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Non-Native Arabic Learner's Self-Regulated Learning And Social Media Usage Influence Learning Of Arabic Language

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Abstract
In recent years, researchers verified that Social media exist as a "natural alliance" with self-regulated learning in the educational affair. Social media has become the most popular way to communicate and learn foreign languages. Language learners can easily accept the integration of social media in language practice. This study intends to investigate Arabic learners' Self-regulated learning strategies (SRLS) and social media usage (SMU). Such as using Facebook, MySN, Twitter, YouTube, Pinterest, and the like in Arabic learning in Malaysian universities and how social media can support or promote learners' self-regulated learning to improve academic achievement. The finding indicated that Arabic learners' SMU and SRLS with a positive correlation. The dimensions of SRLS, such as Metacognitive skills, Environmental structuring, and Persistence, are positively correlated to SMU, regardless of formal or informal learning style.

Keywords: Self-Regulated Learning; Social Media Usage; Language Learning Strategies; Arabic Language Education

INTRODUCTION

The Arabic language is the sixth most widely spoken language in the world and one of the six official languages of the United Nations. Besides, the Arabic language is the language of Islam, "It has an even greater effect on its speakers than other languages have on their speakers" (Morrow & Castleton, 2007). Because of the spread of Islam or trade contacts, the Arabic language was spread to Malaysia in the 13th century. As Ismail (1993) reported, there is no clear evidence of when the teaching and learning of Arabic began in Malaysia. However, some researchers presumed that the Arabic language's widespread started after Islam arrived in Malaya between the fourteenth to the fifteenth century. To keep themselves connected to their religion and history or the need of the tourism industry, an increasing number of Malaysians are enrolling in courses and programs to learn Arabic (Mat, Zakaria & Jusoff, 2009; Abduljalil, Abdullah, Zahra & Siti Hajar Halili, 2015). From the primary level, the objective of teaching and learning Arabic language communication is to instill in students' interest in learning the Arabic language to master language skills and enable students to communicate efficiently in Malaysia (Suhid, Mutalib & Ahmad, 2012). However, many studies have shown that learning the Arabic language's fundamental goals and objectives have not yet been achieved (Ainon & Abdullah, 2005). Some more empirical studies (Norhayuza Mohamad, Naimah Abdullah, Sahabudin Salleh, & Ibrahim Abdullah, 2004; Sahabudin, 2003; Anida, 2003; Amilrudin, 2003; Khalid, 2004; Zawawi Ismail, Mohd, Alif Redzuan Abdullah, & Sanimah Hussin, 2005; Siti Ikbal, 2006; Mat Taib, 2006) have concluded

that university-level Malay learners are weak in their ability to communicate in the Arabic language.

The Malaysian non-native Arabic learners who do not have an Arabic practice environment could be considered one of the reasons. According to Can't Klooster and Janssen 2012, social media is generally conceded to be the most popular way to communicate and learn foreign languages. Students easily accept the integration of social media in educational practice. Moreover, Chartrand (2012) indicates that social media can generate meaningful output and stimulate students' interest in language learning. In other words, social media can open a door for learners to practice Arabic with native speakers in a non-native Arabic-speaking environment. Besides, as Haron et al. (2010) issued, the students may lack the use of strategies among the learners. The researchers believed that being aware of specific learning strategies for enhancing their speaking skills and handling other problems would help these learners become good Arabic speakers rather than relying only on the learning environment. Thus, self-regulated learning strategies (SRLS) for Arabic learning are suggested to improve Arabic learners speaking skills. It is worth investigating Arabic learners' self-regulated learning strategies (SRLS) and social media usage (SMU).

Self-regulated learning means an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment (Pintrich, 1995). When used effectively, these strategies facilitate language learning. (Andrade and Bunker, 2009; Oxford, 2011) by leading to deeper learning and higher performance in language skills such as speaking (Ehrman, 1996; Ma & Oxford, 2014); reading comprehension (Ehrman, 1996); writing (Andrade & Evans, 2013; Wang et al., 2009); and vocabulary (Rasekh & Ranjbary, 2003). Social media are defined as "a group of Internet-based applications that build on the ideological and technological foundations of web 2.0, which allows the creation and exchange of user-generated content" (Kaplan & Haenlein, 2010). Smith and Caruso (2010) claimed that undergraduate students are formally and informally integrating social media into their academic experience. Formal learning can be described as the education provided by an institution or by following a specific curriculum. Moreover, Conner (2011) indicates that informal learning, a lifelong process, consists of the skills, knowledge, and attitudes people gain from most social interactions in their daily lives or the interactions with mass media. In recent years, learning in the context of social media has become highly self-motivated, autonomous, informal, and an integral part of the college experience (McGloughlin & Lee, 2010; Smith et al., 2009).

More recently, researchers have examined how social media can support or promote student self-regulated learning (Kitsantas & Dabbagh, 2010, 2011; Dabbagh & Kitsantas, 2012; Nicol, 2009). The intersection of self-regulated learning and social media in education offers a grand challenge that significantly impacts various stakeholders like students, teachers, policy makers, and government policies (Budiharjo, 2017). Social media exist as a "natural alliance" with self-regulated learning in the educational affair (Matzat & Vrieling, 2016; Dabbagh & Kitsantas, 2012). Under social media context allows learners to manage and maintain a learning space that facilitates their learning activities and connections to peers and social networks across time and

place (McGloughlin & Lee, 2010; Valjataga et al., 2011). Therefore, many self-regulated learning rooms with network coverage have been established in universities to encourage college students to self-regulate their learning under social media. The empirical studies proved that there is no doubt that social media provide many benefits for education. Yet under a variety of social media learning, the effects of social media integration strongly depend on the way students use them (Junco, 2012; Junco et al., 2013; Ahn, 2011; Mazer et al., 2009). Students need skills in controlling learning through multiple information and technology.

More specifically, students with limited SRL skills would not learn much from the media environment. Therefore, individuals' self-regulation capability integrated with supportive tools is essential in learning under social media. Dabbagh and Kitsantas (2012) stated that social media could potentially support the promotion of informal learning and SRL. They claim that teachers increasingly use social media in higher education to offer spaces for informal learning and SRL. Concurrently, the researchers Haron et al. (2010) believe that the awareness contributed from the different media on different aspects of speaking skills, the extent of application of what gained from the media, and the frequency of using them have influenced the results of the development of their Arabic language speaking skills.

Moreover, by typical empirical researchers McLoughlin and Lee (2010) and Matzat and Vrieling (2016), social media usage can result in beneficial educational outcomes if utilized to facilitate students' Self-regulated learning. To date, however, it is still inconclusive to what extent the SRLS and SMU among Arabic learners in Universities in Malaysia? Is there a significant correlation between SMU and SRLS among Arabic learners in Universities in Malaysia?

METHOD

The population consists of a large number of people. In this study, 211 Malay bachelors (Year one, Year 2, Year 3, and Year 4) Arabic learners in six universities: University of Malaya (UM), University Kebangsaan Malaysia (UKM), International Islamic University Malaysia (IIUM), Universiti Sultan Zainal Abidin (UniSZA), Universiti Putra Malaysia (UPM) and Universiti Sains Islam Malaysia (USIM) in Malaysia are participants. Three sections were included in this questionnaire. The first section, section A, included the participants' demographic and personal information related to the study. This part of the questionnaire had three questions regarding the participants' demographic information, which are (1) learner's gender, (2) learners' level of study (3) learner's academic achievement.

Section two is about measuring learners' SRLS. An instrument is needed. The self-regulated online learning questionnaire (SOL-Q) (Jansen et al., 2017) was used to measure SRLS among Arabic learners in Malaysia. The self-regulated Arabic language learning questionnaire (SAL-Q) contained 36 items divided over five scales. These scales are metacognitive skills (18 items), environmental structuring (5 items), time management (3 items), help-seeking (5 items), and persistence (5 items).

At last, section three of the questionnaire are discussed the instruments of the items of SMU. SMU questionnaire was adapted from Monachesi et al. (2008) to determine Arabic language learners' social media usage level for formal (5 items) and

informal learning (5 items). Considering the participants are Malayan university students who study the Arabic language. The researcher found that some of the participants do not understand English, and the questionnaire questions in the participants' mother tongue will avoid the error of non-understanding the problem and quickly get in touch with participants' hearts. Thereby, the export translator was asked to translate the questionnaire into the Malay language.

To test the reliability of these questionnaires, the researcher applied the SPSS process. The result showed that the Cronbach's Alpha for SRLS dimensions was in the range of .611 to .921. SMU dimensions were in the field of .759 to .846. Based on the reliability test, the researcher concluded that the instrument developed for this study showed excellent internal consistency reliability. The data analysis will be using the SPSS version 22 software. Both descriptive and inferential statistics were used to analyze the data. This study sought to examine the relationship between learners' SRLS and SMU.

Generally, two different statistical analysis procedures would be carried out to answer each research question. The first research questions are to be answered by descriptive statistics regarding frequency and percentage. Research question two is to be answered by the inferential statistic in Spearman's Rho Correlation, which helps identify the relationship between SRLS and SMU.

RESULT AND DISCUSSION

The descriptive data percentage and frequency for the dimension of Arabic learners' SRLS would report in the following.

Self-regulated learning strategies (SRLS)

Table 1 *Percentage and frequency of using Metacognitive skills in Arabic learning (N=211)*

Variables	Characteristics	Frequency	Percent (%)
Metacognitive skills	Strongly disagree	3	1.3%
	Disagree	22	10.7%
	Neutral	59	27.9%
	Agree	80	37.8%
	Strongly agree	47	22.4%
	Total	211	100

Table 1 highlights that 60.2% of responders either agree or strongly agree with the statement about using metacognitive skills during Arabic learning. In other words, 127 participants decided to use Metacognitive skills during their Arabic education. 12% of participants disagree with Metacognitive skills use. This can be indicated as 25 participants do not use Metacognitive skills in Arabic learning. Besides, 27.9% of responders select "Neutral." It can be revealed that over 59 responders are unsure whether they used Metacognitive skills during Arabic learning. *Table 3* Percentage and frequency of using Environmental structuring in Arabic learning (N=211)

Variables	Characteristics	Frequency	Percent (%)
Environmental structuring	Strongly disagree	6	2.9%
	Disagree	46	21.8%
	Neutral	50	23.7%
	Agree	76	36.2%
	Strongly agree	33	15.4%

	Total	211	100

Table 3 indicated that 51.6% of participants agree or strongly agree with environmental structuring strategy use. This can be shown that 109 participants are using an ecological structuring strategy in their Arabic learning. However, 24.7% of learners also disagree or strongly disagree with environmental structuring strategy use. In other words, 52 participants do not use an ecological structuring strategy during Arabic learning. Besides, 23.7% of responders are unsure whether they applied environmental structuring during their Arabic learning. It can be indicated that 50 participants may not know that environmental structuring is one of the learnings or teaching strategies.

Table 4 *Percentage and frequency of using Persistence in Arabic learning (N=211)*

Variables	Characteristics	Frequency	Percent (%)
Persistence	Strongly disagree	11	5.3%
	Disagree	36	16.8%
	Neutral	41	19.6%
	Agree	84	40.0%
	Strongly agree	39	18.3%
	Total	211	100

In Table 4, 58.3% of participants agree and strongly agree with persistence strategy use. In other words, 123 participants agree to use the persistence strategy during their Arabic learning. However, 22.1% of participants also disagree with the persistence strategy's usage. It can be indicated that 47 responders do not use the persistence strategy in their Arabic learning. Besides, 19.6% of responders do not know whether they promoted a persistence strategy. In other words, 41 participants did not know whether they had applied the persistence strategy in their Arabic learning or not. They may not even know much about the persistence strategy.

Table 5 *Percentage and frequency of using Help-seeking in Arabic learning (N=211)*

Variables	Characteristics	Frequency	Percent (%)
Help-seeking	Strongly disagree	1	0.6%
	Disagree	9	4.4%
	Neutral	31	14.5%
	Agree	112	53.1%
	Strongly agree	58	27.4%
	Total	211	100.0%

According to Table 5, the responders are genius in the help-seeking strategy used in Arabic learning. 80.5% of students agree or strongly agree with the help-seeking strategy used in their Arabic learning. In other words, 170 participants used help-seeking strategies in Arabic learning. Besides, 5% of participants disagree with using help-seeking strategies in Arabic learning. This can be said; that ten responders do not use help-seeking strategies in Arabic learning. 14.5% of participants are unsure whether they had applied help-seeking strategies.

Social Media Usage (SMU)

The Percentage and frequency for using social media in formal Arabic learning among Arabic learners' will be reported in the following.

Table 6 *Percentage and frequency of SMU in formal Arabic learning (N=211)*

Social media usage	Characteristics	Frequency	Percent (%)
SMU for Formal learning	Never	3	1.6%
	Occasionally	23	10.7%
	Uncertain	48	22.6%
	Often	88	41.8%
	Very often	49	23.3%
		211	100

According to Table 6, 65.1% of participants agree or strongly agree with using social media in formal Arabic learning. In other words, 137 participants used social media tools in their formal Arabic learning, such as using Facebook or other social network tools to discuss Arabic assignments, search materials from the website to complete Arabic learning, and so on. Besides, 12.3% of participants disagree or strongly disagree with using social media in formal Arabic learning. This can be said; that 26 of the responders do not use social media for their formal Arabic learning. 22.6% of participants are unsure whether they used social media for formal Arabic learning. This can be indicated that 48 participants may not know whether they used social media for formal Arabic learning or not.

Table 7 *Percentage and frequency of SMU in informal Arabic learning (N=211)*

Variables	Characteristics	Frequency	Percent (%)
SMU informal learning	Never	11	5.1%
	Occasionally	38	18.0%
	Uncertain	57	26.9%
	Often	74	35.4%
	Very often	31	14.6%
		211	100

Table 7 indicated that 50% of participants agree or strongly agree with using social media in informal Arabic learning. In other words, 105 participants used social media tools in informal Arabic learning, such as listening Quran, Nasheet, and Islamic lectures, watching Arabic movies and communicating with Arabic friends using Youtube or other social media tools. In addition, 23.1% of participants disagree or strongly disagree with using social media in informal Arabic learning. This can be said; that 49 of the responders do not use social media for informal Arabic learning. Besides, 26.9% of participants do not know whether they used social media for informal Arabic learning. This also indicates that 57 participants do not know whether they used social media for informal Arabic learning.

The Relationship between SRLS and SMU

Table 8 *Spearman's Rho Correlation Analysis between SRLS and SMU in Arabic learning*

Variable		Social media usage
Self-Regulated Learning strategies	Spearman's Rho Correlation	.44
	Sig. (2-tailed)	.00

Table 8 indicated the significant correlation (r=.44, p<.01) between Arabic learners' SRLS and SMU are significant positive correlated. The Correlation coefficient of r=.44 indicated that the correlation strength between Self-Regulated Learning strategies and social media usage is weak.

Table 9 *Spearman's Rho Correlation Analysis between dimensions of SRLS and SMU*

	SMU dimensions		Sig.	
	Informal	Formal		
SMU dimensions	Spearman's Rho Correlation			
Metacognitive skills	.54	.39	.00	.00
Time management	-.13	-.05	.06	.49
Environmental structuring	.36	.27	.00	.00
Persistence	.24	.23	.00	.00
Help seeking	.35	.13	.00	.07

According to Table 9, there are four SRLS dimensions Metacognitive skills (r= .54, p=.00), Environmental structuring (r= .36, p=.00), Persistence (r= .24, p=.00) and Help seeking (r= .35, p=.00) were statistically significant and positively correlated with informal learning dimensions of Arabic learners social media usage. Moreover, there SRLS dimensions Metacognitive skills(r=.39, p=.00), Environmental structuring (r= .27, p=.00), Persistence (r= .23, p=.00) were statistically significant and positively correlated with formal learning dimensions of Arabic learners SMU at significant level of p<.01. It should be noted, Time management, dimensions of SRLS demonstrated a non-significant negative but very weak correlation with all the two SMU dimensions.

The Influences Of SRLS And SMU In Academic Achievement

Table 10 *T-statistics of the influence SRLS Dimensions on Academic Achievement*

	Regression					
Dependent variable		Independent variables	Estimate (β)	T.	P	R^2
GPA	<---	MS	.14	3.48	.00	.04
GPA	<---	TM	-.09	1.48	.14	
GPA	<---	ES	.02	1.80	.07	
GPA	<---	P	-.03	1.20	.23	
GPA	<---	HS	.11	3.12	.00	.03

As can be seen in Table 7, the SEM analysis with PLS results show the t-statistics with values less than 1.96 for each individual path between Metacognitive skills and GPA (β = -.14, t = 1.74, p > .05); Time management and GPA (β = .09, t = 1.04, p > .05); Environmental structuring and GPA (β = -.02, t = .21, p > .05); Persistence and GPA (β = .03, t = .33, p > .05) and Help-seeking with GPA (β = -.11, t = 1.29, p > .05) which are not statistically significant results at the p > .05 level. In other words, Arabic learners' Metacognitive skills, Time management, Environmental structuring, Persistence, and Help-seeking strategies usage will not influence their Academic achievement, respectively. Moreover, the finding could be interpreted as the dimensions of self-

regulated learning strategies to not significantly influence academic achievement among Arabic learners in Malaysia.

Table 11 *T-statistics of influence dimensions of SMU on Academic Achievement*

Regression			Estimate (β)	T	P
Dependent variable		Independent variables			
GPA	<---	SMI	.19	1.68	.10
GPA	<---	SMF	-.04	.36	.72

By referring to Table 11, SEM analysis with SmartPLS showed that t-statistics values for social media for informal learning and social media for formal learning effect Arabic learners' academic achievement or not. The individual path between social media for informal learning- GPA (β=.19, t= 1.68) and social media for formal learning-GPA (β=-.04, t=.36) with no significant effect p>.05. It is interpreted as, the dimensions of SMU are not significantly effect on academic achievement among Arabic learners in Malaysia.

Discussion

As mentioned before, Self-regulated learners are distinguished by their awareness of strategic relations between regulatory processes or responses and learning outcomes and their use of these strategies to achieve their academic goals. Systematic use of metacognitive, motivational, and behavioral strategies is a crucial feature of most definitions of self-regulated learners (Zimmerman, 1989). Thus, the following discusses Arabic learners' SRLS usage. It is worth mentioning that help-seeking is the most frequent strategy used by Arabic learners, which could be interpreted as high-level usage in Arabic language learning. According to (Karabenick and Knapp, 1991; Newman, 2008; Zimmerman, 2008), the self-regulatory perspective on help-seeking at the time provides evidence that students who seek help when necessary are more likely to use other strategies. Under these conditions, thereupon, Metacognitive skills are personally directed forms of learning which can be divided into task analysis, strategy selection, and self-monitoring, with high usage among Arabic learners. Besides, the finding of frequent high use in help-seeking strategy was similar to studies by Mahmoodi et at., (2014); Öza (2016). It has been reinforced (Karabenick and Knapp, 1991; Newman, 2008; Zimmerman, 2008) that students who seek help when necessary are more likely to use metacognitive skills. Also, the Environmental structuring strategy is not widespread use by participants. In other words, the environmental structuring strategy is not familiar among users in Malaysia. This result did not agree with (Karabenick and Knapp, 1991; Newman, 2008; Zimmerman, 2008), that students who seek help when necessary are more likely to use other strategies. Furthermore, Persistence was one of the popular strategies applied by Arabic learners. This result can be indicated (Karabenick and Knapp, 1991; Newman, 2008; Zimmerman, 2008) that students who seek help when necessary are more likely to use a persistence strategy.

At last, the Time management strategy showed low usage among Arabic learners in Malaysia. In other words, the learners lack time management skills. Besides that, the learners agree that they find it hard to stick to a study schedule for learning Arabic and often do not spend much time learning Arabic because of other activities. This finding

was consistent with Mahmoodi et al. (2014) study found. They are not good at using time planning to improve learning. The result was disagreed with (Karabenick and Knapp, 1991; Newman, 2008; Zimmerman, 2008) that students who seek help when necessary are more likely to use other strategies. These indicated that Arabic learners seek help when necessary in their studies but could not manage their study times.

On the other hand, in the view of social media for formal Arabic learning, 137 over 211 participants used social media tools in their formal Arabic learning. Such as using Facebook or other social network tools to discuss Arabic assignments, searching materials from the website to complete Arabic learning, and so on. This can be indicated that a large number of Arabic learners in Malaysia are frequently used social media in their studies. However, there are also a few numbers of them who do not use social media for formal Arabic learning. The reason might be that the learners come from different states, and many states still use traditional teaching and learning methods. Such as focusing on grammar (نحو و صرف), teaching sentence by sentence, and sitting in a circle or any reference refer to books only. These may course the learners weak in social media usage, and they may not know they can use social media to process their learning.

Moreover, 105 participants used social media tools in informal Arabic learning, such as listening Quran, Nasheet, Islamic lectures, watching Arabic movies, and communicating with Arabic friends using Youtube or other social media tools. Also, there are 50% more participants disagree with using social media in informal learning, or they even do not about social media can support informal Arabic learning. Dabbagh and Kitsantas (2012) stated that social media can potentially support the promotion of informal learning and SRL.

Social media enriched learning designed to enhance student self-regulation and motivation facilitates academic performance and increases positive attitudes toward learning (Azevedo and Hadwin, 2005; Kramarski and Gutman, 2006; López-Morteo and López, 2007; Perry and Winne, 2006). The empirical studies proved that there is no doubt that social media provide many benefits for students learning. Yet under a variety of social media learning, the effects of social media integration strongly depend on the way students use them (Junco, 2012; Junco et al., 2013; Ahn, 2011; Mazer et al., 2009). Students need skills in controlling learning through multiple information and technology. Thus, Students with limited SRLS would not learn much from the media environment. The current study found that there is a significant correlation between Arabic learners' SRLS and SMU are significantly positively correlated. The Correlation coefficient indicated that the correlation strength between SRLS and SMU is weak. In other words, the SRLS will be raised whenever the learners' SMU increases. As explored by Matzat and Vrieling (2016); Dabbagh and Kitsantas (2012), social media exist as a "natural alliance" with self-regulated learning in the educational affair. The current study was confirmed by Matzat and Vrieling (2016). These can be indicated as social media exist as a "natural alliance" with self-regulated learning in the Arabic learning area among university learners. Likewise, this finding was also matched with Dabbagh and Kitsantas (2012), McLoughlin and Lee (2010), and Matzat and Vrieling (2016). However, the finding was the opposite with Michikyan et al. (2015); Kirschner, Karpinski (2010), and Tariq et al. (2012) reported that there is a negative relationship between students' SMU,

SRLS, and academic achievement (GPA) due to the lake of self-control and time management ability.

In contrast, the quantitative data highlighted that SRLS would positively influence Arabic learners' academic output, including MS and HS strategies, whereas TM and Persistence strategies will adversely affect students' performance. Therefore, it can be concluded that learners with high strategy use are more likely to achieve higher performance. In comparison, those learners with low strategy usage are more feasible to acquire lower performance.

CONCLUSION

This study applied the triadic analysis of social cognitive theory functioning by Bandura (1986) as its theoretical framework for understanding the relationship between SRLS and SMU among Arabic learners in Malaysia. This study provided valuable information on the level of undergraduate Arabic learners' SRLS and SMU in Arabic learning in Malaysia. Based on the triadic analysis of social cognitive theory functioning, self-regulated learning strategies (Personal, Behavioral, Environmental) and social media usage (Environmental) in a reciprocal triadic relationship. Hence, this study either provides fresh empirical evidence to support a social cognitive theory that presented a statistically significant positive correlation between self-regulated learning strategies and social media usage in the Arabic learning context in Malaysia. In other words, the social cognitive theory is suitable for explaining and understanding Malaysian undergraduate learners in Malaysia's Arabic language learning context.

Furthermore, it is helpful for future researchers seeking directions to examine other self-regulated learning strategies and social media usage in other languages. The finding unfolds new understandings regarding the Arabic language as a second language pedagogy in Malaysia. Self-regulated learning strategies are significantly effective in Arabic learning, help-seeking, and Metacognitive Skills. Social media tools still have not yet become a proper strategy that promotes Arabic learning among learners in Malaysia. This finding is also an excellent indicator of where these students still have space for improvement in self-regulated learning strategies used in these three dimensions: persistence, environmental structuring, and time management. Besides, these findings may affect the Arabic language department policy maker in universities, teachers, students, and parents' awareness of improved learners' self-regulated learning strategies, social media usage in Arabic learning, and consequent increase in the strategy used in Arabic learning. Moreover, this study can provide empirical evidence for the language department policymaker or university administrators to comprehend and create appropriate strategies and policies to maintain and increase learners' Arabic performance. Also, it is essential to foster the self-regulated learning of our students and enable them to "learn to learn."

The current study was limited to geographic region and Demographic. Thus, this sample distribution must be re-evaluated and replicated in further studies on SRLS and SMU. The researcher suggested expanding the target population to generalize the results for future research.

Declaration of Conflicting Interest

All co-authors have seen and agree with the contents of the manuscript. We certify that the submission is original work and is not under review at any other publication.

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