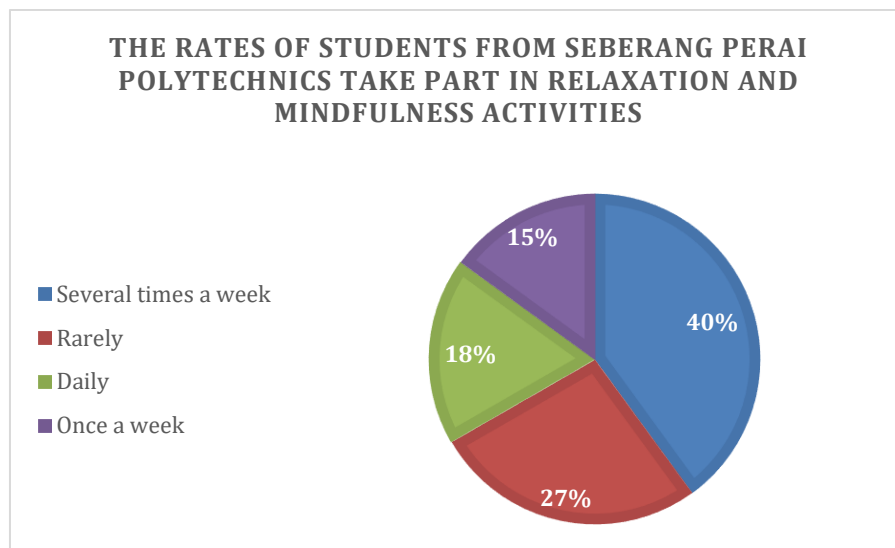


Figure 7. Frequency of Participation in Relaxation or Mindfulness Activities

The pie chart demonstrates student's take part in relaxation or mindfulness activities.

Close to one-fifth students take part in relaxation and mindfulness activities as a daily activity. The students who do several times a week is *less than a half*. *Almost a fifth* students do relaxation and mindfulness activities once a week. Lastly, *slightly more than a quarter* student rarely did relaxation and mindfulness activities.

In conclusion, *more than a third* students did several times a week of relaxation and mindfulness activities.

4.9 Frequency of Visits to the Doctor for General Check-Ups

	Number of Students Do Check-up	Numbers of Respondent
1.	Once a year	7
2.	Once every 6 months	10
3.	Only when necessary	35
4.	Never	8

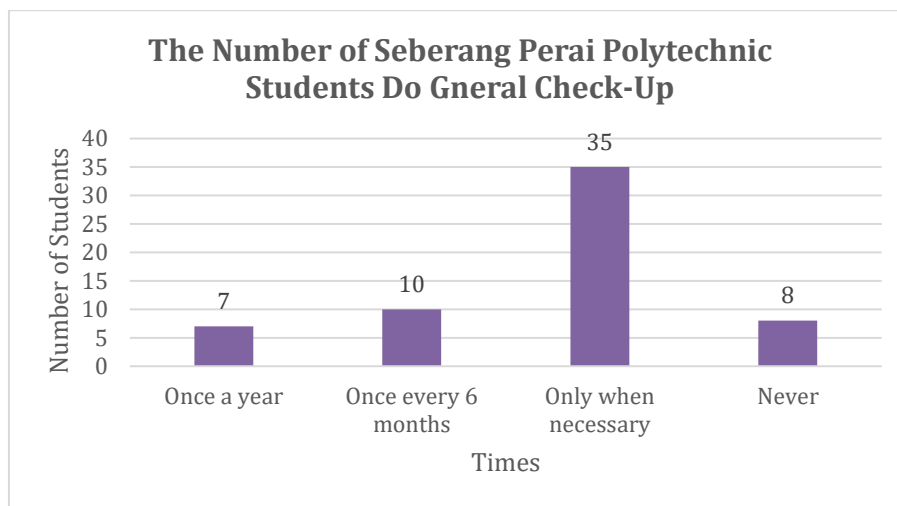


Figure 8. Frequency of Visits to the Doctor for General Check-Ups

The graft bar demonstrates student is visit a doctor for a general check-up.

The number of students that go only when necessary was *drastically more than* students that go once a year. The students that go once every 6 months was *fractionally higher than* the student that never visit a doctor for a general check-up.

In conclusion, the students that visit a doctor for a general check-up only when necessary was *dramatically higher than* students that never visit a doctor for a general check-up.

5.0 Overall Health Rating

	Students Overall Health	Numbers of Respondent
1.	Excellent	6
2.	Good	38
3.	Fair	14
4.	Poor	2

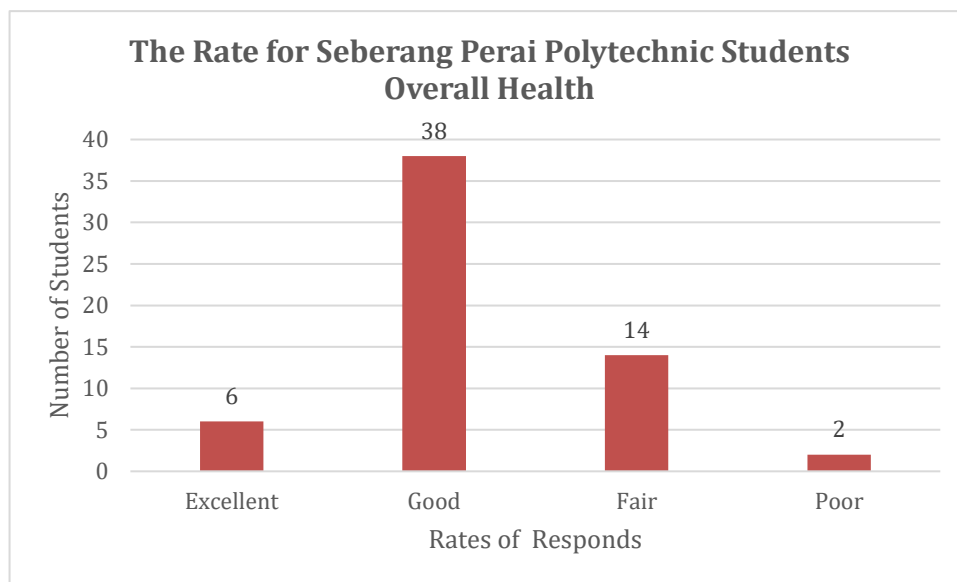


Figure 9. Overall Health Rating

The graft bar demonstrates the rate for Seberang Perai Polytechnic student's overall health.

The number of students that rate for excellent was *dramatically lower than* a student's rate for good. The students that rate for fair was *dramatically higher than* the student's rate for poor.

In conclusion, from the bar chart it can be seen 63.3% of Polytechnic students have a good rate of health.

5.1 Overcoming Barriers to a Healthier Life

	Number of Glasses of Water	Numbers of Respondent	Percentages
1.	Lack of time	18	13.3 %
2.	Lack of motivation	32	53.3 %
3.	Lack of resources	8	13.3 %
4.	Lack of money	1	1.7 %
5.	Poor decipline	1	1.7 %

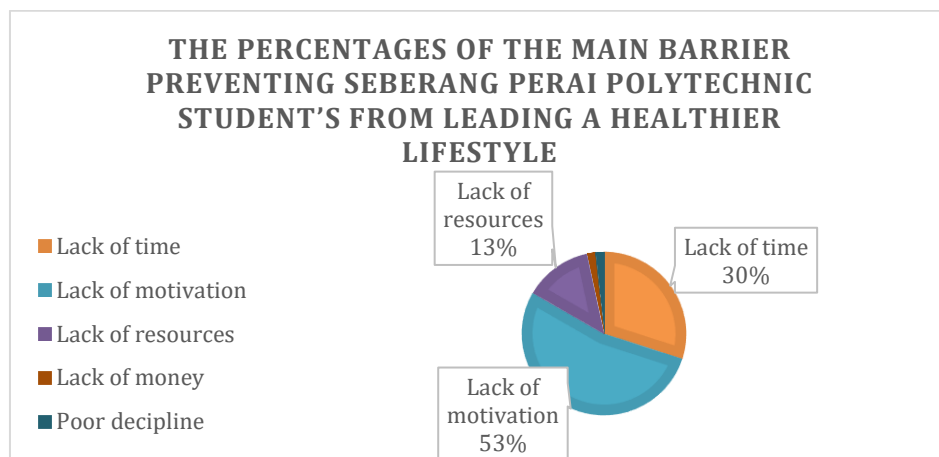


Figure 10. Overcoming Barriers to a Healthier Life

The pie chart demonstrates percentages of the main barrier preventing Seberang Perai Polytechnic student is from leading a healthier lifestyle.

The pie chart slices are representing the students' responses whether it lack of time, lack of motivation, lack of resource, lack of money or poor disciplines based on the surveys. As we can see from the pie chart above, the percentage of students who responded lack of time *significantly close to one-third*. Next, the percentage of students who responded lack of motivation *subsequently more than a half*. Furthermore, the percentage of students who responded lack of *resource slightly higher than a tenth*. Lastly, the percentage of students who responded lack of money and poor disciplines *are slightly below than a tenth*.

In summary, the main barrier preventing Seberang Perai Polytechnic student's from leading a healthier lifestyle is lack of motivations.

6.0 CONCLUSION

The findings of this study highlight several important aspects of health and wellness among students at Politeknik Seberang Perai (PSP). While many students perceive their overall health as satisfactory, the data reveals some critical areas of concern, particularly around physical activity, sleep quality, dietary habits, and stress management. A significant portion of students reported engaging in physical exercise only occasionally or not at all, which could have long-term implications for their physical and mental health. Additionally, sleep patterns among students indicate a concerning trend of sleep deprivation, with a majority obtaining fewer than the recommended hours of sleep per night, likely affecting their cognitive performance and energy levels throughout the day. Hydration and nutrition habits, while better, still show room for improvement, as a substantial number of students fall short in daily water intake and consistent consumption of fruits and vegetables.

Stress is another prominent factor affecting students' health, with many reporting moderate to high levels of stress and irregular engagement in relaxation or mindfulness activities. This, combined with irregular doctor visits, suggests that students may not be fully prioritizing their health and may benefit from better guidance and support. The primary barriers to a healthier lifestyle—lack of motivation, time constraints, and limited resources—reflect common challenges in the student demographic and underscore the need for targeted interventions that are practical and accessible. Addressing these challenges is essential for enhancing students' overall quality of life and academic performance, creating a more supportive and health-conscious campus environment.

7.0 RECOMMENDATIONS

To improve the health and wellness of PSP students, several strategies can be implemented:

1. Incorporate Regular Physical Activity Programs.

PSP can promote physical wellness by introducing accessible and varied fitness programs, such as free exercise sessions, sports clubs, or short fitness breaks during the academic day. This can help students incorporate physical activity into their routines without significant time or resource investments.

2. Enhance Sleep Awareness and Wellness Education

Given the prevalence of sleep deprivation, PSP should consider organizing workshops or informational campaigns on the importance of sleep and effective time management techniques. Offering guidance on establishing a healthy sleep routine could positively impact students' productivity, mood, and health.

3. Promote Nutritional Awareness

PSP can provide educational resources and programs that encourage healthy eating, emphasizing the importance of adequate hydration and balanced diets. Initiatives like a campus "Wellness Week" featuring nutrition talks, cooking demonstrations, or free fruit and vegetable distributions can make healthy eating more appealing and accessible to students.

4. Establish a Campus Wellness Center

A dedicated wellness center on campus could offer resources for stress management, physical fitness, and mental health support, catering to students' health needs in one centralized space. This center could provide relaxation spaces, mindfulness activities, and access to health professionals for regular check-ups or counseling services.

5. Implement Time and Stress Management Support Programs

Many students cite time constraints and stress as barriers to healthy living. Offering workshops on time management, study skills, and stress management could empower students to balance their academic and personal lives more effectively. Integrating mindfulness exercises into classroom breaks or study sessions could also promote relaxation practices.

6. Foster a Health-Conscious Community

Encouraging a culture of wellness among students and staff by holding regular wellness challenges or peer-support groups can create a community-driven approach to health. PSP could establish student wellness ambassadors to promote healthy habits and serve as role models within the campus community.

By implementing these recommendations, PSP can create a supportive environment that empowers students to take charge of their health, fostering habits that will serve them well during their studies and beyond. These initiatives aim not only to improve individual health outcomes but also to enhance overall student well-being, helping to build a vibrant, health-conscious campus culture at PSP.

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