



The Impact of Social Media (YouTube) towards the Behavioural  
Change of Generation Z in Subang Jaya

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## DECLARATION

We hereby declare that:

(1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

(3) Equal contribution has been made by each group member in completing the research project.

(4) The word count of this research report is 21682 words.

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## ABSTRACT

In today's world, social media has become a vital part among new generations of digital natives. Past researches have proven that majority of teenagers in Generation Z is more or less affected by their addiction or daily usage of social media platforms. In expansion of the researches, this research paper aims to find out whether Generation Z, aged between 6 to 23 years old are different in behavior because of their experiences in YouTube. Specifically, our research explores the factors of YouTube as a social platform affect the behavior of Generation Z in terms of their attitude, personalities, mentality, lifestyle, values and belief. Likewise, our research paper uses Social Cognitive theory developed by Albert Bandura to explain the phenomena of the impact of YouTube towards behavioral change in Generation Z. Few research objectives were also developed in this research paper to find out whether our target respondents is dedicated in the usage of YouTube, the factors of YouTube that they are attracted to and the behavior effect that they experienced from the social platform. Thus, this research is carried out to investigate the impact of social media (YouTube) towards the behavioural change of Generation Z in Subang Jaya. The independent variables which affect the behavioural change of Generation Z are YouTube content and YouTubers' influences. This research aim is to investigate the relationship between the independent variables and dependent variable. A total of 262 sets of questionnaire had been distributed to the Form 4 students in 9 secondary schools of Subang Jaya to obtain the data. Reliability Test, Pearson's Correlation Analysis, Independent Sample t-Test had been used to analyse the result. The major findings of this research are YouTubers' influences have significant relationship with the behavioural change of Generation Z and there is also a significant difference between YouTube influences and respondents' gender. However, there is no significant relationship between YouTube content and behavioural change of Generation Z and respondents' gender also has no significant difference with YouTube content. Managerial implication, limitations of this research and recommendations for future research have been provided.

## Chapter 1

### INTRODUCTION

#### 1.1 Background

Social media plays a fundamental role for young generation nowadays (Hamid, Ishak, Ismail, & Yazam, 2013). The younger generations are browsing and surfing social networking sites like Facebook, YouTube, Instagram, Snapchat, Twitter, Pinterest and LinkedIn. They are even addicted to online gaming applications, such as Clash of Clans. Social media allows people to search, create, share, collaborate and organize contents among them (Hamid, Ishak, Ismail, & Yazam, 2013). Social media also has various impacts on youth's life, and it can be either positive or negative. According to Global Web Index 2017 Q2, Gen Z spends an average of 163 minutes a day on social networks and messaging services (Mander & Young, 2017). Facebook, YouTube, Instagram, Twitter and Reddit are among the top 5 social media platforms that have the most monthly active users (Kallas, 2017). However, watching video is the most favoured action taken by social media users, and this helps in shedding some light to YouTube's popularity ("Study: facebook, twitter, and youtube are top 3 social media channels for U.S. companies", 2016).

YouTube was launched in 2005 and it is designed for sharing and watching video. YouTube allows users to upload their original videos to their account, and this has been one of the driving factors as to why millions of users around the world are creating an account in YouTube. There are about 300 hours of videos being uploaded to YouTube every minute and subsequently, almost 5 billion videos are viewed every day ("Youtube company statistics", 2016). According to YouTube's official blog, they had announced that almost 1.5 billion of viewers visit and are logged in to watch videos on YouTube every single month (Matney, 2017). Moreover, an American digital media company named Defy Media, had conducted a study and surveyed a group of 1,452 teens ages between 13 to 20 years old to ask them on what they think about social media platforms, digital video, and the new breed of online celebrity (Bazilian, 2017). This survey found out that 95% of them consider YouTube as a vital part of their daily life and 50% of this younger generation group could not live without YouTube. This research also mentioned that the young generation watches YouTube more than TV. Malaysia bucks a global trend with Malaysians spending 65 percent of their video-watching time on their mobile phones ("Malaysians watch more youtube than tv", 2016).

YouTube is used by all ages but the platform is very popular among teenagers, who are known as Generation Z.

Generation Z is a group of people that was born in the year 1995 to 2012, and this group of people grew up with the devices, apps, and social media networks that we use today (Pringle, 2015). Generation Z are comfortable with technology and their socializing behaviours is to interact on social media (Pringle, 2015). Generation Z prefer using social media to communicate and interact with people that they know (Prakash Yadav & Rai, 2017). Individuals from this generation have never lived without the Internet, they were brought up in a world filled with technology. As they need to keep in touch with their friends and family, hence they will own at least one social network (Prakash Yadav & Rai, 2017). 42 percent of Generation Z mentioned that social media has a direct impact on how they feel about themselves (Mastroianni, 2016). Gen Z is also by far the most active users of social media compared to previous generations (Huff, 2017). According to Being13, a study conducted by Cable News Network (CNN), stated that frequent social media users said that they use social media over 100 times a day, including even during classes and some of the 13-year-old teenagers check their social accounts at least 25 times or more per day on weekends (Underwood & Faris, 2015).

## **1.2 Problem Statement**

When compared to any other generations, Generation Z are the dominant users of the Internet where they tend to spend the most time browsing it to communicate with colleagues, family and friends using social network platforms (Issa & Isaias, 2016). The increasing of internet usage leaves Generation Z with a certain challenge to balance their overall development and lifestyle (Selvaraj, Suresh & Bhattacharyya, 2017). Besides, World Health Organization (2016) states that excessive screen time also results in vision defects, impaired academic performance, attention problems, behavioural problems, sleep disorders and behavioural problems.

According to Selvaraj (2017), three major concerns are physical concerns, social and psychological concerns. Generation Z's commitment to using social media causes them to develop many unhealthy habits and loses interest to engage in physical activities. Hence, the unhealthy lifestyle will lead them to an increase in risk to health diseases and obesity.

According to National Health Morbidity Survey (NHMS 2015), more than 7% of children under 5 in Malaysia had been identified as overweight. As for the psychological concerns, Generation Z nowadays face issues like having identity crisis, expecting quick results and have short attention span which results in psychological disorders since young (Selvaraj, Suresh & Bhattacharyya, 2017). For example, YouTubers are usually same age with their audiences which makes their content relatable for teenagers nowadays (Westenberg, 2017). A generational identity is formed where media generations are collectively constructed, shared and processed from this particular technology (Carpentier, 2013). Thus, many teenagers from Generation Z are forming their identities based on YouTubers and social media influencers.

Whereas, social concerns derived from the excessive usage of Internet such as “social anxiety disorder” or “social phobia”. They are formed when one is socially anxious in public and refrain from social events or meeting new people. (Cheak, Guan & Chin 2012). Generation Z tend to communicate easily in the virtual world with social media platforms such as Facebook, Twitter, YouTube and more. Yet, they find it difficult to socialize in the real world during public events. Not just that, they also find it hard in practicing face to face communication because they lack the interpersonal, verbal communication and social skills due to their dependence on technology to socialize (Selvaraj, Suresh & Bhattacharyya, 2017). Several studies also stated that there is a correlation between social anxiety and internet addiction. Social anxiety happens when the culture where self-worth and self-esteem is constructed based on social media (Smith, 2017).

Moreover, social media content also contributes towards Generation Z’s development of narcissism. Several studies had proven the forming of narcissistic character in Generation Z. Narcissism is defined as the fascination and praising of oneself, the general thinking that they are special and unique that they’re better than others (Leung, 2013). The tagline of YouTube “broadcast yourself” is another simple example to support this claim. Digital natives developed a strong desire to gain personal attention from broadcasting themselves in YouTube (Leung, 2013). In turn, new media may lose its initial goal as an information or news-seeking platform. When YouTube generation are more interested in self-expression than learning about the outside world; it deafens them to the voices of informed experts and professional journalists (Keen, 2008).

Therefore, it is imperative to examine the impact of social media and internet usage whether in negative or positive terms on Generation Z. This research provides some understanding towards Generation Z and how they are easily influenced by social media platform like YouTube. Likewise, older generations may have a better understanding and acceptance towards Generation Z. Authorities, gatekeepers and relevant parties (government/parents/teachers/etc) may find way to control or monitor the social media contents in order to minimize the negative effects inflicted on Generation Z.

### **1.3 Research Objectives**

1. To identify the number of generation Z who owns a YouTube account.
2. To understand the factors that attract generation Z towards YouTube.
3. To identify the impact of YouTube towards the behavioural change of generation Z.

### **1.4 Research Questions**

1. How many respondents from generation Z owns a YouTube account?
2. What are the factors that attract generation Z to indulge in YouTube?
3. What are the impacts of YouTube towards generation Z in terms of their behaviour?

### **1.5 Research Significance**

The identification of the impact of social media (YouTube) towards the behavioural change of Generation Z in Subang Jaya will provide valuable information to parents and the educational sector. Teenagers from Generation Z are being raised in a highly cultured media and computer environment, which makes them more Internet savvy. Thus, the findings of this research will provide a better understanding to parents on what kind of contents are their kids watching on YouTube and how it affects them in terms of their behavioural change. Besides, the results from this research can be a guidance to the educational sector and leaders in understanding the connection between the behavioural change of Generation Z after watching YouTube. As educational sectors and leaders have a wider knowledge on the effects of YouTube towards Generation Z, then they are able to effectively use this platform to connect, collaborate and grow learning in the behaviours of the students.



## Chapter 2

### LITERATURE REVIEW

#### 2.0 Introduction

In this chapter, the literature review on the subject matter would be discussed based on information gathered from journal articles and relevant research papers. Other secondary data such as online resources is also used to support the review of literature. Next, past literature studies are analysed based on the identified variables.

#### 2.1 Social Media

Social media is defined as any electronic service through which Internet users be able to create and share a variation of contents over the Internet (Prakash Yadav & Rai, 2017). Social media includes user developed services like social networking websites, online journals, online games, online rating or review forums, online groups and audio-video sharing sites where users create, plan, bring-out, or check over and substantiate the contents and information (Prakash Yadav & Rai, 2017).

First and foremost, there are a few SNS ‘social networking sites’ with which people can make personal profiles and share it with other users (Taylor, 2012). For example, Facebook, Twitter, and LinkedIn are the type of ‘social networking sites’ (SNS) (Laranjo et al., 2015). The second category such as YouTube, Instagram and Flickr are known as ‘content sharing sites’ and these sites are regularly utilized for discussions and rating and sharing videos and photographs (Taylor, 2012). However, there are also several types of social media platforms, such as Weblogs, Moblogs, Blogs, Wikis and many more (Taylor, 2012).

Based on Prakash Yadav and Raj (2017) research, the user behaviour with respect to social media is changing at a rapid rate. There were studies on Generation Z’s increasing usage of social media but more has to be done on their social media activities and its behavioural impact. This generation is a powerful contributor, excessive consumer of online content, imaginative and mash-up experts and they have also strong gravitational bond for online communication that they prefer to engage and continue to be connected through technology. (Prakash Yadav & Rai, 2017).

## 2.2 YouTube

YouTube, initially known as “Youube.com” started its operation in February 2005 with the first pioneers being Chad Hurley, Steve Chen and Jawed Karim (Alias, Razak, elHadam, Kunjambu, & Muniandy, 2013). Not long ago, YouTube revealed that it currently has more than 1.5 billion monthly active users and viewers are spending time watching YouTube videos more than an hour a day on their mobile devices alone (Hutchinson, 2017). According to Razak, Hussain, and Hamdi (2017) among all the websites available in this present age, YouTube has become the third most frequently visited websites in the world. YouTube’s main function is to offer users to search, watch and share their original videos globally (Razak, Hussain, & Hamdi, 2017). Statistics showed that YouTube is available locally in 88 countries and over 76 different languages, encompassing over 90% of the Internet population (YouTube, 2017).

In addition, according to the article "Generation Z: Born in the digital age" (2015), Generation Z is also more prone to posting videos on YouTube or “Vlogging” (video blogging), wishing to become the next new “Fred”, whom is known as Lucas Cruikshank, who became popular on YouTube at the age of 13. Popular social medias like YouTube is also beneficial to educational sectors as they can use it as a platform to reach Gen Z because teenagers from Gen Z spend an average of minimum two hours per day watching YouTube contents (Adams, 2017). Furthermore, results form a survey done by Adweek and Defy Media stated that half of the individuals ages 13 to 20 mentioned that they “can’t live” without YouTube, almost all of them use YouTube and males are 24% more likely than females to say that the platform is extremely important (Bazilian, 2017). The survey results also displayed that two-thirds of the 1452 Gen Z individuals utilize YouTube to watch how-to-videos, and 24% uses it to obtain recommendations about products (Bazilian, 2017).

## 2.3 Behavioural Change

Each and every person has their very own distinctive personality and behaviour that can be explained as a collection of every physical action and visible emotion associated with every individual (Ouellette & Wood, 1998). While one’s nature and personality often consistent, however, behaviour will most likely to evolve throughout the lifetime in which from birth to adulthood (Salleh, Mahbob & Baharudin, 2017). Besides from being restricted

by age and genetics, behaviour also is being driven by belief and emotion, as perceived into the individual psyche, disclose other things that include attitudes, values and beliefs (Salleh, Mahbob & Baharudin, 2017). Generation Z are the generations whom were born in the era of technological diversity environment and are accustomed with internet and social networking websites as they were introduced by their parents at an early age in their life (Salleh, Mahbob & Baharudin, 2017). As Generation Z upbringing is significantly influenced by the digital technology, their behavioural characteristic development is matured according to what surrounds them.

Generation Z is known for having poor face-to-face interactions and will less likely use brain logic when it involves thinking which is resulted from their obsession to the digital world (Salleh, Mahbob & Baharudin, 2017). Jaleniauskiene and Juceviciene (2015) indicated that due to extensive exposure to the internet; Generation Z would favour obtaining information from a website that is much more interesting and alive compared to the earlier method of using paperback which are the newspaper, textbook and manuals. Therefore, this 'Google' generation who repeatedly takes advantage of the information that is so readily available for them in which it has made them to be rebellious, impatient and expecting immediate results (Turner, 2015).

Besides, according to Dr Norharlina Bahar, the psychologist and Isia spokesperson, stated that those who mostly spend time on online games and browsing social media will more likely to show links to anxiety, depression, physical health problems, school disconnection, unemployment, decreased job productivity and social isolation (Cheng, 2016). Studies have shown that continual use of the Internet could result in boredom, depression, attention-deficit hyperactive disorder and low self-esteem (Cheng, 2016).

Moreover, YouTube have other kinds of influence on the behaviour of teenagers. According to the research done by Westenberg (2016), the results shown that YouTubers do have impact on the behaviour and buying behaviour of teenagers. For instance, teenagers would like to imitate things YouTubers do, such as the fashion style, communication style and in some cases, they also copy bad behaviour and it lead them to misbehave. (Westenberg, 2016)

Not only that, the results about behaviour on YouTube also shows that YouTube has replaced TV and it has become part of the daily routines of teenagers. For example, they watch videos every day, communicate with their friends about YouTubers, send personal messages to their favourite YouTubers, own or follow fan accounts and also join friends chats with other fans (Westenberg, 2016). According to NoBullying.com, YouTube now has offers an ideal forum for cyber bullies which includes impersonation, bullies through photos and videos (“What Is Bullying Youtube?,” 2017). While bullying normally involves physical abuse, however, cyberbullying has more damaging and long-term psychological effects on the victims (Lee, 2017). For instance, students who are persistently being criticized and embarrassed on social media may suffer from low self-esteem and would not be determined to study or join school activities. Therefore, this would eventually lead them to depression, which may also make them suicidal (Lee, 2017).

### **2.3.1 Internet Addiction & Excessive Social Media Use**

Based on the Digital in 2017 Global Overview, it stated that there are 3.77 billion global internet users and 2.8 billion global social media users in 2017. Social media and mobile social media users were increase by more than double the number of new users compared to the year 2016 (Kemp, 2017). However, according to Malaysia Digital Landscape 2016, it shows that Malaysians are Internet addicts with the report of Malaysians spend an average of 5.1 hours a day on the Internet and 2.8 hours a day on social networks. Not only that, the report also shown Malaysian spends average of 16 hours using the Internet each week, of which 7.2 hours a week are used for watching online videos (Malaysian Digital Association, 2016). According to the summary report from We Are Social 2017, 51% of Malaysians have an active YouTube profile, and 80% of Internet user’s stream or download videos each month and spend 10.6 hours watching Broadcast TV.

According to Dr Muhamad Muhsin Ahmad Zahari, a psychiatric consultant with Universiti Malaya, there was a rise in the recorded cases of internet addiction, especially among adolescent (“A cure for addictions,” 2013). However, based on the China's Xinhua news agency, excessive use of social media without connecting with others is more likely to make people dejected (“Too much ‘lurking’ on social media makes you miserable, says study,” 2016). Moreover, spending longer time looking at other people's social media posts can also create unrealistic social comparisons, which cause a breakdown and a sense of envy (“Too much ‘lurking’ on social media makes you miserable, says study,” 2016).

The excessive usage of social media has also led to social and health problems to Malaysians. For instance, Malaysia is ranked sixth in Asia with the largest number of obese people which about 15.1% of Malaysians aged between 18 and above are suffering from obesity (Subramaniam, 2014). The Health Ministry has stated the obesity issue is caused by the excessive use of “exciting electronic gadgets and instantaneous communication (Subramaniam, 2014).

## **2.4 Generation Z**

Rasa Levickaite’s definition (as cited in Berkup, 2014) of Generation Z consists of individuals that were born in the year 1995 to 2012, whom are also known as digital natives, children of Internet, media generation, instant online or digital generation. Generation Z is the present-day generation that is currently growing up and will be influencing and taking over the world in the following few decades (Wiedmer, 2015). They are the first to have grown up in a world where Internet technology is constantly available and they have been introduced to an outstanding number of technology in their childhood, courtesy the web transformation that happened all through the 1990s (Prakash Yadav & Rai, 2017). In comparison with Generation Z and Generation X, who are their parents, a huge contrast can be seen in terms of utilizing technology (Berkup, 2014).

By nature, individuals of Generation Z are viewed as being so comfortable with technology, which concludes that interacting on social media is an important part of their socializing behaviors (Prakash Yadav & Rai, 2017). Hence, due to the addiction of Gen Z to the digital world, with shortfall of physical interaction, Gen Z as a whole are the first to be known as possessing a poor face-face interaction and when it comes to thinking, they will less likely use brain logic (Salleh, Mahbob, & Baharudin, 2017). However, despite lacking of physical social interaction, they are good in multi-tasking with dependence on social media (Cowan, 2014). As an example, when reading a book, they can also read while listening to music and updating their social media status at the same time (Salleh et al., 2017). A study conducted by Schawbel (2014) discovered that Generation Z are more entrepreneurial, open-minded, dependable, patient and less motivated by money than Generation Y.

Although Gen Z are known as being highly tech savvy and immensely glued to technology for navigating and utilizing information to grow their skills, sadly according to Cowan (2014) in terms of their factual knowledge and information literacy, their level remains as immature and insufficient. A research by Jaleniauskiene and Juceviciene (2015) showed that due to Generation Z being constantly exposed to the internet, they would rather watch a video instead of studying or reading hardcopy media such as manuals and books. In addition, the characteristics of Generation Z are individualistic, self-absorbed and less team oriented than the former generation (Turner, 2015). This generation takes information for granted as it is constantly prepared for them; quick, instant and free status (Salleh et al., 2017). As they are brought up in such a way, it has resulted them to be wanting prompt results, being impatient and rebellious (Turner, 2015).

Generation Z are a generation that has the capability in forming a large community and a continual communication circle with individuals that they have not met before, confusingly this generation is collaborative, talkative and sociable on the Internet, but when in reality or “the real world” they are somehow not that good in establishing a personal relationship (Riva, Baños, Botella, Wiederhold, & Gaggioli, 2012).

## **2.5 Social Cognitive Theory**

In 1977, Albert Bandura, a Professor in Stanford University developed Social Cognitive theory to explain children’s behavioural change from the learning and observations of models. The modelling theory is expanded and originated from Holt’s Social Learning theory where it argued that human actions are formed from four driven factors: drives, cues, rewards and responses. In social learning theory, human behaviour is explained in regard of continuous reciprocal interaction between behavioural, environmental and cognitive influences (David, 2015). A series of studies has been conducted by the professor and his colleagues in expansion of Social Learning theory to developing social cognitive theory. In the case of new media’s impact towards Generation Z, Social Cognitive theory can be used in attempt to understand how their behaviour is affected by their exposure to YouTubers.

There are few key concepts on social cognitive theory. First is that people learn through observation of models. As such, Bobo Doll experiment is an example that address the effect caused on children’s behaviour from exposure to models. Children are surrounded

with many influential models that they observe such as friends within peer group, teachers at school, characters on TV and parents in family group (McLeod, 2016). In this research, YouTubers are the models that Generation Z observe. According to a research done by First Choice film, 34 percent of children aged six to seventeen would like to be a “YouTube personality” while one out of five wished to start their own channel (daily mail reporter, 2017).

Second is that one is more likely to imitate people who are similar with them (McLeod, 2016). According to Westenberg (2012), teenagers feel more related with YouTubers because of their same age with audience, their personal stories shared on Internet and how they are perceived as that average kid who could be the boy or girl next door or even from the same school. Behaviours are easily imitated and copied by audience who share the same behavioural style with models (Bentley, Earls & O’Brien, 2011). People adopt, values, attitudes, beliefs and behaviours and identify with models (Bandura, 1986). The theory asserts that learning is more likely to occur when there is a presence of identification where many behaviours are adopted at once.

Third is that punishment and reinforcement of environment determines whether one continues demonstrating the behaviour (Westernberg, 2012). The reinforcement can be either internal or external and negative or positive (McLeod, 2016). Fourth key concept is the vicarious reinforcement where one will take into account of what happens to other people when copying a certain action (McLeod, 2016). Pewdiepie is a gaming vlogger who had 57 million subscribers who made several racist jokes in his videos that have got him under fire. YouTube then cancelled his popular reality show Scare PewDiePie and Disney owned-YouTube studio Maker also cancelled the partnership with him (Romano, 2017). Consequently, this mark as a lesson for others to not behave the same way.

On a side note, people also learn by developing self-regulation. There are three ways of self-regulation which is facilitation, inhibition and disinhibition (Johnson, 2014). Facilitation is when one is rewarded with compliments or good feedbacks after posting a video, he/she will be motivated to do more videos. Disinhibition occurs when there is an absence of punishment for negative behaviours which encourage others to continue behaving the same way. Lastly, inhibition is when one does not demonstrate the behaviour when someone else is punished for an act. Besides, good self-efficacy and motivation are also

needed for learning to occur. Self-efficacy is the belief someone has in own capabilities to complete a task and achieve goals (Westenberg, 2016). If self-efficacy and motivation for a certain behaviour is present, then learning will occur.

## 2.6 Theoretical Framework

Figure 2.1 demonstrates how our research is carried out. Details of the research design, methodology for collection of population and data. The aim of our study is to survey on the impact of YouTube in terms of behavioural change in Generation Z.

In our research paper, the independent variable is YouTube inclusive of its content and YouTuber's influences. The independent variable exerts influences and cause effect on dependent variable. The dependent variable which we aim to comprehend is behavioural change in Generation Z.

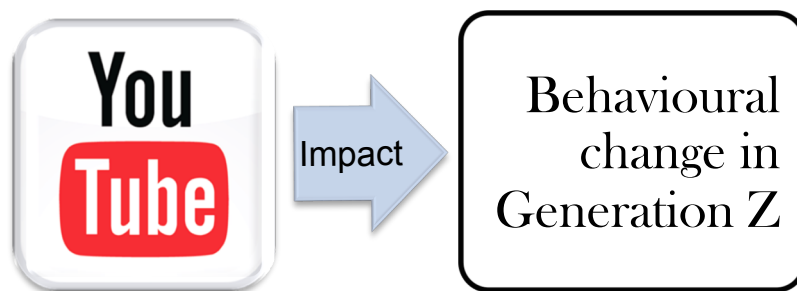


Figure 2.1



## 2.7 Hypothesis Development

### 2.7.1 YouTube content

As cited by the previous researchers, PrakashYadav and Rai (2017), their research shows that YouTube in terms of its content have some effects on the behavioral change of Generation Z. Therefore, this research proposes that there is a relationship between YouTube and behavioral change in Generation Z. Moreover, digital technology is the defining aspect of Generation Z where their decisions and lifestyles are mostly influenced by the court of social media (Cowan, 2014). There is no confirmation whether the impact of YouTube is positive or negative towards behavioral change in Gen Z. Yet, several studies had proven that excessive use of social media, in particularly YouTube can have both negative and positive effects towards Generation Z. Therefore, this research proposed that there is indeed a significant relationship between YouTube and behavioural change in Generation Z.

H0: There is no significant relationship between YouTube content and behavioural change in Generation Z.

H1: There is a significant relationship between YouTube content and behavioral change in Generation Z.

### 2.7.2 YouTubers' Influences

Results from a research done by Westernbery (2016) shows that YouTube influencers, YouTubers have impact on the buying behavior, fashion style and communication style of Gen Z. Where previous studies mostly focuses on traditional influencers like celebrities, and TV personalities, our research focus on why teenagers identify with YouTubers using social cognitive theory. Behaviour of people is more likely to be copied when they share similar behavioral style with personalities (Bentley, Earlys & O'Brien, 2011). Hence, this research suggests that factors of behavioural change in Generation Z are typically caused by their exposure to YouTube influences such as YouTubers via social learning theory.

H0: There is no significant relationship between YouTubers' influences and behavioural change in Generation Z.

H1: There is a significant relationship between YouTubers' influences and behavioral change in Generation Z.

### **2.7.3 YouTube Content and YouTubers' Influences based on Gender**

Based on the research done by past researchers, they sought that YouTube have a significant difference on gender. A past study regarding YouTube feedback found that there are several differences between YouTube experiences of male and female (Molyneaux, Gibson, O'Donnell & Singer, 2008). O'Donnell et al. (2008) state that men are more frequent visitors of YouTube than women and that they are more likely to post videos or comments on the platform. In addition, the study also noted that men are more likely to pay attention at physical attractiveness of vloggers to determine their interest to follow those YouTubers (Molyneaux, O'Donnell, & Gibson, 2009). Hence, there is significant difference between YouTube in terms of its content or YouTubers' influences and gender in Generation Z.

H0: There is no significant difference between the independent variables (YouTube content and YouTubers' influences) and gender among Generation Z.

H1: There is a significant difference between the independent variables (YouTube content and YouTubers' influences) and gender among Generation Z.

## **2.8 Conclusion**

Conclusively, this chapter is a review of relevant studies done by past researchers that discuss about the independent and dependent variables that is used in our study. Last but not least, the hypothesis developed in this chapter will be used in the chapter 4.

## **Chapter 3**

### **Research Methodology**

#### **3.0 Introduction**

In chapter three, we will be discussing on the overview of the research methodology. All the planning in this study will be carried out in a comprehensive manner. It provides the idea and elaboration on how the research is being carried out in research design, data collection, sampling design, research instrument, data processing and data analysis.

#### **3.1 Research Design**

There are 2 main types of research methods which can be applied in studies related to education and other social science fields, which are quantitative as well as qualitative (Muijs, 2011). Even so, we are applying the quantitative method in this research as it is more suited for our study. The quantitative research is carried out by distributing a series of questionnaires as a way of collecting the required data for this study. The data collected from the response of the participants through the questionnaire will then be evaluated using analysis and numerical measurement. According to Aliaga and Gunderson's definition (as cited in Bhawna & Gobind, 2015), quantitative research is defined as the process of explaining a phenomenon by analysing numerical data obtained through mathematical means, most often through statistics.

There are three types of research category, and they are descriptive, exploratory and causal research. Hence, in this research, we are applying descriptive research as it is aligned with our study. Descriptive research is utilized to explain the basic attributes of the data in a research and presents quantitative methods in a manageable order.

#### **3.2 Data Collection Method**

There are two types of data which are primary data and secondary data that can be collected for conducting the research. However, only primary data will be used to conduct this research in order to provide a clearer and in-depth understanding. Data collections from primary data are necessary for researchers to test the hypotheses according to statistics and information.

### **3.2.1 Primary Data**

According to Hox and Boeijs (2005), primary data is an original data collected for a specific research goal. In this research, we are using questionnaire as the primary data which delivers a set of formulated questions for the respondents to answer (Refer to Appendix A). It can be explained as effective data collection to gather the data from the respondents. The purpose of using this method is because it is convenient for us to gather the data and at the same time, save cost, and enhance the data accuracy and reliability. The collection of primary data helps researchers to identify the impact of social media (YouTube) that affect the behavioural change of Generation Z. Thus, in order to conduct the actual research, we had set our target respondents as the students who are born in the year 2002 from the local secondary school in Subang Jaya which are SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17, SMK Seafield, SMK Subang Jaya and SMK Subang Utama.

### **3.2.2 Permission Letters**

Throughout the data collection process, several letters were sent to the Education Department in Malaysia. Prior to the data collection in secondary schools in Subang Jaya, an email was sent to eRAS, which is the online application website for educational research (Refer to Appendix B). The response from eRAS was gained within a week (Refer to Appendix C). After receiving the approval letter from eRAS, another permission letter was sent out to the Jabatan Pelejaran Negeri Selangor (JPN) in order to gain permission to enter the secondary school premises in Subang Jaya (Refer to Appendix D). Within the duration of 2 weeks, a replied from Jabatan Pelejaran Negeri Selangor (JPN) was received (Refer to Appendix E). Thus, with all legal permission granted, the data collection process began.

## **3.3 Sampling Design**

### **3.3.1 Target population**

The target population is defined as the whole population or group, that a researcher is interested in researching and analysing (“Target Population,” n.d.). This research aims to identify the impact of YouTube towards the behavioural change of generation Z in Subang Jaya. Thus, the target population for data collection of this study will be the Generation Z who are born between 1995-2012 in Subang Jaya.

### 3.3.2 Sampling Frame and Sampling Location

Sampling frame is also called working population and is defined as a list of sources which the sample may be collected (Zikmund, Babin, Carr & Griffin, 2013). Hence, to find out the impact of YouTube towards the behavioural change of generation Z, this research targeted the secondary school students who are also categorized under generation Z from secondary school educational sector in Malaysia as the respondents for this research.

Besides, sampling location is the geographical areas where the sampling units are located at. In this research, Subang Jaya's secondary schools are chosen as our sampling location. Subang Jaya has over twenty secondary schools including local, private and international. However, we are only focusing nine local secondary schools out of ten schools (Sekolah Menengah Kebangsaan-SMK). This is because private or international schools have different method of delivery in terms of curriculum ("Differences between government schools and private schools," 2017). For example, International school adopts curriculum such as Cambridge International Examinations, International Baccalaureate or Edexcel or by following a national curriculum, which is different from that of the school's country of residence ("Malaysian parents choose international schools over national schools these days-what are the advantages," 2015). Thus, we would like to target only local secondary school in Subang Jaya. However, Sekolah Agama Menengah Bestari USJ 5 is excluded as our target audience, because they are not from the same schooling culture where the students have interactions with different races and religions. Therefore, the nine local secondary schools that we are focusing are SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17, SMK Seafield, SMK Subang Jaya and SMK Subang Utama.

### 3.3.3 Sampling Element

Sampling elements indicate targeted research groups that are being measured in study. In this research, the sampling elements are the students who are born in the year 2002 from secondary school educational sector of Malaysia in Subang Jaya which including SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17, SMK Seafield, SMK Subang Jaya and SMK Subang Utama. According to Levickaite (2010), Generation Z are those who born in between year 1995- 2012 in which their age will be 5 to 22 years old. Children who are 6 to 12 years have developed the ability to think in concrete ways such as how to, separate, order and transform objects and actions ("Cognitive Development," n.d.). However, adolescence who age is between 12 and 18 years of age are the developing

teenager who obtains the ability to think systematically about all rational relationships within a problem (“Cognitive Development,” n.d.).

Adolescence can be divided into 3 stages which are early adolescence (12 to 14 years), middle adolescence (15 to 17 years), and late adolescence (18 to 20 years) (“Normal development: Middle adolescence,” 2011). Our target respondents are the secondary school students who are born in year 2002 and are categorized under generation Z and also middle adolescence. Thus, this age of respondents will have some experience in including more philosophical and futuristic concerns in their thinking process (“Cognitive Development,” n.d.). For instance, the middle adolescent is able to examine more extensively and often started to think about and begins to form his or her own code of ethics (“Cognitive Development,” n.d.).

### **3.3.4 Sampling Technique**

Sampling refers to the selection of individuals, units, and settings to be studied, as it relates to research. The sampling method that we will be used in quantitative research is random sampling. In statistics, a random sample is a subset of individuals (a sample) chosen from a larger set (a population). Every individual is chosen randomly and entirely by chance, such that everyone has the same probability of being chosen at any stage during the sampling process (Amin, Mansoor, Hussain & Hashmat, 2016). The purpose of using random sampling for this study is that it is able to target the population and eliminate sampling bias. In this research, we have randomly select 38 numbers of students who born in the year 2002 from each local secondary school in Subang Jaya to fill in the survey questionnaire.

### **3.3.5 Sampling Size**

In this research, we are randomly distributing a total number of 338 questionnaires from a total population of 2730 Form 4 student who are born in the year 2002 from secondary school educational sector of Malaysia in Subang Jaya which including SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17, SMK Seafield, SMK Subang Jaya and SMK Subang Utama to identify the impact of YouTube towards their behavioural change. The sampling size is supported by Krejcie and Morgan (1970) under “Small Sample Techniques” (Refer to appendix F). This “Small Sample Techniques” is a formula to determine the sample size and it was done by the National Education Association.

### **3.4 Research Instrument**

#### **3.4.1 Design of the questionnaire**

In this research, we are collecting the required data through a survey questionnaire as it is an efficient and effective way of gathering data from a large pool of respondents. There will be four sections in this instrument. The first section is demographic profile of respondents; second section is the personal usage of YouTube. The third section is to understand the factors that attract Generation Z to indulge in YouTube. The last section of the instrument is to identify the impact of YouTube towards Generation Z.

#### **3.4.2 Pilot Test**

A pilot test is used to identify any problems such as unclear wording or the amount of time to administer a questionnaire (“Pilot-test, n.d.”). Thus, a pilot test is conducted to test on a small sample of participants before a full-scale study (“Pilot-test, n.d.”). We will be conducting the pilot test in one of the secondary schools in Subang Jaya. However, through the process of drawing lots, we have selected SMK Seafield to be the location for our pilot testing. According to Hill (1998) 10 to 30 respondents is fair enough for conducting pilot study. However, according to Baker (1994) a sample size of 10–20% of the sample size for the actual study are a reasonable number of participants to consider enrolling in a pilot. Therefore, 34 sets of survey questionnaire are randomly distributed to the Form 4 students of SMK SS17 to pilot-test our research. However, the data collected will be examined through SPSS software to test the reliability of the survey questionnaire.

### **3.5 Construct Measurement**

#### **3.5.1 Origin of Constructs**

In this study, the questionnaire is designed by adopting the questionnaire from other researchers. The below Table 3.1 is the origin of the questionnaire from the researchers and the number of items which adopted in this study.

Table 3.1 The Construct Origins

Constructs	Source(s)	Total items
Personal Usage of Social Media (YouTube)	<ul style="list-style-type: none"> <li>Al-Sharqi, Hashin, &amp; Kutbi (2015)</li> <li>Ensour (2015)</li> </ul>	<ul style="list-style-type: none"> <li>4</li> <li>6</li> </ul>
Independent Variable: Factors that attract Generation Z indulge in YouTube	<ul style="list-style-type: none"> <li>Al-Sharqi, Hashin, &amp; Kutbi (2015)</li> <li>Shabir, Yousef, Safdar, &amp; Gilani (2014)</li> <li>Lai (2013)</li> </ul>	<ul style="list-style-type: none"> <li>3</li> <li>2</li> <li>2</li> </ul>
Dependent Variable: Behavioural Changes of Generation Z	<ul style="list-style-type: none"> <li>Al-Sharqi, Hashin, &amp; Kutbi (2015)</li> <li>Shabir, Yousef, Safdar, &amp; Gilani (2014)</li> </ul>	<ul style="list-style-type: none"> <li>5</li> <li>2</li> </ul>

Source: Developed for the research

### 3.5.2 Scale of Measurement

Measurement is the process of assigning numbers to object of observations and it plays an important role in social science research to avoid subjectivity (Raiphea, 2015). The most widely used classification of measurement scales are nominal scale, ordinal scale, interval scale and ratio scale. However, there are three types of scales that are being used in this questionnaire which are nominal scale, ordinal scale and Likert scale.

### 3.5.3 Nominal Scale

Nominal scale is a system of assigning number symbols to events in order to label them. It enables the classification of individuals, objects or responses based on a common/shared property or characteristics (Raiphea, 2015). Gender, religious preference and race are all examples of nominal scales. Based on the questionnaire, all questions in section A and B (*except question 5 in section B*) which is demographic profile and the personal usage of social media (YouTube) about the target respondents are designed according to nominal scale.



### 3.5.4 Ordinal Scale

Ordinal data have order, but the intervals between scale points may be uneven. Under an ordinal scale, the subjects or objects are ranked in terms of degree to which they possess a characteristic of interest (Marateb, Mansourian, Adibi & Farina, 2014). Ordinal scale question (*question 5 in section B*) is used in this questionnaire where the respondents have to answer their hours spending on YouTube, which range from 1-2 hours, 3-4 hours, 5-6 hours, 7-8 hours and more than 8 hours. The ordinal scale rank the subject's order by how many hours' respondents will spend in a day. Therefore, ordinal scale only shows researchers the rankings but not the distance between rankings.

### 3.5.5 Likert Scale

A Likert scale is composed of a series of four or more Likert-type items that are combined into a single composite score/variable during the data analysis process (Harry & Deborah, 2012). The items are used to provide a quantitative measure of a character or personality trait. Based on the questionnaire, a five-point scale is introduced in section C and D to determine the respondents' degree of agreeability to each statement in the questionnaire, where the scale is ranked from 1 being "strongly disagree" to 5 being "strongly agree".

## 3.6 Data Processing

338 sets of questionnaires were randomly distributed to respondents who are form 4 students from secondary school educational sector of Malaysia in Subang Jaya which including SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17, SMK Seafield, SMK Subang Jaya and SMK Subang Utama and all the data were entered into Statistical Package for the Social Science (SPSS) to analyze. Data processing is a series of steps performed on data to organize, verify, transform, and extract data in an appropriate output form for subsequent use (Research Data Management, n.d.). Questionnaire checking, data editing, data coding and transcribing are the four procedures in data processing.

### 3.6.1 Questionnaire checking

Researchers check the questionnaire to make sure that there is no misunderstanding, grammar mistakes and incomplete information. This step will significantly affect the overall research objective. The quality of research will be guaranteed when the researchers found the problems and amend it before distributing to the respondents.

### 3.6.2 Data Editing

Data editing is the process of examining the data collected in questionnaires to detect errors and correct the errors in data within a questionnaire (“Methods of Data Processing in Research”, n.d.). All collected data should be edited to make sure that the information provided is accurate and complete before being used to present as useful information. Hence, as the problems occurred are modified, data editing will be an effective way to avoid the repeating of survey (Statistics Canada, 2013).

## 3.7 Data Analysis

### 3.7.1 Descriptive Analysis

Descriptive analysis is a method used to present a simple summary of the data in a research. It can be used to summarize, express and establish the data collected from the questionnaire in the form of tables, graphs, charts and numerical. As researchers have a lot of measurement to manage; hence, descriptive analysis can assist researchers in simplifying large amounts of data in a sensible way (Trochim, 2006). Therefore, the information can be viewed easily and provide a better understanding to everyone.

### 3.7.2 Scale Measurement

#### 3.7.2.1 Reliability

Carmines and Zeller (1979) indicated that “reliability concerns the extent to which an experiment, test, or any measuring procedures yield the same results on repeated trials” (p.11). Reliability is established by evaluating the internal consistency which was described as the inter-correlation of the sample of a study (Mahabier, Den Hartog, Theyskens, Verhofstad, & Van Lieshout, 2017). According to Bartlett (2014), the psychometric legitimacy of the data collected can be confirmed by carrying out a reliability test. Moreover, assessment of consistency is normally run by applying Cronbach’s alpha test (Shi, Liu, & Li, 2016; Nazary-Moghadam, Zeinalzadeh, Salavati, Almasi, & Negahban, 2017). Several previous researchers and experts suggests that it is accepted if the value for Cronbach’s alpha was more than or equal to 0.70 (Yu, Lee, Ha, & Zo, 2015; Javadi, Dolatabadi, Nourbakhsh, Poursaeedi, & Asadollahi, 2012). Hence, the validity of the data must be confirmed because this will ensure that the results reflect the topic that was being researched.

### 3.7.3 Inferential Analysis

#### 3.7.3.1 *Pearson's Correlation Coefficient*

Pearson's coefficient of correlation is most frequently used in investigating the correlation between two variables (Chao, Chang, Wu, Lin, & Chen, 2016; Salkind, 2017). Goodwin and Leech (2006) stated that Person's Correlation is the optimal method to investigate the relationship between dependent and independent variables. Pearson correlation coefficient is ranged between -1 to 1. A value of -1 signifies a perfect negative linear relationship, whereas +1 signifies a perfect positive relationship. Furthermore, a value of zero indicates no linear association, however it does not conclude that two variables are independent (Clark, 2013). In the event that the coefficient of the correlation is equal to or below 1 or any value above 0.8 would be considered as having a high correlation while any value below 0.5 would indicate a low level of correlation (Lin, Tsai, & Ke, 2015). Moreover, Malhotra (2010) suggested that the p-value which is lesser than 0.05 is an acceptable significance level in Pearson correlation test.

#### 3.7.3.2 *Independent Samples t-Test*

T-tests provides the chance to compare two groups on scores (Jones, Schlomer, & Wiggs, 2014). T-test is also a form of inferential statistic, this means that it is an analysis that surpasses just explaining the numbers given by statistics from a sample but aims to draw conclusions concerning these numbers among peoples (Jones et al., 2014). Furthermore, t-tests also notifies the researches if the difference between two means is greater than would be assumed by chance, such as statically significant (Jones et al., 2014). There are two types of t-test, Dependent Samples t-Test and Independent Samples t-Test.

Therefore, independent samples t-test is applied in this research. Independent samples t-test analyses the difference between the means of two independent or unrelated groups (Howell, 2007). In short, it is to analyse if the means for two independent groups are notably different from each other. Moreover, when applying independent samples t-test, each case should have scores on two variables, which is the independent variable or also known as grouping and the dependent variable or also known as test (Howell, 2007). The grouping variable separates cases into two mutually exclusive categories, for example girls or boys for the gender grouping variable, while the test variable represents each case on some quantitative aspect such as test performance (Howell, 2007). T-test examines if the mean

value of the test variable for each group varies significantly from the mean value of the test variable for the following group (Howell, 2007).

### **3.8 Conclusion**

This chapter describes the research methodology that is used in this research such as research design, data collection methods, sampling design, research instrument, construct measurement, data processing and data analysis. Interpretation of data analysis results will be presented in the next chapter.

## CHAPTER 4

### DATA ANALYSIS

#### 4.0 Introduction

The purpose of this chapter is to analyse and explain the collected information, and to investigate the hypothesis stated in chapter two previously. Therefore, 338 sets of questionnaires were distributed to Form 4 students from secondary schools in Subang Jaya. Due to time constraints and the difficulty of some school to complete all the questionnaires provided, 2 secondary schools in Subang Jaya were not included in the participation of this study. Thus, total of 262 sets of survey questionnaire were used in this research. Tests will be conducted to analyse the data by determining the relationship between YouTube content, Youtubers' influences and Behavioural Change in Generation Z.

#### 4.1 Descriptive Analysis

All the respondents' demographic data and their personal usage of social media will be analysed in this section. The results will be explained in the tables and figures. The demographic profile section consists of five questions in total which they are age, gender, race, and source of information. However, the personal usage of social media section consists of ten questions in total.

##### 4.1.1 Respondents' Demographic Profile

###### *4.1.1.1 Age*

**Table 4.1 Age of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	262	100.0	100.0	100.0

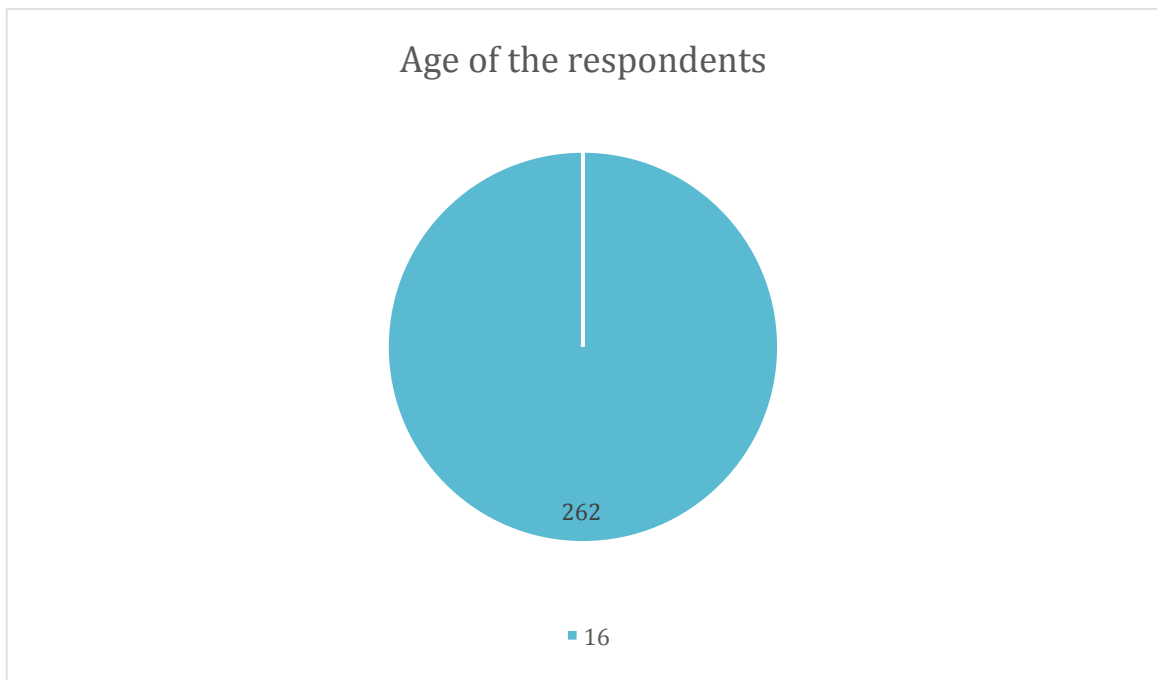
**Graph 4.1 Age of the respondents**

Table 4.1 and Graph 4.1 show the data on the respondents' age. From the results above, it is clearly shown that all of the respondents are 16 years old.

#### ***4.1.1.2 Gender***

**Table 4.2 Gender of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	119	45.4	45.4	45.4
	Female	143	54.6	54.6	100.0
	Total	262	100.0	100.0	

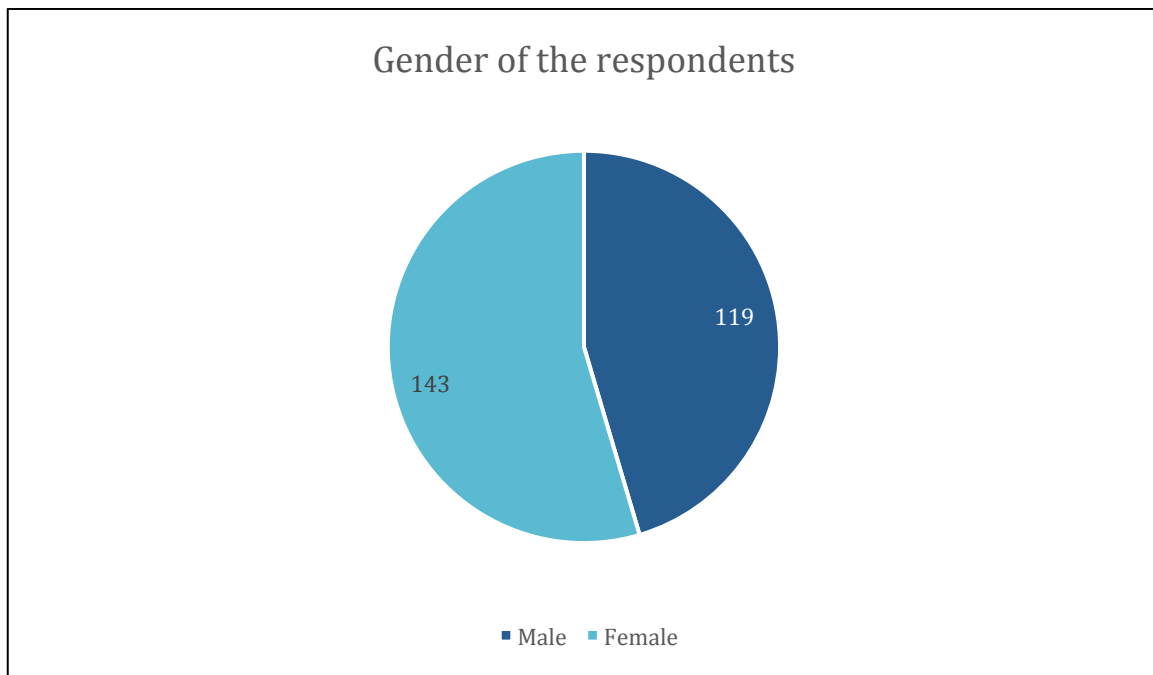
**Graph 4.2 Gender of the respondents**

Table 4.2 and Graph 4.2 show the data on the respondents' gender. From the results above, we can observe that the female respondents have higher percentage which is 54.6% as compared to male respondents which is 45.4%.

#### ***4.1.1.3 Race***

**Table 4.3 Race of the respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	2	.8	.8	.8
	Malay	87	33.2	33.2	34.0
	Chinese	127	48.5	48.5	82.4
	Indian	46	17.6	17.6	100.0
	Total	262	100.0	100.0	

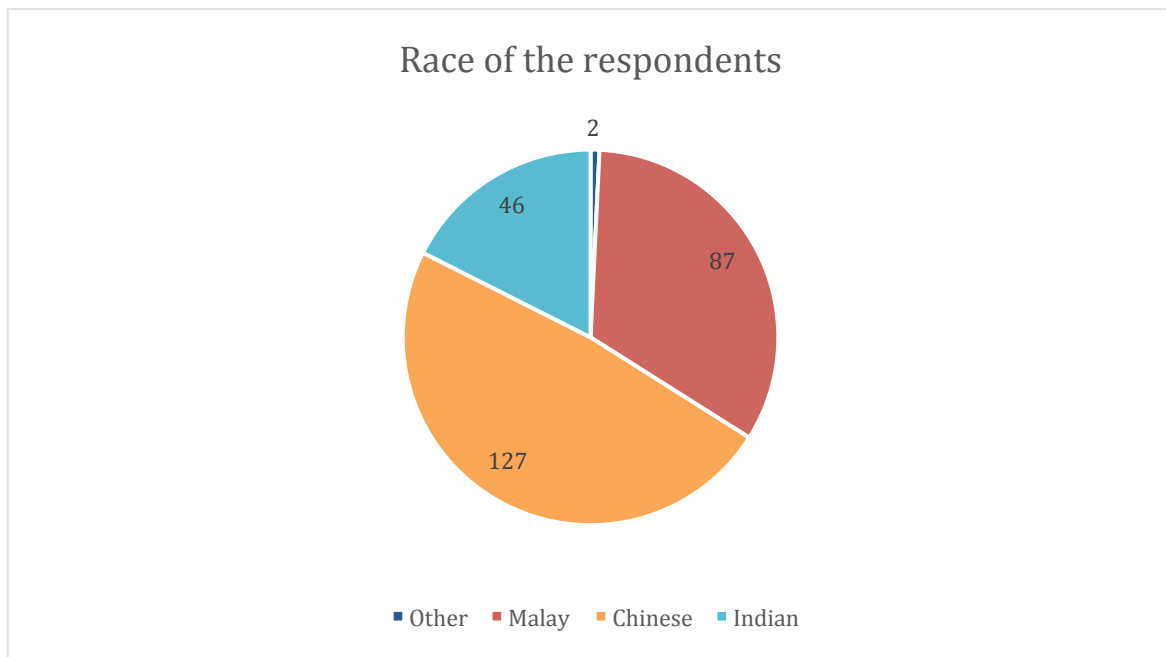
**Graph 4.3 Race of respondents**

Table 4.3 and Graph 4.3 show the data on the race of respondents. From the results above, it is clearly shown that Malay takes 33.2% of total respondents. Moreover, Chinese is 48.5% and Indian takes 17.6%. Besides that, 0.8% of respondents are from others who are Punjabi.

#### ***4.1.1.4 Secondary School***

**Table 4.4 Which secondary school that the respondents are currently studying in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SMK USJ 4	38	14.5	14.5	14.5
	SMK USJ 8	38	14.5	14.5	29.0
	SMK USJ 12	38	14.5	14.5	43.5
	SMK USJ 13	38	14.5	14.5	58.0
	SMK USJ 23	38	14.5	14.5	72.5
	SMK SS 17	34	13.0	13.0	85.5
	SMK Seafiled	38	14.5	14.5	100.0
	Total	262	100.0	100.0	



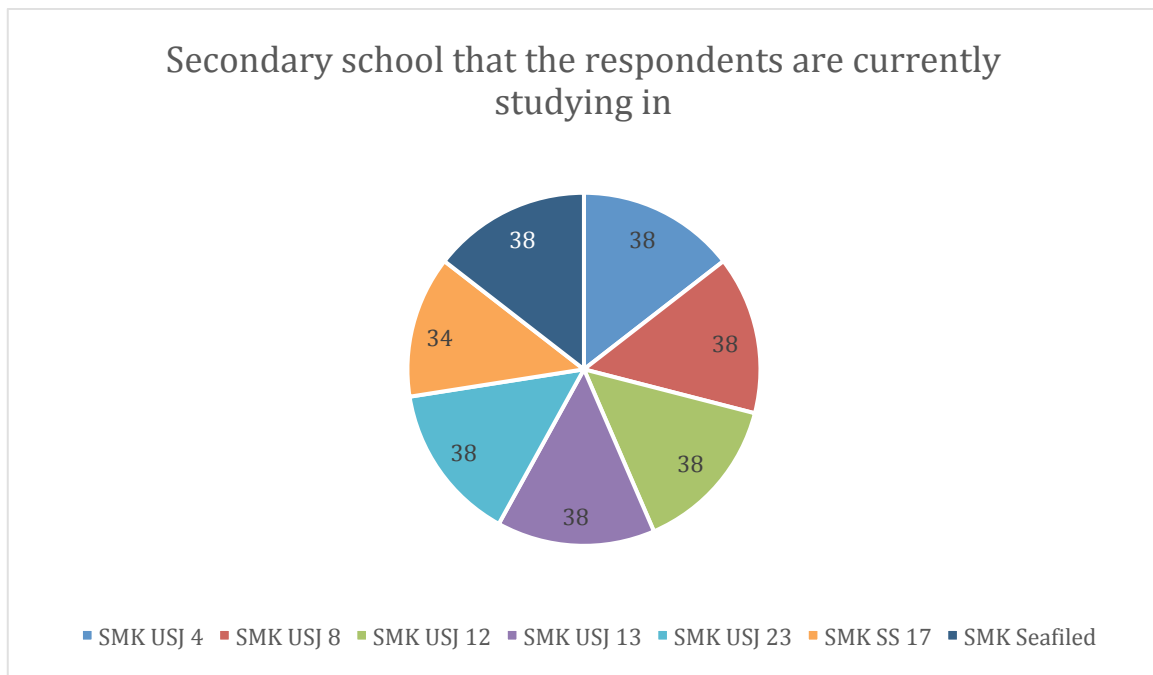
**Graph 4.4 Secondary school that the respondents are currently studying in**

Table 4.4 and Graph 4.4 show the data on the secondary school that respondents currently studying in. From the results above, SMK USJ 4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23 and SMK Seafield have the same percentages which is 14.5%. Besides that, 13% of total respondents are studying in SMK SS 17 which this school is tested for our pilot study.

#### ***4.1.1.5 Streams***

**Table 4.5 Streams that the respondents are doing in the upper secondary school education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science Stream	165	63.0	63.0	63.0
	Art Stream	97	37.0	37.0	100.0
	Total	262	100.0	100.0	

**Graph 4.5 Streams that the respondents are doing in the upper secondary school education**

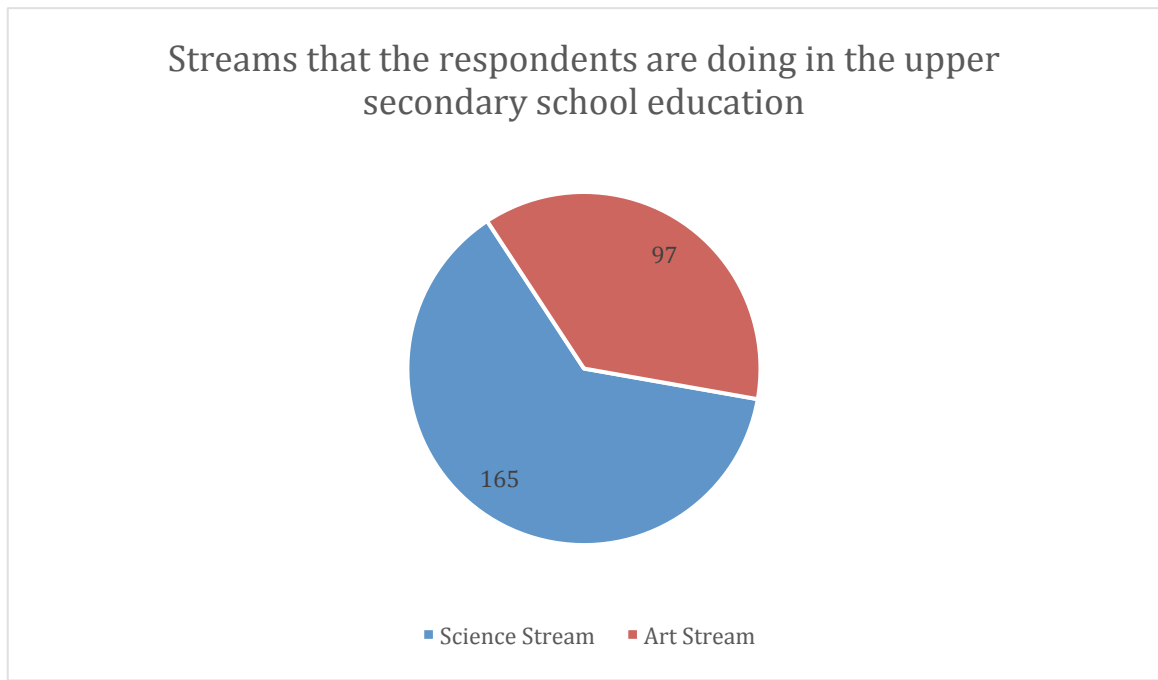


Table 4.5 and Graph 4.5 show the data of the streams that respondents are doing in their upper secondary school education. From the results above, 63% of the total respondents are studying science stream and 37% of the total respondents are studying art stream.

#### ***4.1.2 Personal Usage of Social Media***

##### ***4.1.2.1 Social Media Use***

**Table 4.6 Do the respondents use any type of social media**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	1	.4	.4	.4
Yes	261	99.6	99.6	100.0
Total	262	100.0	100.0	

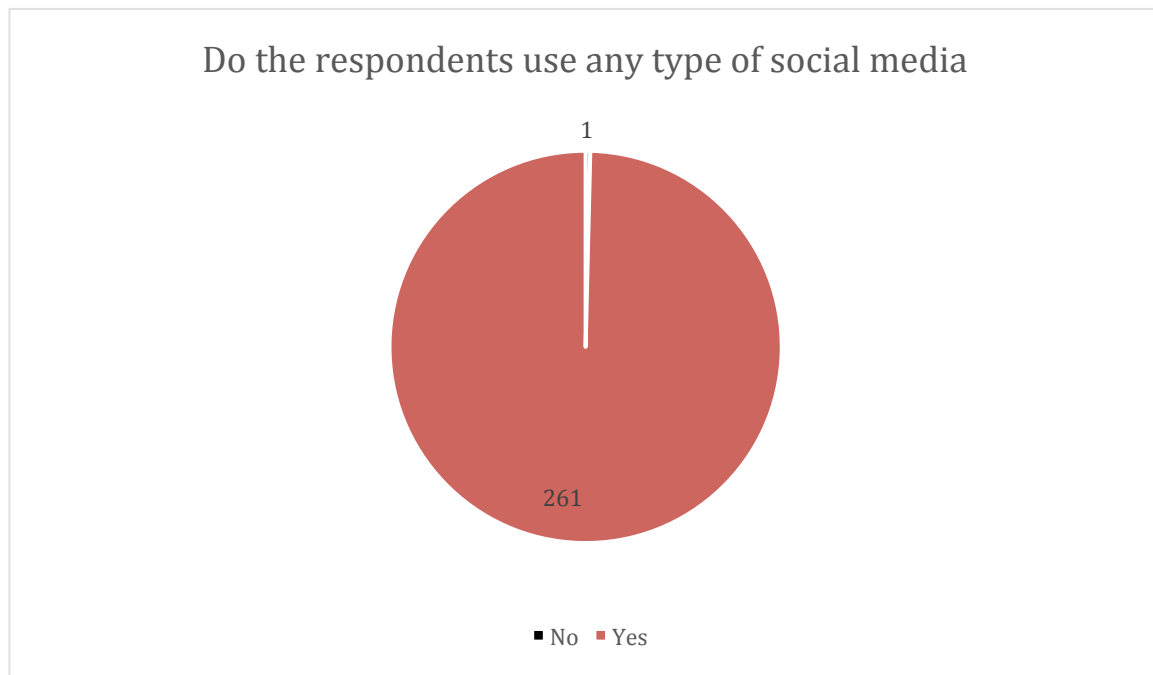
**Graph 4.6 Do the respondents use any type of social media**

Table 4.6 and Graph 4.6 show the data of whether the respondents did use any type of social media. From the results above, 99.6% of total respondents are using social media and only 1 of the respondent does not use any type of social media.

#### 4.1.2.2 Social Media Sites Use

**Table 4.7 Type of social media sites that the respondents use**

		Responses		Percent of Cases
		N	Percent	
Valid	Facebook	227	21.8%	86.6%
	Twitter	116	11.1%	44.3%
	Instagram	239	23.0%	91.2%
	Snapchat	145	13.9%	55.3%
	YouTube	255	24.5%	97.3%
	Blogger	19	1.8%	7.3%
	Others	40	3.8%	15.3%
Total		10		
		41	100.0%	397.3%

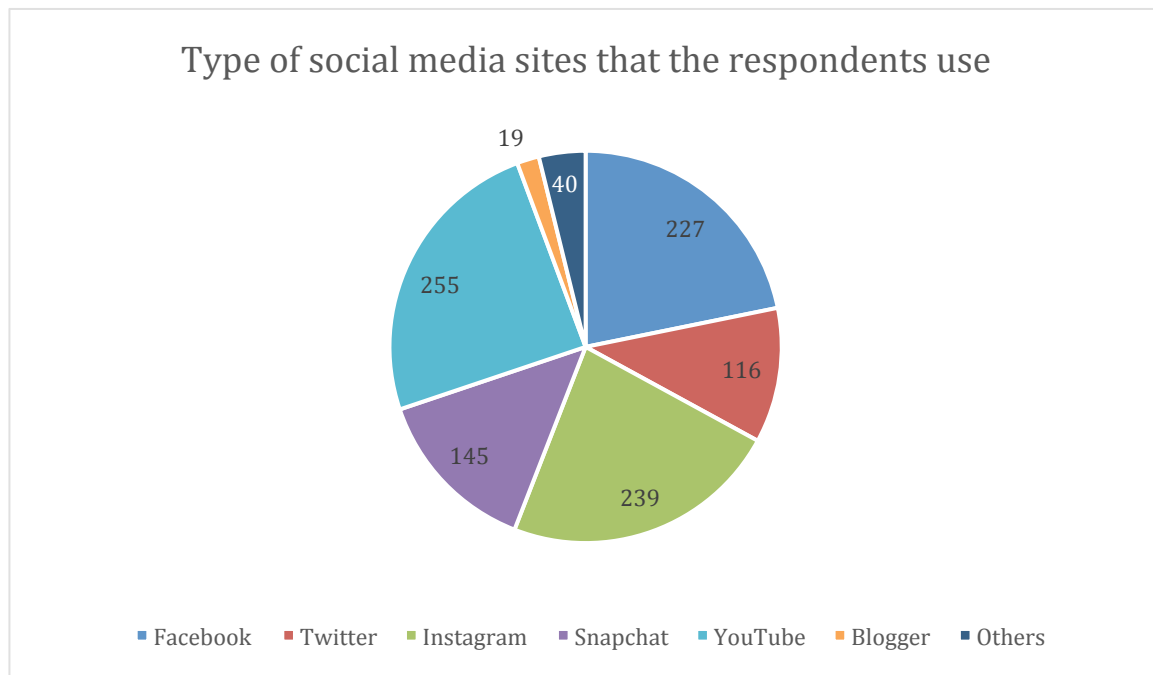
**Graph 4.7 Type of social media sites that the respondents use**

Table 4.7 and Graph 4.7 show the data on the type of social media that respondents are using. From the results above, YouTube has the highest percentage which 24.5% of respondents use YouTube. Moreover, 21.8% of total respondents use Facebook and 11.1% of them use Twitter. Next, 23% of the respondents use Instagram while 13.9% of the respondents use Snapchat. Furthermore, 3.8% of total respondents choose others and however, blogger has the lowest percentage which 1.8% of the respondents use blog.

#### ***4.1.2.3 Visitation of YouTube***

**Table 4.8 Do the respondents visit YouTube often**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	15	5.7	5.7	5.7
	Yes	247	94.3	94.3	100.0
	Total	262	100.0	100.0	

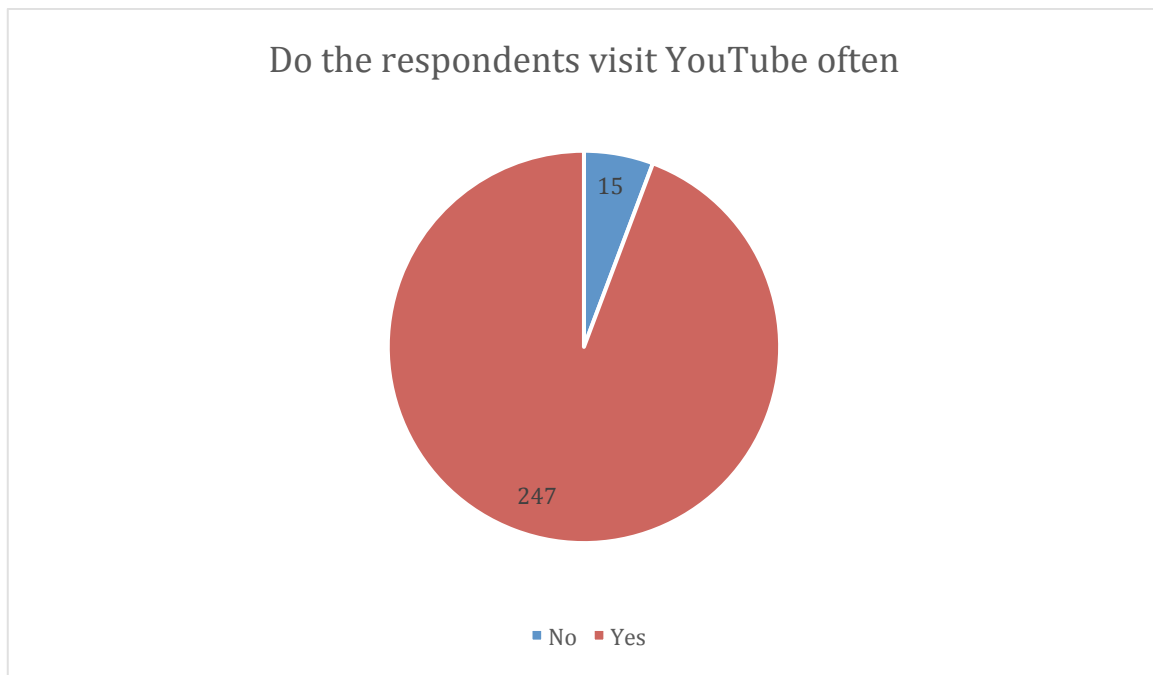
**Graph 4.8 Do the respondents visit YouTube often**

Table 4.8 and Graph 4.8 show the data on the frequency of respondents who often visit YouTube. From the results above, 94.3% of total respondents often visit YouTube and only 5.7% of total respondents do not visit YouTube often.

#### ***4.1.2.4 Frequency of visiting YouTube***

**Table 4.9 What are the respondents' frequency of visiting YouTube**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	225	85.9	85.9	85.9
	Weekly	33	12.6	12.6	98.5
	Monthly	4	1.5	1.5	100.0
	Total	262	100.0	100.0	

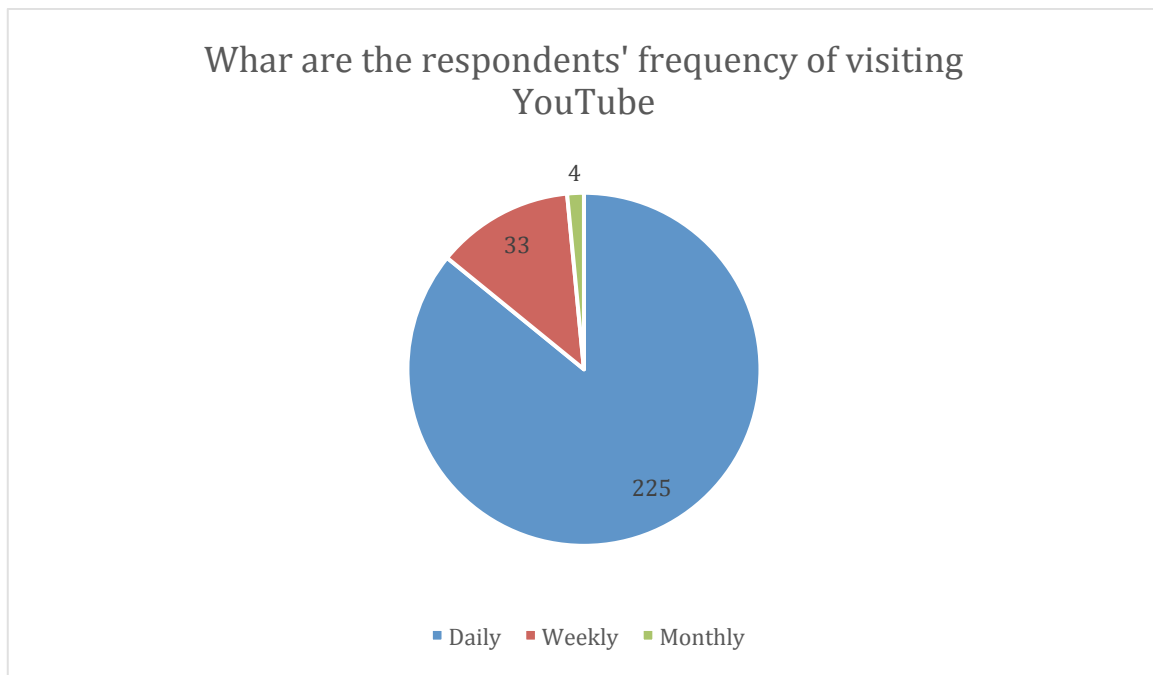
**Graph 4.9 What are the respondents' frequency of visiting YouTube**

Table 4.9 and Graph 4.9 show the data on the frequency of respondents who visit YouTube. From the results above, 85.9% of the total respondents visit YouTube daily and 12.6% of them choose weekly. Besides that, only 1.5% of them visit YouTube monthly.

#### ***4.1.2.5 Hours spend on YouTube***

**Table 4.10 How many hours do the respondents spend on YouTube**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-2 hours	122	46.6	46.6	46.6
3-4 hours	94	35.9	35.9	82.4
5-6 hours	24	9.2	9.2	91.6
7-8 hours	6	2.3	2.3	93.9
More than 8 hours	16	6.1	6.1	100.0
Total	262	100.0	100.0	

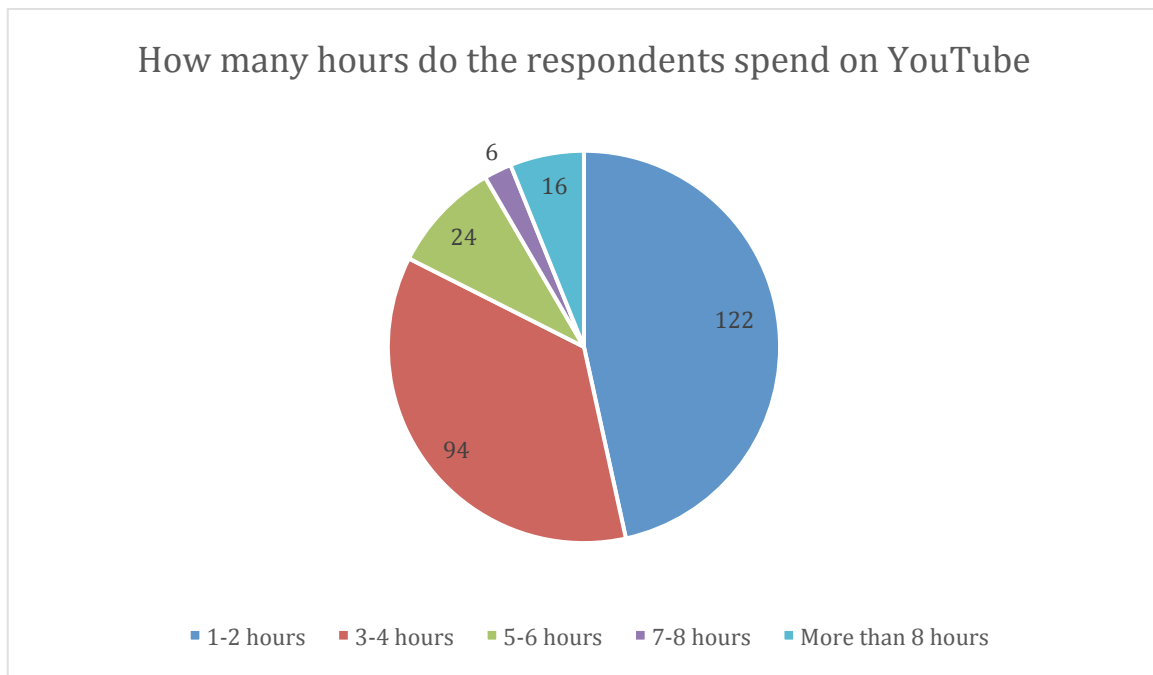
**Graph 4.10 How many hours do the respondents spend on YouTube**

Table 4.10 and Graph 4.10 show the data on the hours that respondents spend on YouTube. From the results above, respondents who spend 1-2 hours on visiting YouTube have the highest percentage which are 46.6%. Besides that, respondents who spend 3-4 hours on visiting YouTube are 35.9%. Moreover, 9.2 % of the respondents spend 5-6 hours on visiting YouTube and 2.3% of the respondents spend 7-8 hours on visiting YouTube are 2.3%. Lastly, 6.1% of the respondents spend more than 8 hours on visiting YouTube.

#### ***4.1.2.6 Purpose of Using YouTube***

**Table 4.11 What do respondents normally use YouTube for**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Watching videos	242	92.4	92.4	92.4
	Making Videos	0	0	0	0
	All of the above	20	7.6	7.6	100.0
	Total	262	100.0	100.0	

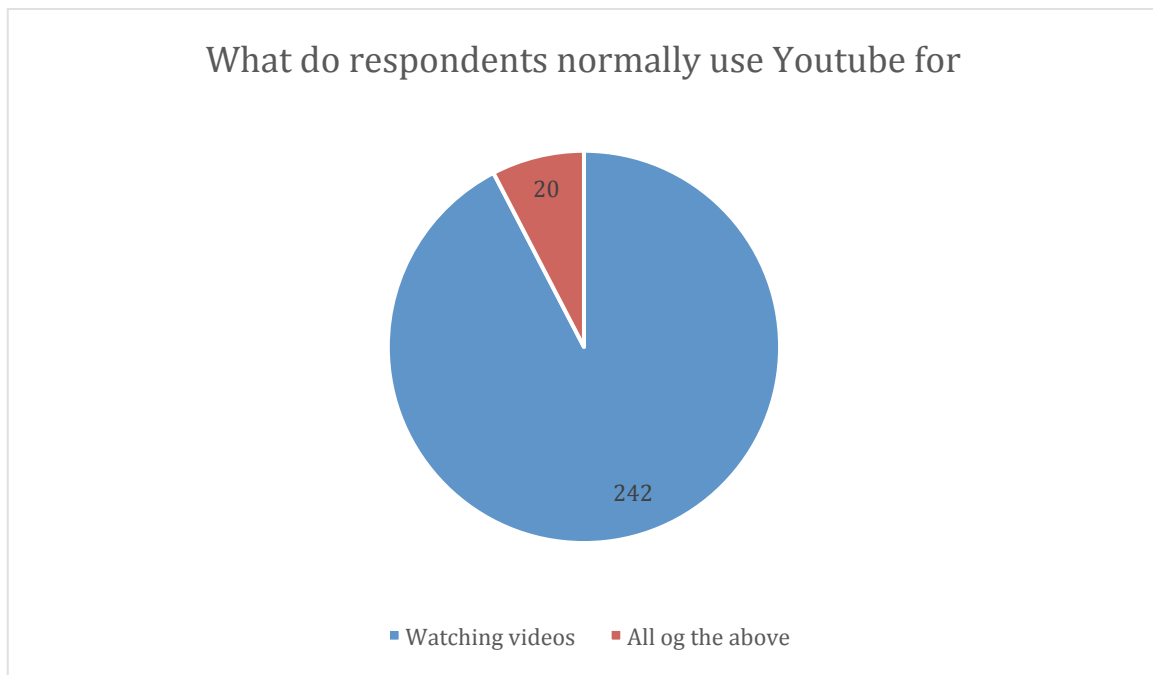
**Graph 4.11 What do respondents normally use YouTube for**

Table 4.11 and Graph 4.11 show the data on what do respondents normally use YouTube for. From the results above, we have clearly shown that watching videos have the highest percentage which is 92.4%. Moreover, 7.6% of the total respondents use YouTube for both watching and making videos. However, none of the respondent only uses YouTube for videos making.

#### ***4.1.2.7 YouTube Account***

**Table 4.12 Do the respondents have a YouTube account**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	68	26.0	26.0	26.0
	Yes	194	74.0	74.0	100.0
	Total	262	100.0	100.0	



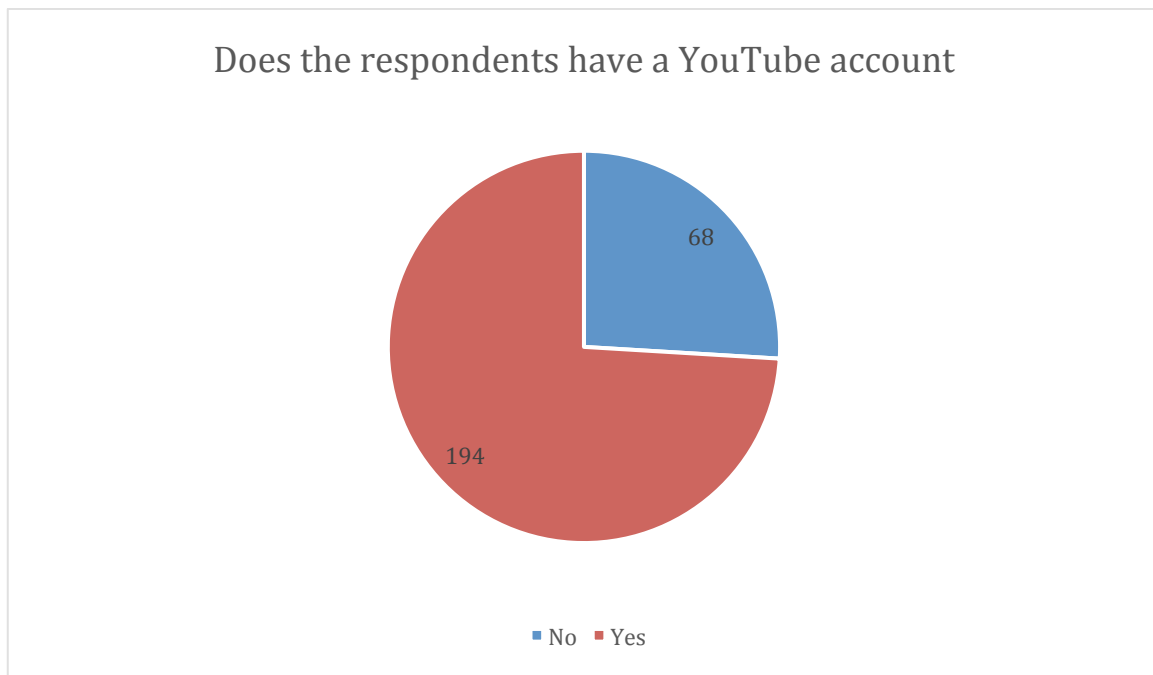
**Graph 4.12 Do the respondents have a YouTube account**

Table 4.12 and Graph 4.12 show the data on respondents who owns a YouTube account. From the results above, we have clearly shown that 74% of the total respondents own a YouTube account while 26% of them do not own a YouTube account.

#### ***4.1.2.8 Follower of Malaysian YouTube Channel***

**Table 4.13 Are the respondents a follower of any type of Malaysian YouTube channel**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	105	40.1	40.1	40.1
	Yes	157	59.9	59.9	100.0
	Total	262	100.0	100.0	

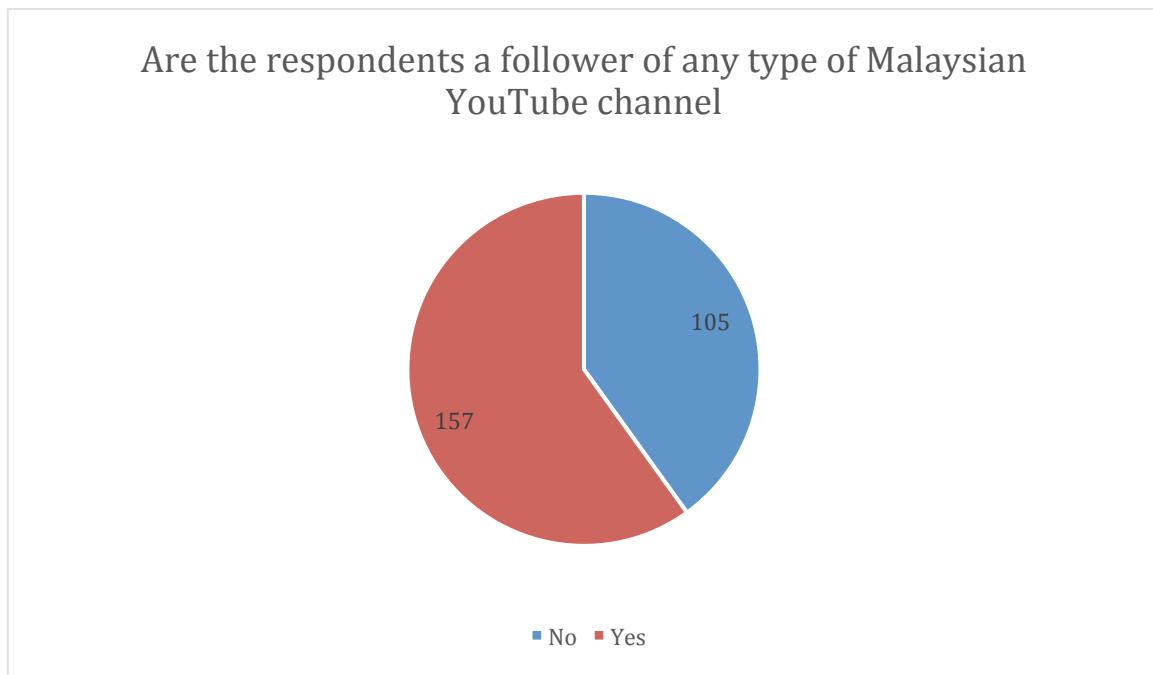
**Graph 4.13 Are the respondents a follower of any type of Malaysian YouTube channel**

Table 4.13 and Graph 4.13 show the data on whether do the respondents follows any Malaysian YouTube channel. From the results above, we have clearly shown that 59.9% of the respondents do follow Malaysian YouTube Channel. However, 40.1% of the respondents are not a follower of any Malaysian YouTube channel.

#### ***4.1.2.9 Type of Video that Watch on YouTube***

**Table 4.14 Type of videos that the respondents normally watch on YouTube**

		Responses		Percent of Cases
		N	Percent	
Valid	Political	56	6.4%	21.4%
	Social	170	19.3%	64.9%
	Fashion	139	15.8%	53.1%
	Comedy	225	25.5%	85.9%
	Educational	106	12.0%	40.5%
	Sports	119	13.5%	45.4%
	Other	66	7.5%	25.2%
Total		881	100.0%	336.3%

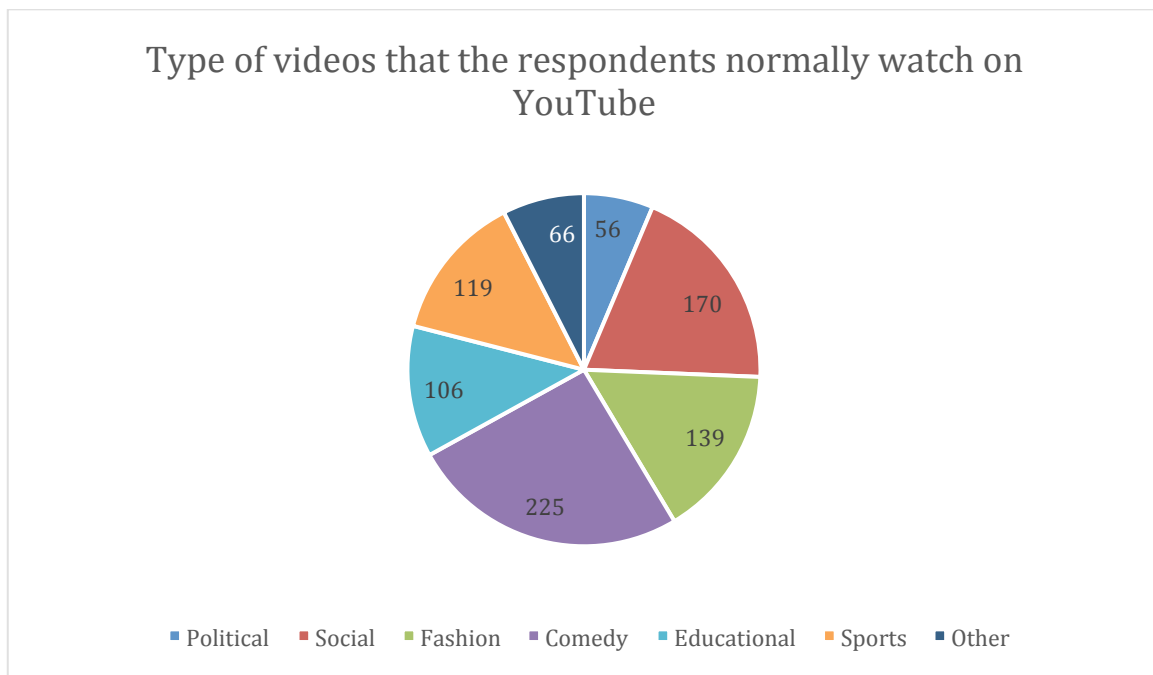
**Graph 4.14 Type of videos that the respondents normally watch on YouTube**

Table 4.14 and Graph 4.14 show the data on the type of videos that respondents normally watch on YouTube. From the results above, we have clearly shown that the comedy type of video has the highest percentage which is 25.5% of respondents have chose comedy. Moreover, 6.4% of them choose to watch political type of video and 19.3% of them watch social type of video. Besides that, 15.8% of the total respondents watch fashion on YouTube and 12% of them choose educational type of video. However, 13.5 % of them choose to watch sport and 7.5% of them chose others.

#### 4.1.2.10 Reason for Using YouTube

**Table 4.15 Reason of respondents for using YouTube**

		Responses		Percent of Cases
		N	Percent	
Valid	To constantly be updated on the current trends	175	32.2%	66.8%
	To socialize and make new friends	36	6.6%	13.7%
	As a source of entertainment and relaxation	243	44.7%	92.7%
	For knowledge and academic purposes	90	16.5%	34.4%
Total		544	100.0%	207.6%

**Graph 4.15 Reason of respondents for using YouTube**

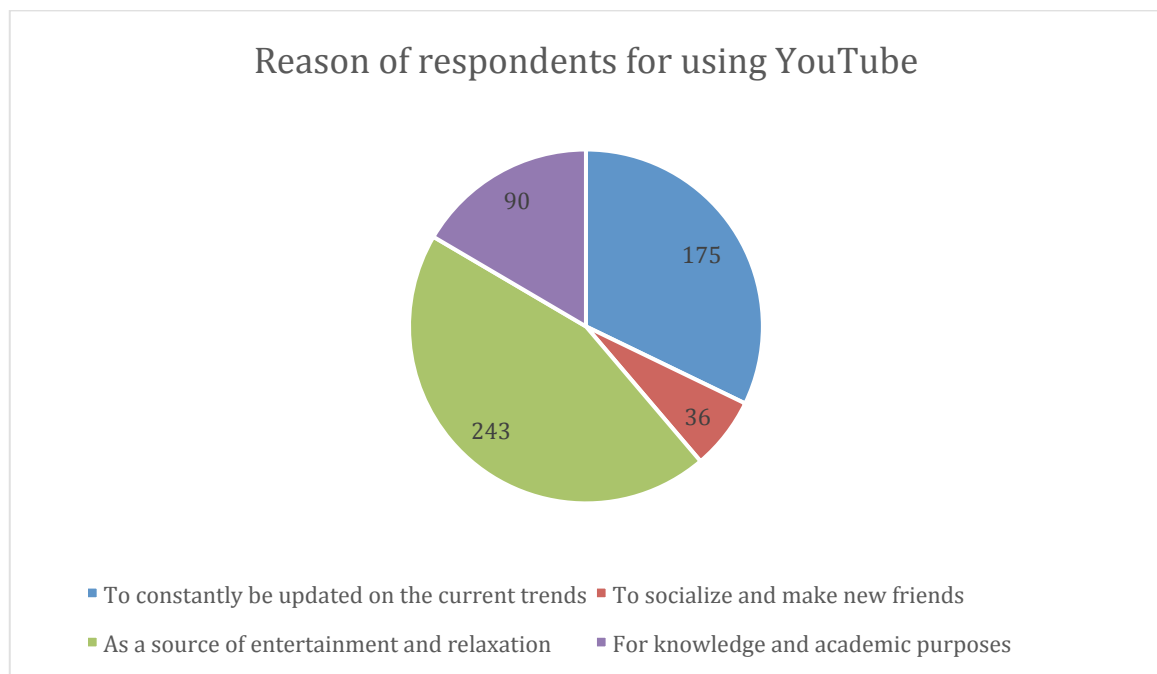


Table 4.15 and Graph 4.15 show the data on the reason that respondents use YouTube. From the results above, we have clearly shown that 44.7% of the total respondents use YouTube as a source of entertainment and relaxation. Moreover, 32.2% of them use YouTube to

constantly be updated on the current trends and 6.6% of them use YouTube to socialize and make new friends. Lastly, 16.5% of the total respondents use YouTube for knowledge and academic purposes.

### 4.1.3 Central Tendencies Measurement of Construct

#### 4.1.3.1 YouTube Content

**Table 4.16: YouTube content as factors of attraction to indulge in YouTube**

Factors of attractions	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Mean Ranking
YC 1	0	3.8	2.3	56.5	37.4	4.27	.690	2
YC 2	0	2.7	4.2	50.8	42.4	4.33	.683	1
YC 3	0	2.3	9.2	48.5	40.1	4.26	.719	3
YC 4	0.4	10.7	24.0	47.7	17.2	3.71	.889	4
YC 5	2.3	19.8	25.2	40.5	12.2	3.40	1.012	5

Source: Data generated by Statistical Package for the Social Sciences (SPSS).

The table 4.16 shows that there are overall five items regarding to the factors of attraction in YouTube content. “YC” is the short form of YouTube contents where each represents different types of factors of attractions in YouTube content that Generation Z indulge in. “YC 2” has the highest mean value of 4.33 and standard deviation of .683. In the statement, there are 42.4% of respondents who strongly agreed that they listen and watch videos on YouTube because it is an unpaid platform. Whereas, 50.8 % of respondents agreed, 4.2% responded neutral and only 2.7% of respondents disagreed to this statement. Out of 262 surveys distributed to the high school students, there are 111 and 133 respondents respectively responded strongly agree and agree to the statement.

“YC 1” has the second highest mean ranking with 4.27 and .690 standard deviation. None of the respondent responded strongly disagree but 10 respondents out of 292 disagreed with the statement that they watch YouTube videos because of the entertaining, relaxing and interesting contents. 6 circled neutral to this statement, 56.5% and 37.4 % respondents which respectively consist of 148 and 98 respondents has voted agree and strongly agree to this

statement. “YC 3” has a mean value of 4.26 and standard deviation of .719. 40.1% responded strongly agree to the statement where they watch YouTube videos because it is easily accessible if compared to alternative video-sharing website. 48.5% agreed to the statement, 9.2 % of respondents are neutral and only 2.7% disagreed with the matter.

“YC 4” has a mean of 3.71 and .889 standard deviation where 0.4% of respondents strongly disagreed with the statement that they watch YouTube videos because it enhances their general knowledge. 10.7% disagreed and 24% is neutral towards the matter. However, 47.7% agreed and 17.2% strongly agreed that YouTube content helps broaden their general knowledge. “YC 5” is placed last as it only has a mean of 3.4 and standard deviation of 1.012. Respectively, 2.3% and 19.8% of respondents has strongly disagreed and disagreed to this statement whereby they watch YouTube videos because it assists them in their school projects. 25.2% of respondents which consist of 66 people is neutral to this statement whereas, 106 respondents out of 262 which marks 40.5% agreed to this statement and 12.2% also strongly agreed that YouTube contents may help them in their school projects.

#### ***4.1.3.2 YouTubers’ Influences***

**Table 4.17: YouTubers as factors of attraction to indulge in YouTube**

Factors of Attractions	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Mean Ranking
YI 1	3.4	19.8	17.6	40.8	18.3	3.51	1.106	3
YI 2	0.4	8.4	8.4	48.9	34.0	4.08	.889	1
YI 3	3.8	11.8	16.4	43.9	24.0	3.73	1.072	2
YI 4	3.8	18.3	26.3	38.5	13.2	3.39	1.047	4
YI 5	8.0	21.8	25.6	35.9	8.8	3.16	1.108	5

Source: data generated by SPSS.

As shown in table 4.2, YouTubers’ influences (YI) have five factors of attraction that make Generation Z to indulge in the YouTube platform. “YI 2” has the highest mean ranking with 4.08 and standard deviation of .889. 34% of respondents have strongly agreed to the statement that they watch YouTube videos because the entertainment provided by YouTubers help them to stay occupied when bored. 48.9% has also agreed to this statement, 8.4 % of

respondents disagreed and another 8.4% were neutral to the statement. Only 0.4% of respondents have strongly disagreed to this statement.

“YI 3” statement has mean and standard deviation of 3.73 and 1.072. 24% of respondents have strongly agreed to the YI 3 statement that they watch YouTube videos to keep updated with trends from YouTubers. A majority of 43.9% agreed to the statement, 16.4% stayed neutral, 11.8% disagreed and 3.8% has strongly disagreed with this statement. “YI 1” statement has a mean of 3.51 and standard deviation of 1.106. 18.3% strongly agreed and 40.8% agreed with this statement where by the respondents watch YouTube videos to follow the YouTubers and the social influencers. 17.6% of respondents’ answers were neutral while 19.8% disagreed and 3.4% strong disagreed with this statement.

“YI 4” has mean of 3.39 and standard deviation of 1.047. The statement whereby respondents watch YouTube to see feedbacks from the comment sections has a percentage of 13.2% who strongly agreed and 38.5% who agreed. 26.3% of respondents circled neutral for this statement and 18.3% disagreed. Only 3.8% which is 10 out of 262 respondents have strongly disagreed with the statement. “YI 5” statement has a mean of 3.16 and standard deviation of 1.108, placing last in the mean ranking. Only 8.8% and 35.9% of respondents has strongly agreed and agreed with the statement that they use YouTube because they are able to leave comment and feedback under the comment section. 25.6% of respondents remained neutral towards the matter while a total of 21.8% disagreed with this statement. 8% which consist of 20 out of 262 respondents strongly disagreed with “YI 5” statement.

#### 4.1.3.3 Behaviourial Change of Generation Z

**Table 4.18: Types of behavioural change on Generation Z caused by impact of YouTube**

Dimension Items	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Standard Deviation	Mean Ranking
Impact 1 Studies	8.8	34.7	28.2	25.6	2.7	2.79	1.010	7
Impact 2 Distraction	8.0	3.5	27.9	3.5	3.1	2.90	1.024	5
Impact 3 Social Life	14.9	40.1	26.7	15.6	2.7	2.51	1.012	9
Impact 4 Physique	7.3	44.7	3.5	15.3	2.3	2.61	.911	8
Impact 5 Mental Health	20.6	44.3	20.6	13.0	1.5	2.31	.990	10
Impact 6 Expression	3.1	19.5	32.1	41.2	4.2	3.24	.918	2
Impact 7 Life Style	8.0	21.0	19.8	42.0	9.2	3.23	1.126	3
Impact 8 Behaviour	8.0	17.6	21.4	42.0	11.1	3.31	1.127	1
Impact 9 Trend	9.5	23.7	18.7	36.6	11.5	3.17	1.192	4
Impact 10 Self- awareness	16.0	29.4	19.5	27.9	7.3	2.81	1.214	6

Source: data generated by SPSS.

As shown in table 4.3, there are ten types of behavioural change in Generation Z caused by impact of YouTube. According to our research, “Impact 8” has the highest mean ranking of 3.31 and standard deviation of 1.127. There are 11.1% and 42% who responded



strongly agree and agree to the statement that the famous YouTubers have changed the way they think and behave. 21.4% of respondents are neutral of the statement where as 17.6% of them disagreed. Only 8 percent chosen strongly disagreed to the statement. “Impact 6” statement is placed second in the mean ranking with 3.24 mean and .918 of standard deviation. 9.2% of respondents have strongly agreed and a majority of 41.2% have responded agreeing to the statement “Impact 6”. 32.1% stayed neutral regarding the statement that YouTube has allowed them to express freely without any obligations and responsibility. However, 19.5% of respondents have disagreed and 3.1 % has strongly disagreed with the statement.

Ranked in third place is “impact 7” whereby 9.2% and majority of 42% has strongly agreed and agreed to the statement that they will likely follow the lifestyle of YouTubers in communication and fashion style. This statement also has a 19.8 percentage of neutral respond, 21% and 8 % who respectively disagreed and strongly disagreed to the statement. “Impact 9” has a mean of 3.17 and standard deviation of 1.192, placing itself at the fourth most important behavioural change in generation Z caused by YouTube. With 11.5% who strongly agreed to the statement that they felt confident and special in following trends set by YouTubers, 36.6% also agreed to the statement. 18.7% of respondents remained neutral regarding the matter while 23.7% and 9.5% has disagreed and strongly disagreed with the given statement.

Next is “Impact 2” statement with a mean of 2.9 and standard deviation of 1.024 where only 3.1% and 3.5% has strongly agreed and agreed to it. “Impact 2” has a majority of 27.9% voting neutral to the statement that YouTube has cause them to become less productive and distracted in their daily life activities. There are also 3.5% and 8 % of respondents who respectively disagreed and strong disagreed to the statement. On the other hand, “impact 10” has a mean of 2.81 and standard deviation of 1.214 where 16 % and 29.4 % strongly disagreed and disagreed that they are affected to change their behaviour by others’ comments on YouTube. 19.5% remained neutral with the given statement whereas, 27.9 % and 7.3% agreed to the statement. “Impact 1” statement has a mean of 2.7 and standard deviation of 1.01 where 2.7% and 25.6% of respondents strongly agreed and agreed to it. 28.2% out of 262 respondents responded neutral to “Impact 1” statement that YouTube videos brought negative effects to their studies. Whereby, a majority of 24.7% disagreed and 8.8% has strongly disagreed to this statement.

“Impact 4” statement has 2.3% and 15.3% of respondents strongly agreeing and agreeing to it, with mean of 2.61 and standard deviation of .911. Only 3.5% of respondents stayed neutral that YouTube has made them physically inactive whereby a majority of 44.7% and 7.3% has responded disagree and strongly disagree to the statement. “Impact 3” statement ranked at the second last place with a mean of 2.51 and 1.012 standard deviation, only have 2.7 % of respondents strongly agreeing to it. 15.6% of respondents still chose to agree the statement that YouTube has made them less sociable. However, 26.7% stayed neutral while 40.1% and 14.9% has disagreed and strongly disagreed to the given statement. Ranked last in the mean ranking is statement “impact 5” where it only has a mean and standard deviation of 2.31 and .990. Not just that, only 1.5% of respondents strongly agreed to the statement that YouTube has made them mentally dull and 13% who agreed. A total of 40 students out of 262 opt to agree this statement whereby 170 respondents wrote strongly agree and agree to the statement. In percentage, 20.6% and 44.3% strongly disagreed and disagreed to “Impact 5” statement and 20.6% remained neutral regarding the statement.

## **4.2 Scale Measurement**

### ***4.2.1 Reliability Test***

Reliability is established by evaluating the internal consistency which was described as the inter-correlation of the sample of a study (Mahabier, Den Hartog, Theyskens, Verhofstad, & Van Lieshout, 2017). According to Bartlett (2014), the psychometric legitimacy of the data collected can be confirmed by carrying out a reliability test. Reliability test is important in measuring the validity and reliability of the survey questionnaire which testing for both consistency results by using Cronbach Coefficient alpha. According to Zikmund et al. (2010), reliability coefficient scale between 0.95 and 1.0 signifies the data are excellent, 0.80 and 0.95 represents the data have a very good scale in reliability, 0.70 and 0.80 indicates the data have a good scale in reliability, 0.60 to 0.70 indicates the data have a fair scale in reliability, however, an alpha coefficient less than 0.60 is counted as poor reliability scale.

**Table 4.19: Reliability Test (Cronbach's Alpha)**

Variables		Number of items	Cronbach's alpha		Results of Reliability Test
			Pilot Study	Full Study	
Independent Variable (IV)	YouTube Content	5	0.799	0.758	Good
	YouTubers' Influences	5	0.821	0.827	Very Good
Dependent Variable (DV)	Behavioural Change of Generation Z	10	0.741	0.872	Very Good

The Cronbach's Alpha reliability analysis of this study is shown in the table above. The results obtained for the pilot study are 0.799 (YouTube Content), 0.821 (YouTubers' Influences) and 0.741 (Behavioural Change of Generation Z). However, the results for the full study are 0.758 (YouTube Content), 0.827 (YouTubers' Influences) and 0.872 (Behavioural Change of Generation Z). According to Zikmund et al. (2010), an alpha coefficient between 0.70 and 0.80 indicates the data has a good scale in reliability. Thus, one of the independent variable (YouTube Content) has achieved a good result with the value of 0.758 in the full study. However, an alpha coefficient between 0.80 and 0.95 represents the data has a very good scale in reliability (Zikmund et al., 2010). Hence, the result of full study for independent variable (YouTubers' Influences) and dependent variable (Behavioural Change of Generation Z) are considered as very good as they have achieved the value of 0.827 and 0.872 respectively.

### 4.3 Inferential Analysis

#### 4.3.1 Pearson's Correlation Analysis

**Table 4.20: Matrix of Pearson's Correlation among Independent Variables (YouTube Content and YouTubers' Influences)**

Dependent variable	Independent Variable	N	Pearson's Correlation	
			t	Sig (2-tailed)
Behavioural Change	YouTube Content	262	0.085	0.168
	YouTubers' Influences	262	0.514	0.000

Source: Developed for the research

From table 4.20, the value of Pearson's correlation for YouTube content and YouTubers' influences are 0.085 and 0.514 respectively. According to previous researches, Lin, Tsai and Ke (2015) proved that the value of correlation coefficient which is lesser or equal to 1 and a correlation greater than 0.8 indicates a high correlation between the independent and dependent variable. However, a correlation value lesser than 0.5 shows a low correlation.

##### 4.3.1.1 YouTube Content

The correlation coefficient of YouTube content is 0.085, which indicates a low correlation with behavioural change of generation Z.

H0: There is no significant relationship between YouTube content and behavioural change in Generation Z.

H1: There is a significant relationship between YouTube content and behavioral change in Generation Z.

Level of significance,  $\alpha$ : 0.05

Decision rule: Reject H0 if p-value less than the level of significance. Otherwise, do not reject.

P-value [Sig (2-tailed)]: 0.168

Decision making: Do not reject  $H_0$  since the p-value (0.168) is greater than the significance level (0.05).

Conclusion: There is insufficient evidence to conclude that there is a significant relationship between YouTube content and the behavioural change in Generation Z.

Since the p-value (0.168) is greater than the significant level (0.05), it can be concluded that YouTube contents have no significant relationship with the behavioural change in Generation Z. Hence, the results are also inconsistent with the hypothesis proposed in Chapter 2.

#### ***4.3.1.2 YouTubers' influences***

The correlation coefficient of YouTuber's influences is 0.514, which indicates a moderate correlation with behavioural change of generation Z.

$H_0$ : There is no significant relationship between YouTubers' influences and behavioural change in Generation Z.

$H_1$ : There is a significant relationship between YouTubers' influences and behavioral change in Generation Z.

Level of significance,  $\alpha$ : 0.05

Decision rule: Reject  $H_0$  if p-value less than the level of significance. Otherwise, do not reject.

P-value [Sig (2-tailed)]: 0.000

Decision making: Reject  $H_0$  since the p-value (0.000) is less than significance level (0.05).

Conclusion: There is sufficient evidence to conclude that there is a significant relationship between YouTubers' influences and behavioural change in Generation Z.

Since the p-value (0.000) is lesser than significant level (0.05), it can be concluded that YouTubers' influences and behavioural change in Generation Z have a significant relationship. Hence, the results are in line with the hypothesis proposed in Chapter 2 and also proved by previous researcher, Westernbery (2016).

### 4.3.2 Independent Sample t-Test

**Table 4.21: Independent Sample T-test among Gender**

Independent Variables	Gender	N	Mean	Standard Deviation	t	Sig. (2-tailed)
YouTube Content	Male	119	19.5966	2.65317	-1.958	0.051
	Female	143	20.2937	3.03694		
YouTubers' Influences	Male	119	17.0504	4.09805	-2.981	0.003
	Female	143	18.5175	3.85449		

Source: Developed for the research

#### 4.3.2.1 YouTube Content

H0: There is no significant difference between the respondents' gender and YouTube content.

H1: There is a significant difference between the respondents' gender and YouTube content.

Level of significance,  $\alpha$ : 0.05

Decision rule: Reject H0 if p-value less than the level of significance. Otherwise, do not reject.

P-value [Sig (2-tailed)]: 0.051

Decision making: Do not reject H0 since the p-value (0.051) is greater than significant level (0.05).

Conclusion: There is insufficient evidence to conclude that there is significant difference between the respondents' gender and YouTube content.

Since the p-value (0.051) is greater than significant level (0.05), it can be concluded that the respondents' gender has no significant difference with YouTube content. Hence, the results are also inconsistent with the hypothesis proposed in Chapter 2.

#### ***4.3.2.2 YouTubers' Influences***

H0: There is no significant difference between the respondents' gender and YouTubers' influences.

H1: There is a significant difference between the respondents' gender and YouTubers' influences.

Level of significance,  $\alpha$ : 0.05

Decision rule: Reject H0 if p-value less than level of significance. Otherwise, do not reject.

P-value [Sig (2-tailed)]: 0.003

Decision making: Reject H0 since the p-value (0.003) is lesser than the significant level (0.05).

Conclusion: There is sufficient evidence to conclude that there is significant difference between the respondents' gender and YouTuber's influences.

Since the p-value (0.003) is lesser than the significant level (0.05), it can be concluded that the respondents' gender has a significant difference with the YouTubers' influences. Hence, the results are in line with the hypothesis proposed in Chapter 2 and also proved by previous researcher, Molyneaux, O'Donnell, and Gibson (2009).

## CHAPTER 5

### DISCUSSION, IMPLICATIONS & CONCLUSION

#### 5.0 Introduction

In this chapter, the results and conclusion of this research will be outlined. This chapter will be discussing on the summary of statistical analysis, which consists of descriptive analysis, central tendencies measurement of constructs, reliability analysis, inferential analysis, Pearson correlation analysis and independent sample t-Test. Not only that, this chapter will also provide implication and limitation of the research, recommendations for future research and the major findings. Last but not least, the last part of this research project is conclusion for whole research.

#### 5.1 Summary of Statistical Analysis

##### 5.1.1 Descriptive Analysis

###### *5.1.1.1 Respondents' Demographic Profile*

There were five demographic variables tested in descriptive analysis of 262 respondents' profile. The first demographic variable tested is age. All of the respondents are 16 years old. Next, the second demographic variable tested is gender. There are 54.6% or 143 female respondents and 45.5% or 119 male respondents resulted in the descriptive analysis. Besides, race is the third demographic variable tested. There are 127 or 48.5% respondents is Chinese. Furthermore, 33.2% or 87 respondents are Malay and 17.6% or 46 respondents are Indian. Out of 362 respondents, there are only 0.8% or 2 respondents is from another race which is Punjabi. The forth demographic variable tested is school. There are 34 or 14.5% of respondents are studying in SMK SS17. SMK USJ 4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23 and SMK Seafield have the same percentage and frequencies which are 14.5% or 38 respondents are studying in each of the school. Last but not least, streams are the fifth demographic variable tested. There are 63% or 165 respondents are studying science stream and 37% or 97 respondents are studying art stream.

###### *5.1.1.2 Respondents' Personal Usage of Social Media*

There were 10 variables under respondents' personal usage of social media tested in descriptive analysis. The first variable is to test on whether the respondent did use any type of social media. 99.6% or 261 respondents are using social media and only 0.4% or 1 respondent



did not use any type of social media. Next, second variable is to test the type of social media that respondents are using. According to Razak, Hussain, and Hamdi (2017) among all the websites available in this present age, YouTube has become the third most frequently visited websites in the world. In this research, majority of the respondents which are 24.5% or 255 out of 262 respondents chose YouTube. Moreover, 23% or 239 respondents chose Instagram and 21.8% or 227 respondents choose Facebook. Besides, the third variable is to test whether the respondents have visit YouTube often. 94.3% or 247 respondents often visit YouTube and only 5.7% or 15 respondents does not visit YouTube often. Forth variable is to test the frequency of respondent who visit YouTube. 85.9% or 225 respondents visit YouTube daily and only 1.5% or 4 of them will visit YouTube monthly. Furthermore, the hours that respondent spend on YouTube is the fifth variable tested. Teenagers from Gen Z spend an average of minimum two hours per day watching YouTube contents (Adams, 2017). In this research, the result show that 46.6% or 122 respondents have spent 1-2 hours on visiting YouTube. Not only that, 35.9% or 94 of them spend 3-4 hours on visiting YouTube and only 2.3% or 6 of them spend 7-8 hours on YouTube.

The sixth variable is to test YouTube application for respondents. 92.4% or 242 respondents use YouTube for videos watching and none of the respondents use YouTube only for videos making. The seventh variable is to test whether respondents have own a YouTube account. 74% or 194 respondents own a YouTube account while 26% or 68 of them does not own a YouTube account. Next variable is to test whether respondents have followed any Malaysian YouTube channel. 59.9% or 157 respondents did follow Malaysian YouTube channel and 40.1% or 105 of them did not follow. Besides that, the ninth variable is to test the type of videos that respondent normally watches on YouTube. Majority of them which are 25.5% or 225 respondents watch comedy videos on YouTube and only 6.4% or 56 respondents watch political videos on YouTube. Last but not least, last variable is to test the reason that respondent using YouTube. Majority of the respondents, which are 44.7% or 243 of them use YouTube as a source of entertainment and relaxation and only 6.6% or 36 respondents use YouTube to socialize and make new friends.

### ***5.1.1.3 Central Tendencies Measurements of Construct***

In Chapter 4, the central tendencies measurements of construct released the results of means of dependent variable and independent variables. Thus, referring to the table 4.19, from Section C, one of the independent variable, which is YouTube Content has a good scale in reliability, however the other independent variable, which is the YouTubers' Influences and dependent variable, which is the Behavioural Change of Generation Z has a very good scale in reliability. Future researchers can use the statements in sections C and D for future research.

In section C, one of the independent variable which is YouTube Content, the highest mean value is 4.33 which is 'I watch YouTube videos because it is an unpaid platform to watch videos and listen to music'. Majority of the students responded strongly agree and agree to that statement. However, the lowest mean value is 3.4 which is 'I watch YouTube videos because it can assist me in doing my school projects'. Majority of the students may not turn to YouTube when they need help in their school projects.

Another independent variable in section C is YouTubers' Influences, and the highest mean value is 4.08 which is 'I watch YouTube videos because the entertainment provided by YouTubers helps me to stay occupied whenever I feel bored'. Majority of the students responded strongly agree and agree to that statement. However, the lowest mean value is 3.16 which is 'I watch YouTube videos because I am able to write my own feedback by commenting or giving a 'like' or 'dislike' to the YouTubers' video'. Majority of the students may not comment on YouTube videos as they prefer to just watch it.

From section D, the highest mean value is 3.31 which is 'Famous YouTubers have changed the way I think and behave'. Majority of the students responded strongly agree and agree to that statement. However, the lowest mean value is 2.31 which is 'YouTube has made me become mentally dull'. Majority of the students feel that YouTube has not impacted them in terms of their feelings.

In conclusion, this research has also answered all of our research questions which are, we have found out that 74% of the total respondents owns a YouTube account while 26% of them do not own a YouTube account. In addition, in this research it is also concluded that generation Z are attracted to indulge in YouTube because it is an unpaid platform to watch

videos and listen to music. Last but not least, many generation Z believes that famous YouTubers have impacted them in the way they think and behave.

### **5.1.2 Inferential Analyses**

#### ***5.1.2.1 Pearson's Correlation Analysis***

The overview of the correlation coefficient between independent variables (YouTube Content and YouTubers' Influences) and dependent variable (Behavioural change in Generation Z) are 0.085 and 0.514 respectively. It can be seen that both YouTube content has and YouTubers' influences have a positive relationship with behavioural change in generation Z.

Coefficient of YouTube content (0.085) indicated there is a low correlation relationship with behavioural change in generation Z. However, the YouTubers' influences (0.514) have a moderate positive relationship with behavioural change in generation Z.

In order to accomplish the purpose of identifying relationship between independent variables and dependent variable, hypothesis testing is carried out to validate the hypotheses that were suggested in chapter 2. From the results obtained, YouTube content did not reject  $H_0$ , however YouTubers' influences rejected  $H_0$ . In chapter 2, the hypotheses suggested that the two independent variables would have a significant relationship with the behavioural change in generation Z. However, the results obtained from chapter 4 proved that YouTube content has a negative relationship with the behavioural change in generation Z but YouTubers' influences has an important relationship with the behavioural change in generation Z.

#### ***5.1.2.2 Independent Sample t-Test***

The independent sample t-test is used to examine whether there is a difference between YouTube content and YouTubers' influences (independent variables) and respondent's gender. The results acquired from chapter 4 proved that YouTube content (independent variable) has no significant difference based on gender, however, YouTubers' influences (independent variable) has a significant difference based on gender. Therefore, the result for YouTube content is inconsistent with the hypotheses developed in chapter 2, whereas the result for YouTubers' influences is consistent with the hypotheses developed in chapter 2, as previous researchers found that males are more frequent visitors of YouTube

and they pay more attention on the physical attractiveness of YouTubers compared to females.

## 5.2 Discussion of Major Findings

**Table 5.1: Summary of Hypothesis Testing**

Hypothesis	Reject H0	Do not reject H0
There is no significant relationship between YouTube content and the behavioural change of Generation Z.		$\alpha: 0.05$  $P\text{-value} = 0.168 > 0.05$  ➤ There is no significant relationship
There is no significant relationship between YouTubers' influences and the behavioural change of Generation Z.	$\alpha: 0.05$  $P\text{-value} = 0.000 < 0.05$  ➤ There is a significant relationship	
There is no significant difference on gender between independent variables (YouTube content and YouTubers' influences) and dependent variable (behavioural change) among Generation Z.	YouTubers' Influences $\alpha: 0.05$  $P\text{-value} = 0.003 < 0.05$  ➤ There is a significant difference on gender	YouTube Content $\alpha: 0.05$  $P\text{-value} = 0.051 > 0.05$  ➤ There is no significant difference on gender

Source: Developed for the research

### 5.2.1 YouTube Content

According to the results attained from chapter 4, the findings shows that YouTube content has no significant correlation with the behavioural change in generation Z. The coefficient of YouTubers' influences is 0.085 which shows that there is a low relationship

with the behavioural change of generation Z. The outcome is not the same as the theoretical framework that was proposed in chapter 2.

Moreover, the results in this research is not equal with the outcome of previous study from PrakashYadav and Rai (2017), as they stated that generation Z uses YouTube because of the contents and information in the videos. The researchers found out that individuals from generation Z are great consumers of online content and they prefer to stay updated and connected through technology. Another research by Adams (2017) also stated that Gen Z take up an average of at least two hours per day watching YouTube contents.

### **5.2.2 YouTubers' Influences**

According to the results attained from chapter 4, the findings shows that YouTuber's influences has a significant correlation with the behavioural change in generation Z. The coefficient of YouTubers' influences is 0.514 which shows that there is a moderate relationship with the behavioural change of generation Z. The outcome is the same as the theoretical framework that was proposed in chapter 2.

Furthermore, the outcome of this research is also tallied with previous researchers. For example, in Westernbery (2016) research, it stated that YouTube influencers play a vital role in impacting the purchasing behavior, fashion, trend style and the way of communication of generation Z. Besides, according to Bentley, Earlys, and O'Brien (2011), they stated that individuals' behavior can change when they are able to find someone that shares the same personalities as them. Hence, when generation Z watch YouTube videos and are able to relate to the YouTubers, they will most likely copy the behaviour, action, style and take into account the advices of the influencers.

### **5.2.3 YouTube Content and YouTubers' Influences based on Gender**

According to the result obtained from chapter 4, there is no significant difference on gender with YouTube content; however, there is a significant difference on gender with YouTubers' influences.

On the contrary, in an article by Bazilian (2017), it is stated that there is a significant difference on gender with YouTube content. Results from a survey conducted by Adweek and Defy Media showed that both male and female said that they could not live without

YouTube. In addition, the survey also stated that males are 24% more likely than females to mention that the platform and content of the videos are extremely important. However, the results in this research showed that there is no significant difference between gender and YouTube content.

Furthermore, previous researchers have found that there is a significant difference on gender with YouTubers' influences. In a research by Molyneaux, O'Donnell, and Gibson (2009), it stated that males are more likely to be influenced by YouTubers and would more likely comment on the platform compared to females.

### **5.3 Implication of Research**

The result is to highlight the impact of YouTube towards behavioural change of generation Z. There are few factors influencing the behavioural change of generation Z which the factors are YouTube content and YouTubers' influences.

#### **5.3.1 Researcher Implication**

In this study, there is no significant relationship between YouTube content and behavioural change in generation Z. Thus, future researcher can continue to study on the relationship between YouTube content and behavioural change in generation Z to prove the impact of YouTube content towards the behavioural change of generation Z. Although in our research, the H1 is rejected, but it is undeniable that study had shown YouTube content have brings impact on the behavioural change of generation Z. According to the previous researchers, PrakashYadav and Rai (2017), their research shows that YouTube in terms of its content have some effects on the behavioral change of Generation Z. Therefore, future researcher may continue to establish a study related on YouTube content and behavioural change of generation Z to explore the relationship between it.

#### **5.3.2 Managerial Implication**

Based on the study, it can be concluded that YouTube does have impact towards the behavioural change of generation Z. This can be proved by the data collected from the respondents. According to the data, it shows that the respondents who are also known as generation Z are aware of the impact that YouTube can brings to them. Impact 6 which known as "YouTube allow me to express view freely without social and personal obligation"

has achieved the second highest mean score of 3.24 where 41.2% of respondents agreed with this statement and 4.2% of the respondent strongly agreed with this statement. However, according to NoBullying.com, YouTube now has offers an ideal forum for cyber bullies which includes impersonation, bullies through photos and videos (“What Is Bullying Youtube?,” 2017). Thus, education sector should play an important role in guiding generation Z to be responsible in using social media and also educate them to not take advantage over the social media platform that allows freedom of speech.

In this study, there is a significant relationship between YouTubers’ influences and behavioural change in generation Z. According to the research done by Westenberg (2016), the results also shown that YouTubers do have impact on the behaviour and teenagers. For instance, teenagers would like to imitate things YouTubers do, such as the fashion style and communication style. Based on the research done by Westenberg (2016), it proves that YouTubers play an important role in influencing the behaviour of generation Z. Therefore, YouTubers should be careful of the way they act in their videos and they should also portray a good image to their audiences, especially the generation Z.

#### **5.4 Limitation of Study**

There are several restrictions that we have faced in conducting this study. This research is aimed to determine the behavioral change of Generation Z, which consists of individuals from the age group of 6 to 23 years old. Thus, there may be insufficient of data as it is not possible for us to conduct the research involving respondents from all ages in Generation Z. For example, children aged at 6 to 14 years old were excluded in our research because our survey questions were designed and designated for older teenagers in Generation Z that have better critical thinking skills. Besides, only form 4 students were chosen for our sampling element because of government’s disapproval in researches that involve certain students. According to the terms and conditions as stated in education research application system, researches should not target respondents that are students having major test like PT3 and SPM. However, the data that we have collected from only form 4 students aged at 16 years old cannot represent the overall group of Generation Z. Likewise, the data of our research in finding the behavioral change in Generation Z may not be totally accurate due to the limitation of our target respondents.

Moreover, the sampling location consist of nine local schools located in Subang Jaya but two of them which were SMK Subang Utama and SMK Subang Jaya is not included as part of our research. This is because SMK Subang Utama did not leave us consent in conducting research in their school as the given authority was busy with their own agenda and not free in assisting our research. Whereas, SMK Subang Jaya did not distribute all 38 of survey questionnaire to the form 4 students and they were not wholesomely collected as well, which makes the data collected in SMK Subang Jaya invalid. This left us no choice but to continue conducting the research in remaining 7 schools. Not only that, insufficient of time is another limitation while research paper is carried out. Time constraints were encountered mainly because of the many processes that we underwent in obtaining approval to conduct the research. The processes involve writing letters, obtaining and submitting documents needed to three offices or departments which were Kementerian Pendidikan Malaysia (KPM) and Jabatan Pendidikan Negeri Selangor (JPN). Despite how easy the task was to write the letters and submit the documents, the challenge was to obtain certain documents from government authorities and waiting for their response and approval.

In addition, it was time consuming because not all schools were cooperative in distributing and collecting the surveys that was handed over to them. Relatively, the research was also held back by the availability of time we were given to conduct the survey. Due to having classes from Monday to Friday, it is compulsory that we apply leave to conduct the survey on Friday or Saturday during schools' office hours. However, only one or two leave application is allowed for FYP students which made it difficult to distribute and collect the data in the given time. Despite some setbacks and constraints faced by the researches in this research, the end result was not largely affected. Instead, the limitations of our research paper act as a platform for future researchers in improving our research. Results of similar researches can also be improved and further validated through the shortcoming of this research.

## **5.5 Recommendation for Future Research**

A few recommendations can be formulated based on the limitation of study. With the limitation of targeting respondents, the research should have chosen more age group from Generation Z to collect a more valid and accurate data. Although government regulations stated that certain group of students (Form 3 and Form 4) is not allowed to participate in the



research, other age group that is capable and equipped of critical thinking skills should be inclusive as target respondents. With that said, researchers should include more than one age group from the generation as sampling population which could be form 1, form 2 and even university students aged between 18-23 years old. Instead of designing a questionnaire that only suits middle school students, the survey questionnaire should also be designated to suit the understanding of majority of the target population. With data collection that is inclusive of more than one age group in Generation Z, comparison of data can also be made between middle-schooled students and university students.

Moreover, future researchers with similar topic of study can consider distributing surveys in other geographical areas. Generation Z in rural areas can be included as target respondents for future research to compare the differences between them and generation Z in urban areas like Subang Jaya. Although it depends on the researchers' capabilities to overcome the geographical constraints, recommendation to include as much target population in Malaysia is of course encouraged. This inclusiveness of target population strengthens the validation of study and can generate stronger result of the research.

In other regards, time constraints can be easily overcome by lengthening the time given for researchers to conduct the research. Perhaps, the submission of the research paper can be delayed so researchers have enough time during the seeking of approval from government authorities and other parties such as university and schools. Although the pace of conducting the surveys depend on the productivity of the authorities in processing those approvals, UTAR should take in consideration to authorize and give exceptions for FYP students that are held back from their progress due to this particular reason. Besides, Faculty General office of UTAR (FGO) can also consider allowing more than two leave applications for students to conduct FYP survey, if necessary.

## 5.6 Conclusion

The research objectives of this study are to identify the number of generation Z who owns a YouTube account, to understand the factors that attract generation Z towards YouTube and to identify the impact of YouTube towards the behavioural change of generation Z. The total 262 respondents that participated in this research were studying in SMK USJ4, SMK USJ 8, SMK USJ 12, SMK USJ 13, SMK USJ 23, SMK SS 17 and SMK

Seafield. However, all the data collected were run and analysed by using SPSS and the frequency, percentage, mean and standard deviation are adopted to describe the collected data, and hypotheses were tested by using independence sample t-test.

In this study, the results collected found out that Generation Z's behaviour is affected by YouTubers, and it is aligned with the Social Cognitive Theory that had been discussed in Chapter 2. Social Cognitive Theory is known to explain someone's behavioural change from the learning and observations of models. The result shows that famous YouTubers have changed the way Generation Z think and behave. Not only that, the results also show that Generation Z will also follow the communication and fashion style of the YouTubers.

Besides, in order to complete this research, all the steps have been fulfilled from this research. The impact of social media (YouTube) towards the behavioural change of Generation Z in Subang Jaya will provide valuable information to parents and the educational sector because teenagers from Generation Z are being raised in a highly cultured media and computer environment, which makes them more Internet savvy. Therefore, this research will provide a better understanding to parents on what kind of contents is their kids watching on YouTube and how it affects them in terms of their behavioural change. Not only that, the results from this research can be a guidance to the educational sector and leaders in understanding the connection between the behavioural change of Generation Z after watching YouTube.

In this chapter, the researchers have discussed and analysed the summary of statistical analyses, discussion of major findings and also implication of the study. Limitations faced by the researchers in this research are discussed in this chapter as well. In order to solve the limitations, there are a few recommendations that were proposed and suggested to future researchers. It can be concluded that this research accomplished its purpose in analysing the impact of social media (YouTube) towards the behavioural change of Generation Z in Subang Jaya.

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## APPENDICES

### Appendix A



## Universiti Tunku Abdul Rahman

### The Impact of Social Media (YouTube) towards the Behavioural Change of Generation Z in Subang Jaya

#### Survey Questionnaire

---

Dear Respondent,

*Warmest greeting from Universiti Tunku Abdul Rahman (UTAR)*

We are final year undergraduate students of Bachelor of Communication (Hons) Public Relations, Universiti Tunku Abdul Rahman (UTAR). The purpose of this survey is to conduct a research on the relationship between the impact of social media (YouTube) and the behavioural change of Generation Z in Subang Jaya. Please answer all statements to the best of your knowledge. All responses collected will be used solely for academic purposes and will be kept strictly confidential.

Thank you for your participation.

---

#### Instructions:

- 1) There are FOUR (4) sections in the questionnaire. Please answer ALL questions in ALL sections.

---

#### Voluntary Nature of the Study

Participation in this research is entirely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. There is no foreseeable risk of harm or discomfort in answering this questionnaire. This is an anonymous questionnaire; as such, it is not able to trace response back to any individual participant. All information collected is treated as strictly confidential and will be used for the purpose of this study only.

I have been informed about the purpose of the study and I give my consent to participate in this survey.

YES (    )

NO (    )

**Section A: Demographic Profile**

*In this section, we would like you to fill in some of your personal details. Please fill or tick your answer.*

1. Age: \_\_\_\_\_
2. Gender:
  - ☐ Male
  - ☐ Female
3. Race:
  - ☐ Malay
  - ☐ Chinese
  - ☐ Indian
  - ☐ Others (please specify) \_\_\_\_\_
4. Which secondary school are you currently studying in?
  - ☐ SMK USJ 4
  - ☐ SMK USJ 8
  - ☐ SMK USJ 12
  - ☐ SMK USJ 13
  - ☐ SMK USJ 23
  - ☐ SMK SS 17
  - ☐ SMK Seafiled
  - ☐ SMK Subang Jaya
  - ☐ SMK Subang Utama
5. Which stream are you currently doing in your upper secondary school education?
  - ☐ Science Stream
  - ☐ Arts Stream

**Section B: Personal Usage of Social Media/ YouTube**

*Please fill or tick your answer.*

1. Do you use any type of social media?
  - ☐ Yes
  - ☐ No
2. Which social media sites do you use? (Select all that apply)
  - ☐ Facebook
  - ☐ Twitter
  - ☐ Instagram
  - ☐ Snapchat
  - ☐ YouTube
  - ☐ Blogger
  - ☐ Others
3. Do you visit YouTube often?
  - ☐ Yes
  - ☐ No
4. What is your frequency of visiting YouTube?
  - ☐ Daily
  - ☐ Weekly
  - ☐ Monthly
5. How many hours do you spend on YouTube?
  - ☐ 1-2 hours
  - ☐ 3-4 hours
  - ☐ 5-6 hours
  - ☐ 7-8 hours
  - ☐ More than 8 hours
6. What do you normally use YouTube for?
  - ☐ Watching videos
  - ☐ Making videos
  - ☐ All of the above
7. Do you have a YouTube account?
  - ☐ Yes
  - ☐ No

8. Are you a follower of any type of Malaysian YouTube channel?
- ☐ Yes
  - ☐ No
9. What are the types of videos that you normally watch on YouTube? (Select all that apply)
- ☐ Political
  - ☐ Social
  - ☐ Fashion
  - ☐ Comedy
  - ☐ Educational
  - ☐ Sports
  - ☐ Other (please specify): \_\_\_\_\_
10. Why do you use YouTube? (Select all that apply)
- ☐ To constantly be updated on the current trends
  - ☐ To socialize and make new friends
  - ☐ As a source of entertainment and relaxation
  - ☐ For knowledge and academic purposes

### Section C: Independent Variable

The statements in this section is related to **the factors attracting generation Z to indulge in YouTube**. Based on your experience, please circle the number that best reflects your opinion about the statements according to the Likert scale which ranges as follows: -

- (1) = Strongly disagree (SD)
- (2) = Disagree (D)
- (3) = Neutral (N)
- (4) = Agree (A)
- (5) = Strongly Agree (SA)

#### *i) YouTube Content*

Statement	SD	D	N	A	SA
I watch YouTube videos because the contents are interesting, entertaining and relaxing.	1	2	3	4	5
I watch YouTube videos because it is an unpaid platform to watch videos and listen to music.	1	2	3	4	5
I watch YouTube videos because it is easily accessible compared to other video-sharing website.	1	2	3	4	5
I watch YouTube videos because it can enhance/broaden my general knowledge.	1	2	3	4	5
I watch YouTube videos because it can assist me in doing my school projects.	1	2	3	4	5

*ii) YouTubers' influences*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
I watch YouTube videos because of the influences by famous YouTubers.	1	2	3	4	5
I watch YouTube videos because the entertainment provided by YouTubers helps me to stay occupied whenever I feel bored.	1	2	3	4	5
I watch YouTube videos because it allows me to stay updated about the current trend from YouTubers.	1	2	3	4	5
I watch YouTube videos because I am able to read other people's feedback through the comment section.	1	2	3	4	5
I watch YouTube videos because I am able to write my own feedback by commenting or giving a 'like' or 'dislike' to the YouTubers' video.	1	2	3	4	5

### Section D: Dependent Variable

The questions in this section is related to **the impact of YouTube towards the behavioural change of generation Z**. Based on your experience, please circle the number that best reflects your opinion about the statements according to the Likert scale which ranges as follows: -

- (1) = Strongly disagree (SD)
- (2) = Disagree (D)
- (3) = Neutral (N)
- (4) = Agree (A)
- (5) = Strongly Agree (SA)

Statement	SD	D	N	A	SA
YouTube has brought negative effects onto my studies.	1	2	3	4	5
YouTube causes me to be unproductive and distracted from my daily life activities.	1	2	3	4	5
YouTube has made me become less sociable.	1	2	3	4	5
YouTube has made me become physically inactive.	1	2	3	4	5
YouTube has made me become mentally dull.	1	2	3	4	5
YouTube allows me to express views freely without social and personal obligation.	1	2	3	4	5
I will follow the communication and fashion style of the YouTubers.	1	2	3	4	5
Famous YouTubers have changed the way I think and behave.	1	2	3	4	5
I feel confident and special after following the trends introduced by famous YouTubers.	1	2	3	4	5
Comments by other people on YouTube have changed the way I behave.	1	2	3	4	5

- THANK YOU -



## Appendix B



# UNIVERSITI TUNKU ABDUL RAHMAN

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Ketua Jabatan  
Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia  
Aras 1-4, Blok E8, Kompleks E  
Pusat Pentadbiran Kerajaan Persekutuan  
62604 Putrajaya

17 Januari 2018

(u/p: Unit Pembangunan dan Pembudayaan Penyelidikan Pendidikan)

Tuan,

### MEMOHON KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH MENENGAH DI SUBANG JAYA, SELANGOR

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Berhubung perkara di atas, saya selaku Ketua kumpulan penyelidikan/pelajar (nama seperti di bawah) memohon kebenaran untuk menjalankan penyelidikan di sekolah-sekolah menengah di Subang Jaya, Selangor yang bertajuk ***"The Impact of Social Media (YouTube) Towards the Behavioural Change of Generation Z in Subang Jaya"***. Kajian ini adalah merupakan salah satu syarat untuk melengkapkan penyelidikan di peringkat *Bachelor of Communication (Hons) Public Relations*, di *Faculty of Arts & Social Science*, Universiti Tunku Abdul Rahman (UTAR) Kampus Perak.

3. Berikut adalah senarai nama ahli kumpulan penyelidikan/pelajar yang akan bersama-sama menjalankan kajiselidik ini :

Nama pelajar	No. Pelajar	No. K/P
Hang Wan Shin (Ketua)	1402028	960913-10-5906
Lisa Foo Chin Yee	1404017	961022-02-5472
Michelle Kang Wen Theng	1403763	960617-43-5126
Wong Sher-Yen	1404288	961121-10-5654

Kerjasama dan kebenaran untuk menjalankan penyelidikan di sekolah menengah di bawah Kementerian tuan, saya dahului dengan ucapan ribuan terima kasih.

Yang benar,

Hang Wan Shin  
Ketua Kumpulan  
Wanshin13@1utar.my

Puan Roziah Binti Mohd Isa  
Penyelia / Pensyarah  
Public Relations  
Faculty of Arts & Social Science  
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Assistant Prof. Dr Noew Hooi San  
Ketua Jabatan  
Public Relations  
Faculty of Arts & Social Science  
noewhs@utar.edu.my

## Appendix C



KEMENTERIAN PENDIDIKAN MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
ARAS 1-4, BLOK E8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT Pentadbiran Kerajaan Persekutuan  
62604 PUTRAJAYA

TEL : 0388846591  
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Ruj. Kami : KPM.600-3/2/3-eras(146)  
Tarikh : 22 Januari 2018

**WONG SHER-YEN**  
**NO. KP : 961121105654**

16, USJ6/4K  
47610 SUBANG JAYA  
SELANGOR

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :**  
**THE IMPACT OF SOCIAL MEDIA (YOUTUBE) TOWARDS THE BEHAVIOURAL CHANGE OF GENERATION Z IN SUBANG JAYA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

**" KAJIAN TIDAK BOLEH MELIBATKAN MURID KELAS PEPERIKSAAN. "**

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **5 Februari 2018** hingga **2 Mac 2018**.

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"SEHATI SEJIWA"**

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SELANGOR

\* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN \*

## Appendix D

Wong Sher-Yen  
16, USJ 6/4K  
47610 Subang Jaya  
Selangor

---

Pengarah  
**JABATAN PENDIDIKAN SELANGOR,**  
Jalan Jambu Bol 4/3E, Seksyen 4,  
40604 Shah Alam  
Selangor Darul Ehsan

29 JANUARI 2018

Tuan,

**Memohon Kebenaran Untuk Melakukan Kajian The Impact of Social Media (YouTube) towards the Behavioural Change of Generation Z in Subang Jaya**

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Saya WONG SHER-YEN (961121-10-5654), pelajar daripada Bachelor of Communication (Hons) Public Relations, Fakulti Arts & Social Science, Universiti Tunku Abdul Rahman (UTAR) Kampus Perak, inign memohon kebenaran untuk melakukan kajian The Impact of Social Media (YouTube) towards the Behavioural Change of Generation Z in Subang Jaya di sekolah-sekolah menengah Subang Jaya mulai **05 Februari 2018 hingga 2 Mac 2018**. Kajian ini menggunakan **soalan soal selidik** untuk proses kutipan data bagi mendapatkan maklumat yang diperlukan.

3. Sebagai rujukan pihak tuan, bersama ini saya sertakan:

- i. **Surat Kebenaran daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, KPM.**
- ii. **Borang soal selidik.**

4. Pertimbangan dan kebenaran daripada pihak tuan akan melancarkan proses melengkapkan kajian ini. Semogo kajian ini dapat memberi sumbangan ilmu kepada pihak yang memerlukan. Diharapkan permohonan ini diluluskan dan saya dahului dengan ucapan terima kasih.

Sekian.

Yang benar,

**WONG SHER-YEN**  
Pelajar Program Sajarna  
Fakulti Arts dan Social Science  
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## Appendix E



KEMENTERIAN PENDIDIKAN MALAYSIA  
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
ARAS 1-4, BLOK E8  
KOMPLEKS KERAJAAN PARCEL E  
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Tarikh : 22 Januari 2018

**WONG SHER-YEN**  
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16, USJ6/4K  
47610 SUBANG JAYA  
SELANGOR

Tuan,

**KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :**  
**THE IMPACT OF SOCIAL MEDIA (YOUTUBE) TOWARDS THE BEHAVIOURAL CHANGE OF GENERATION Z IN SUBANG JAYA**

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

**" KAJIAN TIDAK BOLEH MELIBATKAN MURID KELAS PEPERIKSAAN. "**

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **5 Februari 2018** hingga **2 Mac 2018**.

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini. Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

**"SEHATI SEJIWA"**

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN SELANGOR

## Appendix F

TABLE 1  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.

Source: Krejcie and Morgan (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30(1970), 607-610.