A STUDY OF RELATIONSHIP BETWEEN STRESS, DEPRESSION,

PORNOGRAHY CONSUMPTION AMONG UNDERGRADUATE STUDENTS

IN MALAYSIA

CHUA JING YI

A RESEARCH PROJECT

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE BACHELOR OF SOCIAL SCIENCE (HONS)

PSYCHOLOGY FACULTY OF ARTS AND SOCIAL SCIENCE

UNIVERSITI TUNKU ABDUL RAHMAN

DECEMBER 2022

The Relationship between Stress, Depression, and Pornography Consumption among

Undergraduate Students in Malaysia

Chua Jing Yi

Universiti Tunku Abdul Rahman

This research project is submitted in partial fulfilment of the requirements for the

Bachelor of Social Science (Hons) Guidance and Counselling, Faculty of Arts and

Social Science, University Tunku Abdul Rahman. Submitted in December 2022.

ACKNOWLEDGEMENTS

Approval Form

This research paper attached hereto, entitled "The Relationship between Stress, Depression, and Pornography Consumption among Undergraduate Students in Malaysia." prepared and submitted by Chua Jing Yi in partial fulfilment of requirement for Bachelor of Social Science (Hons) Guidance and Counselling is hereby accepted.

Date: _____

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 Supervisor
 (Mr. Lee Wei Rong)

Abstract

Nowadays, pornography has become very common among us, especially among young adults. This is due to the social transition and the unique features of the internet. For example, ease of access, anonymity, and so on. There are risk factors that may also contribute to increased pornography consumption even resulting in problematic pornography use or pornography addiction. This study aims to examine the relationships between stress, depression, and pornography consumption among undergraduate students in Malaysia. The cross-sectional study design and purposive sampling were conducted among 151 participants in the study. All the participants were undergraduate students in Malaysia and aged between 18 to 26 years old (M = 22.21; SD = 0.94). The number of female participants (n = 114, 75.5%) was higher than male participants (n = 37, 24.5%). The instruments used in the study were the Perceived Stress Scale (PSS-10), Patient Health Questionnaire (PHQ-9), and Pornography Usage Measure (PUM). The results and findings showed that there was no relationship between stress and pornography consumption and prediction as well. On the other hand, depression was positively correlated with and significantly predict pornography consumption. This study would provide insight for further study to explore other potential risk factors that contribute to pornography consumption among undergraduate students in Malaysia. Besides, this would also benefit professional counsellor to deal with the issue of pornography consumption among undergraduate students or young adults.
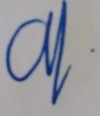
Keywords: Pornography, Stress, Depression, Undergraduate students.

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Chapter 1

Introduction

Background of the Study

Nowadays, the evolution of technology can fulfil individuals in many aspects of their life. For example, communication, learning, trading, and so on. Technology can fulfil the needs of individuals through various inventions such as smartphones, thecomputer, and so on. Due to its variety of functions, technology has provided numerous benefits to individuals in their daily life. The most protruding advantage of technology is enabling individuals to easily access information whenever they want inany place and time by using the internet. However, this strength also contributed to the issue of exposing to and consuming pornographic materials. According to Ali et al.(2021), the internet became the primary source of pornography due to the evolution of technology. This is because the internet is affordable, easy accessibility information, and anonymity is associated with escalated pornography consumption (Potenza, 2019).According to Halyard (2013), pornographic material is not only restricted to the internet but it also available on a variety of technological platforms such as a smartphone. Therefore, pornography become more difficult to avoid due to the advancement of technology compared to the past. Although, pornography can bring positive effects to the users, the disadvantages of pornography need to be concerned as well. According to Tewogbola (2018), pornography is an issue peculiar to youngpeople nowadays due to its ease of accessibility. Besides, Ali et al. (2021) also proposed that adolescents and young adults are more vulnerable or susceptible to pornography due to their growing and curious mind. Samson et al. (2019) proposedthat one of the consequences of consuming pornographic materials is affecting the academic engagement among young people. For example, people who consume pornography tend to have poor academic performance.

According to Ali et al. (2021), pornography consumption is associated with a social transition such as switching from secondary to tertiary education, meeting new people, and changes in hormones and physical. Plus, Peter and Valkenburg (2016) proposed that the prevalence of pornography rapidly escalated. Based on the statistics, the results have shown that the range of pornography exposure among young people which are 62% to 96% (Ali et al., 2021; Farré et al., 2020). To be more specific, Tewogbola (2018) mentioned a study that has shown that there are 64% of 29,000 college students have spent a certain amount of time-consuming pornography every week in North America. At the same time, another study has shown that there are 47% of university students have spent around 30 minutes to 3 hours per day consuming pornography (Tewogbola, 2018). Hence, a great amount of time in consuming pornography among students will tend to lead to poor academic performance (Samson et al., 2019).

On the other hand, there are only a few pornography-related studies have been conducted among young people in Malaysia but not as many as oversea. In Malaysia, pornography still lacks research and studies on it. This is because consuming pornography is considered a sinful behaviour and a taboo subject as it portrays negative social aspects and values of immoral in Malaysia (Ali et al., 2021).

According to Ali et al. (2021), the prevalence of pornography consumption has still been found around 25.3% and 39.5% among young people even though it was restricted in Malaysia. Besides, there is another study has shown that the prevalence rate of pornography is 74.5% among 995 college students. Ali et al. (2021) also proposed that escalated pornography consumption will be affected by technology such as smartphones and the internet. This is because pornographic materials can be communicated across various platforms due to advanced technology such as chat rooms, and peer-to-peer

networks. private websites, and so on (Senadjki, 2019). Therefore, the prevalence of consuming pornography will become higher in the futuredue to technology and the internet. Ultimately, it will also tend to lead to poor academic performance.

There are several studies on the relationships between academic performance and pornography consumption. According to Beyens et al. (2014), there is a negative relationship between consuming pornography and academic performance. This may be because of the nature of pornography which are providing pleasure and excitementto the users. For example, users may spend too much time on pornographic materials and neglect their academics (Beyens et al., 2014). According to Tewogbola (2018), a study did not find any college students who had not consumed pornography. Besides,another study has been conducted among 600 students and 76% of them which is 456agreed that pornography is affecting their academic performance. For example, they claimed that they tend to procrastinate on academic to watch pornography (Jacob et al., 2019). Hence, there is a relationship between poor academic performance and pornography consumption.

The relationships between pornography consumption and stress. According to Angkau et al. (2020), there is a positive relationship between stress and pornography. Besides, Tewogbola (2018) proposed that pornography consumption can negatively affect an individual's feeling of well-being by resulting in the users more vulnerable to be stress. On the other hand, a study has shown a positive relationship between pornography and stress. For example, they relieve their stress by consuming pornography (Kumar et al., 2022). This may lead to pornography consumption escalating and being used as an avoidance method when the frequency of stress increases (Fall & Howard,

2015). Therefore, there is a positive relationship betweenstress and pornography consumption.

There are several studies on the relationships between pornography consumption and depression. According to Maddock et al. (2019), there is a relationship between pornography consumption and depression, but it is unclear which one is the cause and outcome. For example, depression increases pornographyconsumption or pornography consumption causes depression. Besides, Bradley et al.(2016) proposed that users who had consumed pornography will be depressed and unhappy when it is related to religion. Therefore, there is a relationship between depression and pornography consumption.

Problem Statement

According to McCormack and Wignall (2017), pornography is originally considered a form of pleasure that can be used during spare time. According to Tan et al. (2022), Pornhub reported that there is approximately 39 billion searches and 42 billion visits in years 2019. This data has shown that pornography consumption around the world is huge. Besides, Hanaffi (2022) proposed that Malaysia is ranked number four around the world in visiting Pornhub in 2022. According to Ma'rof et al.(2021), internet use had escalated pornography consumption. Especially university students as they need to spend a great amount of time on the internet for their academics (Ghoroghi et al., 2017). According to Ali et al. (2021), a study showed thatthe prevalence rate of pornography is 74.5% among university students aged 18 to 25 years in Malaysia. Furthermore, there is a lack of research on pornography consumption among young adults in Malaysia (Tan et al., 2022). Therefore, a studyon pornography consumption among university students in Malaysia is needed.

According to Dwulit and Rzymski (2019), pornography consumption is gradually escalating year by year based on the statistics from PornHub, especially among young adults aged below 34 years. There are various negative impacts of pornography that need to be concerned among young adults or university students. Firstly, Dwulit and Rzymski (2019) proposed that people who consume pornography will be more likely to engage in sexual activity with a partner. Subsequently, it may result in an issue of unplanned pregnancy as there is a previous study that reported there is an association between pornography and premarital pregnancy in Malaysia (Siti-Haidah et al., 2017). At the same time, Wong et al. (2014) mentioned that one of the highest rate age groups with unplanned pregnancies is young adults. Second, another negative effect of pornography is porn addiction (Vaksalla, 2015). Moreover, Vaksalla (2015) also proposed that there is a positive relationship between pornography consumption and pornography addiction. Strum (2022) proposed that thesymptom of pornography addiction is an individual is unable to control the impulse toconsume pornography when it starts to bring negative impacts on the facets of their life. For example, issues in the user's psychosocial functions are affected such as depression, low motivation as well as the risk of losing relationship chances and career (Harper & Hodgins, 2016). Plus, their many other negative effects of pornography.

According to Asif et al. (2020), stress is a common issue faced by an individual, especially students. This is because Asif et al. (2020) mentioned that students will need to face many stressful events such as assignments, difficult syllabus, and so on regarding education levels. However, there is a lack of research that examines the relationship between stress and pornography consumption. Although, stress has been mentioned in several studies as a reason for consuming pornography to relieve stress (Nell Farber, 2015; Bőthe et al., 2020; Laier & Brand, 2017). These researches are conducted oversea.

Therefore, it is difficult to be generalized into the context of Malaysia. According to Polit and Beck (2010), the crucial factors for the generalization of findings from the research are context and respondents. Therefore, astudy on the relationship between stress and pornography among university students in Malaysia is needed.

According to Asif et al. (2020), the prevalence of depression is higher in Asian countries including Malaysia than in other countries. There is little research on the relationship between depression and pornography in Malaysia. A local study reported that one of the negative effects of pornography addiction or excessive pornography consumption is depression (Astuti & Winarti, 2022). It is just a literature review and concludes with other studies. That said, it is still a lack of research relating to the relationship between depression and pornography. On the other hand, Brito (2020) proposed that there are several studies oversea that have been conducted and shown that there is a link between depression and pornography, but they are still insufficient research. Hence, more research is needed to investigate the relationship between depression and pornography among university students in Malaysia.

In a conclusion, this study is needed on investigate the relationship between stress, depression, and pornography consumption among university students in Malaysia to contribute to the research gaps. The main research gap is the researchon pornography is scarce as Malaysia is a conservative country (Ali et al., 2021). Atthe same time, the second is lack of research between stress, depression, and pornography consumption in Malaysia. Although, there are several studies have beenconducted in oversea (Camilleri et al., 2021; Laier & Brand, 2017)

Significant of Study

Theoretical Significance

The theory of uses and gratifications by Blumler and Katz (1974) will be theoretically supported and affirmed by this research (Whiting & Williams, 2013) According to Whiting and Williams (2013), uses and gratifications are used to explain the motivation or reason of consuming a media to fulfil the needs and induce gratifications. The objective of the research is to investigate pornography consumption among university students and study the association between stress, depression, and pornography consumption to determine the predictive power and relationships between the independent variables with pornography consumption among university students in Malaysia. According to Whiting and Williams (2013), seven themes can be explained by applying the uses and gratifications theory such as relaxation, passing time, and so on. Therefore, stress and depression can be categorized into these themes. For example, stress and depression are relaxed as a motivation to consume media. By conducting this research, it will provide theoretical support to the established theory of uses and gratifications by demonstrating the relationships between the independent variables and pornography consumption. Besides, the outcomes of the research can be used by school counsellors to deal with university students who have issues of pornography consumption.

Practical Significance

The school counsellor will gain insight into the influence of stress and depression on pornography consumption. Counsellors can deal with the issues of porn consumption among university students by considering the contributing factors or underlying issues which are stress and depression. Therefore, the counsellor can tailor interventions for students such as relaxation techniques and cognitive restructuring from cognitive

behavioural therapy (CBT). According to Norelli et al. (2022), relaxation techniques consist of various types of strategies to increase calmness and alleviate stress. At the same time, there are numerous studies reported that CBT is effective in treating depression (Gautam et al., 2020). This research may be able to promote good well-being among university students in Malaysia by creating awareness about the relationship between stress, depression, and pornography consumption.

Research Objectives

The study's primary objective is to examine the relationships between stress, depression, and porn consumption among university students in Malaysia. In order to achieve this, several particular objectives have been developed. These objectives are as follows:

1. To examine the relationship between stress and pornography consumption.

2. To examine the relationship between depression and pornography consumption.

3. To predict porn consumption by using stress among undergraduate student in Malaysia.

4. To predict porn consumption by using depression among undergraduate student in Malaysia.

Research Questions

1. Is there a significant relationship between stress and pornography consumption among undergraduate students in Malaysia?

2. Is there a significant relationship between depression and pornography consumption among undergraduate students in Malaysia?

3. Does stress predict pornography consumption among undergraduate students inMalaysia?

4. Does depression predict pornography consumption among undergraduate students in Malaysia?

Research Hypotheses

Hypothesis for first research question

H_0: There is no relationship between stress and pornography consumption among undergraduate students in Malaysia.

H_1: There is a positive relationship between stress and pornography consumption among undergraduate students in Malaysia.

Hypothesis for second research question

H_0: There is no relationship between depression and pornography consumption among undergraduate students in Malaysia.

H_2: There is a positive relationship between depression and pornography consumptionamong undergraduate students in Malaysia.

Hypothesis for third research question

H_0: There will not be a significant prediction between stress and pornography consumption among undergraduate students in Malaysia.

H_3: There will be a significant prediction between stress and pornography consumption among undergraduate students in Malaysia.

Hypothesis for fourth research question

H_0: There will not be a significant prediction between depression and pornography consumption among undergraduate students in Malaysia.

H_4: There will be a significant prediction between depression and pornography consumption among undergraduate students in Malaysia.

Definition of Terms

Conceptual and Operational Terms

Stress. According to Bhargava & Trivedi (2018), stress is defined as a state of mental pressure when individuals are facing issues in their environmental and social well-being which result in a variety of illnesses. Stress will be measured by using Perceived Stress Scale (PSS-10). Chen et al. (1983) mentioned that the Perceived Stress Scale (PSS-10) with originally 14 items and the 10-item shorter version is used to measure psychological stress. The total score is 40 with a higher score demonstrating the higher level of stress.

Depression. According to Chand and Arif (2022), depression is defined as continuing feeling of sorrow and loss of interest. Depression will be measured by using Patient Health Questionnaire (PHQ-9). Kroenke et al. (2001) mentioned that Patient Health Questionnaire (PHQ-9) with 9 items is used to measure the depression. The total score is 27 with higher score demonstrate the higher level of depression.

Pornography consumption. According to Ali et al. (2021), the definition of pornography is every material that induces or escalates sexual desires or emotions. Pornography consumption will be measured by using Pornography Usage Measure (PUM). According to Busby et al. (2018), Pornography Usage Measure (PUM) with 20 items is used to measure the pornography usage in various formats. The total score is 120 with higher score demonstrate the higher usage of pornography.

Chapter 2 Literature Review

Pornography Consumption

According to Al Mamun et al. (2018), the production, distribution, and usage of pornography as a form of entertainment are all very widespread. Due to its accessibility and low cost of pornographic content (Wamathai et al., 2014). Besides, Al Mamun et al. (2018) mentioned that pornography is defined as a written or visual form of fictional drama that portrays explicit sexual content or behaviour with the primary goal of sexually arousing the consumer and the intention of entertaining or arousing erotic desire. Pornography consumption can be defined as normative behaviour and linked to age-appropriate curiosity about and interest in sex (Mattebo et al., 2013). This is supported by Wamathai et al. (2014), the motivation of young adults to consume pornography is to fulfil their curiosity about sex and sexual amusement such as masturbation. According to Wamathai et al. (2014), young adults are one of the highest populations that consume pornography. This is because university or college students heavily rely on technology for learning purposes (Wamathai et al., 2014). Al Mamun et al. (2018) mentioned that a study reported that there are 72% of students claimed that they had consumed pornographic materials at least once in their whole life among 313

university students in Bangladesh. At the same time, Al Mamun et al. (2018) also mentioned that nearly half of them are occasional users.

According to Al Mamun et al. (2018), there is a gender difference in pornography consumption which males are more likely to consume pornography thanfemales. This is due to the factors such as impulsivity and behavioural aptitudes among males (Al Mamun et al., 2018). This is also supported by Khan Chowdhury etal. (2018), a study that reported there are 54% of males compared with 12.5% of females had consumed pornography. At the same time, various studies examined the associations with pornography consumption. According to Mattebo et al. (2013), frequently consuming pornography is associated with permissive sexual attitudes, earlier sexual practice, sexual preoccupation as well as unrealistic sexual beliefs and values. Second, Mattebo et al. (2013) also proposed that people who tend to have greater sexual desire and problematic actions are the people who consume pornography daily. For example, drinking alcohol and selling sex for profit even druguse. Third, Camilleri et al. (2021), pornography consumption is associated with declined quality of friendship and relationships with family as well as a distorted viewof social acceptance among young people. For example, users tend to spend a great amount of time on the internet such as pornography, rather than maintain relationshipswith others.

Stress

According to Yaribeygi et al. (2017), stress is defined as any intrinsic or extrinsic stimulation which can cause a bodily reaction. Besides, Tan and Yip (2018) proposed that stress is defined as a reaction of an individual to their stressors and it will result in alternations of well-being. In short, stress will happen when a particular circumstance

induces an individual's emotions and negative thinking (Omar et al., 2020). Stress is

normal and faced by almost everyone in their daily life (Becker et al.,2022). According to

Ganesan et al. (2018), stress is usually categorized into two typeswhich are eustress and

distress. Eustress is defined as positive stress which can motivate or encourage people to

work (Ganesan et al., 2018). Besides, Ganesan et al. (2018) proposed that an appropriate

intensity of stress can improve learning ability.

On the flip side, distress is defined as negative stress which is the opposite of

eustress and it happens when there is an intense level of stress (Ganesan et al., 2018). To

be more specific, Kapur (2021) proposed 9 types of stress which are acute stress, episode

acute stress, chronic stress, emotional stress, battling burnout, physical stress,

psychological stress, psycho-social stress, and eustress.

According to Yaribeygi et al. (2017), stress can cause the body to experience a

variety of repercussions based on the type, timing, and intensity of the stimulation. For

example, changes in homeostasis, life-threatening conditions, and even death. Gee and

Casey (2015) proposed that the timing such as the age of onset can critically influence the

effects of stress on the brain. For example, the effect of stress on the brain can be

profound and long-lasting when stress happens early in life such as early adversity during

childhood. According to Yaribeygi et al. (2017), proposed that many illnesses and

pathological states can be triggered or made worse by stress. For example, brain function

complications, memory issues, cognitive functions, and so on.

According to Pascoe et al. (2019), students of secondary and tertiary education

need to encounter a variety of persistent normative stressors, which are also known as

academic-related stress such as academic demands. For example, assignments,

examinations, and so on. At the same time, Pascoe et al. (2019) proposed that academic

performance is one of the stressors for students. Based on the statistics, Tehet al. (2015) mentioned that the prevalence of moderate-to-severe intensity of stress among undergraduate students in Malaysia is between 12% to 21.6%. There are several research reported that the intensity of stress is associated with poorer well- being and quality of life among people with higher education (Pascoe et al., 2019).

This is because the development of mental health issues such as depression will be facilitated by ongoing stress. Besides, Tavolacci et al. (2013) proposed that association between stress and potential risk behaviours among young adults. For example, substances use and abuse such as alcohol and tobacco. This is supported by Pascoe et al. (2019), there is a positive relationship between stress and substance use among young people. Furthermore, Pascoe et al. (2019) proposed that stress is one of the contributors to poor sleep among young people. There are various negative impacts of poor sleep among young people such as intense levels of stress and difficulty in paying attention (Pascoe et al., 2019). Plus, Pascoe et al. (2019) also mentioned that there are still many research that have been conducted in association with stress among young people. For example, physical health, the issue of dropoutand so on. Hence, stress can influence many aspects of an individual in terms of mental and physical (Pascoe et al., 2019).

Depression

According to Mohd Ranizal et al. (2019), depression is a serious psychological issue around the world due to its high prevalence rates, the nature of the chronic condition, and difficulty in process of treatment and recovery. At the same time, depression is categorized as a major disease as it can bring the utmost negative impacts on individuals, their families, and society (Mohd Ranizal et al., 2019).

According to Mohd Ranizal et al. (2019), depression is defined as the intensity or feeling of sadness and a profound clinical condition where an individual feels meaningless, hopeless, and so on. Shamsuddin et al. (2013) proposed that depressionis one of the general psychological issues among students. This is due to university students' need to encounter a variety of difficulties in their daily life which can facilitate depression among them. For example, peer pressure, family issues, and so on (Mohd Ranizal et al., 2019) Based on the statistics, Mohd Ranizal et al. (2019) reported that the prevalence rate of depression is 37.2% among Malaysian students. Globally, the prevalence rate of depression is 79.2% among university students around the world (Ahmed et al., 2020).

There is numerous research have been conducted on associations with depression. According to Ahmed et al. (2020), there is an association has been found between depression and obesity. This is supported by Akinyemi and Ogundare (2020),there is a bidirectional relationship between depression and obesity. This is due to the stigmatization of obesity as it can facilitate depression and depression will contribute to obesity by overeating (Akinyemi & Ogundare, 2020). Besides, Ahmed et al. (2020)proposed that there is a relationship between depression and academic performance among students. According to Shamsuddin et al. (2013), many students' academic performance is influenced by depressive symptoms as reported by many researchers. Furthermore, Mustaffa et al. (2014) proposed that there is an association between depression and suicidal ideation among college students. Another study also revealed that depression is one of the predictors of suicidal behaviours (Mustaffa et al., 2014). This is supported by Ishak et al. (2020), students who are intense depression and will tend to incline acting harmful activities such as self-harm and commit suicide. Based on the statistics, major depression is one of the risk factors for committing suicide andits prevalence rate is 60% around the world (Ng et al., 2017). Moreover, Esmaeelzadeh et al. (2018)

proposed that a study found that depression and substanceuse is closely related. For example, depressed people tend to alleviate their depressionby consuming substances such as alcohol, tobacco even drugs (Rodzlan Hasani et al., 2021). Apart from that, Shamsuddin et al. (2013) mentioned that depression is revealed as one of the contributors to poorer academic performance among college and university students.

Pornography Consumption and Stress

According to Camilleri et al. (2020), pornography consumption is one of the predictors of stress. This is supported by Laire & Brand (2016), stress is revealed asone of the risk factors of Internet-pornography-viewing disorder. There is a positive relationship between stress and pornography consumption (Laire & Brand, 2016). Based on the statistics, a study reported that there are 23% of males with escalated pornography consumption during negative emotions such as stress (Perry, 2017). This is supported by Bőthe et al. (2021), pornography is used as an avoidance of unpleasant emotions such as stress. Plus, Sniewski et al. (2020) mentioned that some people consume pornography as a fast remedy for negative feelings. For example, help people to prevent from experiencing negative emotions while they are alone or have idle time. However, pornography as an avoidant behaviour is able to result in compulsive pornography consumption, instead of solving the source of stress (Bőthe et al., 2021). This is because people who use pornography to cope with their negative emotions such as stress will result in a vicious cycle which motivated by the desire for pleasure and sexual stimulation (Sniewski et al., 2020). Plus, Grimes (2016)proposed that people who use pornography to relieve stress will be associated with euphoric effects of turning on the brain's reward system. For example,people will have the desire to consume pornography whenever they

face stress. Instead of, people who excessively consume pornography for stress reduction candevelop poor psychological states such as depression and pornography addiction (Grimes, 2016).

At the same time, there are several studies examined the relationships between stress and pornography associated with preoccupations. First, consuming pornographyby neglecting obligations such as work and school can predict stress (Camilleri et al., 2020). Second, negative feelings occur when pornography websites are unavailable and can predict stress. For example, restlessness, irritation, and so on (Camilleri et al.,2020). Third, consuming pornography due to loneliness can predict stress (Camilleri et al., 2020). Fourth, a study reported that depression may affect people to consume pornography to alleviate stress (Perry, 2017). This is also supported by Perry (2017), people who had experienced depressive symptoms being more likely to perceive pornography as a means of distraction and relieving stress. Fifth, people who view pornography from a religious perspective will be more likely to encounter psychological distress such as stress (Perry, 2017).

Pornography Consumption and Depression

According to Perry (2017), people who used to or frequently consume pornography may be one of the risk factors for developing depression. This is supported by Laire and Brand (2016), depression is revealed as one of the risk factorsof Internet-pornography-viewing disorder. There is a positive relationship between depression and pornography consumption (Laire & Brand, 2016). Besides, Maddock (2019) proposed that the depression can contribute to the development of problematicpornography consumption. For example, pornography addiction and escalated sexualactions. This is

because depressed people will tend to be frequently consume pornography as a means of coping strategies and improving mood (Maddock, 2019). However, Maddock (2019) mentioned that it will only worsen the depression among depressed people who consume pornography as a means of cope. This is due to depressed people will tend to perceive the pornography consumption as problematic, then their intensity of depression will be escalated in return (Maddock, 2019). This is also supported by Scott (2017), there are two common factors that lead to depression among people who consume pornography which are they perceive watching pornography as "wrong" and "addictive". After that, they will start to feel guilty and may develop to depression.

Substantially, consume pornography will not simply develop depression, but with other factors. Several studies examined the relationships between depression and pornography associated with preoccupations among students. First, consume pornography as a means of coping with negative feelings (Camilleri et al., 2020). Thisis supported by Perry (2017), some studies reported that people who are depressed will consume pornography as a means of coping. Second, people who choose to neglect their obligations and consume pornography can predict depression. For example, skipping school to consume pornography (Camilleri et al., 2020). Third, consuming pornography due to loneliness can predict depression (Camilleri et al., 2020). This is supported by Perry (2017), a study that reported that people who used to or frequently consume pornography when lonely may be one of the risk factors for developing depression. Based on the statistics, an intense level of loneliness had been found among 400 pornography consumers. Fourth, people who view pornography from a religious perspective will be more likely to encounter psychological distress such as depression (Perry, 2017). This is supported by Grubbs et al. (2015), religious people will be more likely to suffer from depression and other psychological distress. This is supported by Willoughby et al.

(2018), religious peoplewho consume pornography more likely to have intense level of

depression. This is because Willoughby et al. (2018) mentioned that every explicit sexual

material will be considered as pornography among religious people. Fifth, Perry (2017),

proposed that pornography will lead to depression when consumers think that

pornography is violating their moral values. On the other hand, depression will lead to

increased pornography consumption without moral rejection (Perry, 2017). Sixth, people

who have poor confidence level and poor satisfaction with their sexual spouses are more

likely to have intense level of depression after consuming pornography (Perry, 2017).

Theoretical Framework
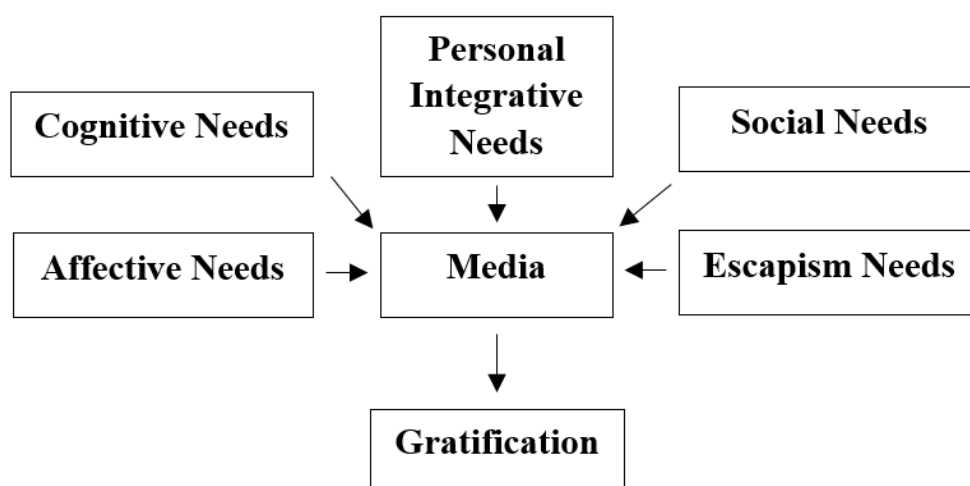
Figure 2.1. Diagram of the needs of consuming media

        The theory of this study will be the uses and gratifications theory by Katz and

Blumler (1973). According to Whiting and Williams (2013), the uses and gratifications

theory is people look for media that satisfy their wants and provides thegreatest amount

of satisfaction. This is supported by Hossain (2019), whose uses andgratifications theory

aims to clarify why people choose media over alternatives to better comprehend how

people derive personal and social satisfaction from the media they select. In short, it can be comprehended as pornography consumption is motivated by an individual's needs.

According to Katz et al. (1973), the uses and gratifications theory proposed five types of needs. First, cognitive needs are defined as the desire to acquire new information, improve comprehension, and satisfy one's curiosity. For example, peoplewill consume media to acquire knowledge such as news. Second, affective needs are defined as desires to explore aesthetics, experience pleasure, and develop one's emotions. For example, people tend to be emotional while watching a sad drama.

Third, personal integrative needs are defined as desires to gain esteem, self-assurance,personal stability, and integrity. For example, people tend to feel confident after buying the luxury products which are being advertised in television and they will think those products can help them to improve their life quality. Fourth, social needs are defined as desires to belong and interact with others including family members.

For example, people tend to interact with their friends by consuming social media when physical interaction is unavailable. Last, escapism needs are defined as desiresto relieve and escape from the outside world or reality by shifting focus from unpleasant to enjoyable experiences. For example, people tend to feel relieved and relaxed when consuming media such as watching television (Katz et al., 1973). Consequently, these five needs can provide specific gratifications or satisfactions to the users depend on their needs. Therefore, the usage of the media will be increased once the user's need has been satisfied. This is also supported by Philipp A. Rauschnabel (2017), the significance of gratifications depends on how well an individual's need is met. For example, a particular media is able to provide a cognitive need to the users such as YouTube.

In a nutshell, the uses and gratifications will be applied as a theoretical foundation in this study as it is relevant to the study. People who consume pornography as they have the desire to alleviate stress and depression. Therefore, theywill actively seek for pornographic materials to gratify their desires.

Conceptual Framework

Figure 2.2. Conceptual framework of the relationship between stress, depression, pornography consumption among undergraduate students in Malaysia.

In this study, stress and depression are hypothesized as predictors of pornography consumption. With higher stress and depression, one is predicted higher pornography consumption. According to uses and gratifications, people consume particular social media to satisfy their needs among the five needs and achieve gratifications (Katz et al., 1973). Consequently, Katz et al. (1973) mentionedthat this reinforces their behaviour and may cause them to repeat it or become habitual in that behaviour. This helped to shed light on the relationship between stress, depression, and pornography consumption.

The five needs of uses and gratifications theory for consuming social media are related to the study's variables. First, escapism needs can be used to explain stress. According to Whiting and William (2013), media is described as able to prove relaxation to the consumer such as releasing stress. For example, users will feel relief when enjoying a particular media. This provides support to the relationship between stress and pornography consumption as people with stress may consume pornography as a coping strategy. Therefore, pornography is able to satisfy or gratify the specific need of the users which is escapism need. For example, users are able to release their stress or tension after consuming pornography. Second, affective needs and escapism needs can be used to explain depression. According to Floyd (2014), people will be more vulnerable to depression when their affective needs are not satisfied or deprivation of affection. Besides, Perry (2017) proposed that depressed people may consume pornography as coping mechanism to escape from reality or release their negative moods. At the same time, it is also categorized as escapism needs from the theory. For example, pornography can help depressed people in improving their moods or emotions. This provides support for the relationship between depression and pornography consumption as depressed people may consume pornography as a means of coping.

The study of the relationship between stress, depression, and pornography consumption can be explained by applying the uses and gratification theory, in which people consume pornography to satisfy their needs that are relevant to stress and depression to achieve gratification by consuming pornography. Hence, the uses and gratifications theory can be extended to the pornography field in this study and investigate stress and depression as predictors of pornography consumption among university students in Malaysia.

Chapter 3

Methodology

Research Design

The study applied two type of research design which were quantitative and cross-sectional correlational to solve the research questions on relationship between stress, depression, pornography consumption. According to Apuke (2017), the term "qualitative design" refers to process of collecting and analyzing the numerical data using a particular statistical technique. The study gathered the primary data which included data on stress, depression, and pornography consumption among undergraduate students in Malaysia. According to Ajayi (2017), primary data refers to data that the researcher collects from the sources like questionnaires as well as it is entirely original and distinct. The reason of applying correlational research design was because it was designed to examine the correlations and causal relationships between the variables without influencing or changing any of the variables (Bhandari, 2021). For example, the correlation can be used to indicate the strengths (strong or weak) and directions (positive or negative). According to Curtis et al. (2016), establishing connections between two or more variables in the same target population is the goal of correlational research. Hence, a correlational research design was conducted in the study to exam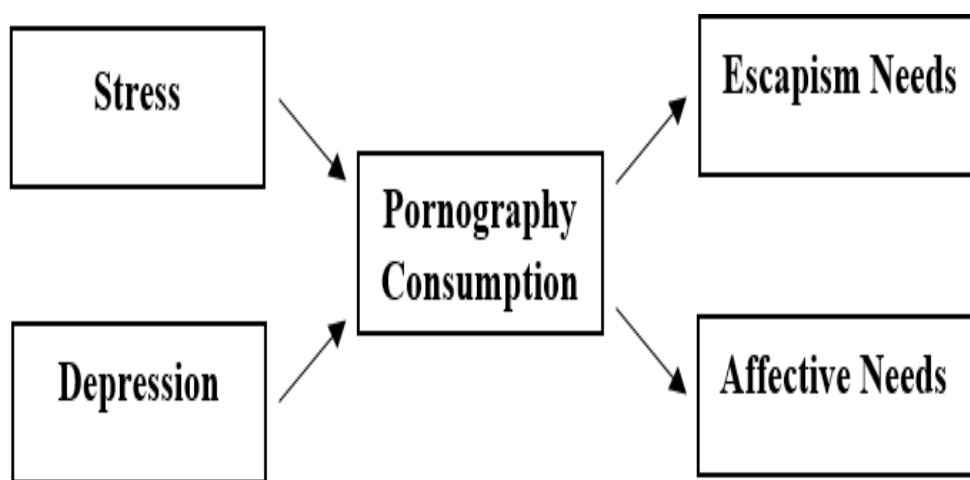ine the relationship between stress, depression, and pornography consumption among undergraduate students in Malaysia with survey ways. According to Lavrakas (2008), a self-administered questionnaire is created and prepared solely for respondents to complete without any involvement of the researchers collecting the data. Therefore, the study applied self-administered questionnaires through survey ways to gather many voluntary samples from the population at once.

Sampling Procedures

Sampling Method

The purposive sampling method was applied in the present study. It is also known as one of the non-probability sampling methods. It is aimed to examine the relationship between stress, depression, and pornography consumption among undergraduate students in Malaysia. The reason of applying this is because purposive sampling offers cost and time savings as well as the possibility of valuable research contributions by focusing on the samples that fulfil the study's criteria (Etikan et al., 2016). Therefore, the data collection became more efficient within the limited time by solely focusing targeted population. The inclusions and exclusions were listed in the section of Data Collection Procedure and served as the guideline for the sample of the population.

The study was looking for Malaysian undergraduate students who are currently enrolled to further their degree courses. Based on the statistic of the Malaysian Communications and Multimedia Commission, people who aged between 20 to 29 years had occupied 38.1% among 24.5 million internet users in Malaysia (Radeef et al., 2021). According to Tong et al. (2019), most undergraduate students who are between the aged of 20 to 24 years and young people typically exhibit curiosity about topics like sex. Besides, Malaysian undergraduate students as the target population found that there were 36.3% of problematic internet users had consumed pornography among 1023 undergraduate students in Malaysia (Tong et al., 2019). Besides, Tong et al. (2019) also proposed that consuming pornography is one of the contributing factors to pathological internet use. Hence, Malaysian undergraduate students were desired and targeted in the study to examine the significant variables.

Location of Study

Google form was used in the study to create an online survey which consisted of three different questionnaires and was distributed through several online platforms including Instagram, WhatsApp, Microsoft Team, Facebook, and WeChat to guarantee the number of respondents is met with the desired sample size. Undergraduate students across Malaysia were targeted for data collection.

Ethical Clearance Approval

Mr. Lee Wei Rong as my Supervisor, Dr. Pung Pit Wan as Head of Department of Psychology Programme, Dr. Lee Lai Meng as Dean of Faculty of Art and Social Science, as well as UTAR Scientific and Ethical Review Committee had approved the university ethical clearance protocol to guarantee that all ethical principles were without any breaches before conducting data gathering process. When the present research proposal was completed, the application process for ethical clearance was began immediately. To guarantee that the processes of data collection was finished in time for the data analysis, the lengthy processes of ethical clearance were taken into consideration in the present study. The present study's ethical approval was received (U/SERC/18/2023), the process of data collection was started (21/2/2023).

Sample Size, Power, and Precision

Sample Size

G*Power 3.1.9.7. version was used to generate a sample size in the study. The required minimum number for the study was 115 respondents based on a variety of approaches to calculate the sample size. In addition, the study's 115 of sample size was increase by 50%. This is because the chances of missing data and unengaged response data appear after the process of data collection (Salkind, 2012). Due to the outliers and missing data, they were added up which accuracy of the result was escalated by 50%. In a conclusion, the 173 respondents were the total sample size after raising 50%.

Actual Sample Size

After the process of clearing the data, 151 participants are undergraduate students who were between aged 18 to 26 years old (M = 22.21; SD = 0.94). For example, one data who did not fulfil the criteria, five unengaged responses, and twelve outliers were removed from the study (Refer to the section of Data Diagnostic). The sample size comprised 75.5% of female participants (n = 114) and 24.5% of male participants (n = 37). Therefore, 151 participants' data were valid for further analysis in the study.

Power Analysis

The hypotheses included H_1 and H_2 were calculated by G*Power 3.1.9.7. version, the relationship between stress, depression, and pornography consumption was investigated by Pearson's Product-Moment Correlation (PPMC). The test family applied 'Exact' and 'Correlation: Bivariate normal model' was applied as a statistical test which proposed the final sample size of 115 respondents. 0.3 as a medium effect size was chosen in the study. Hence, medium effect size, power of 0.95, and margin error of 0.05 was applied in the study.

H_4 was calculated by G*Power 3.1.9.7. version, Simple Linear Regression (SLR) was applied to examine the prediction between depression and pornography consumption. Bangdiwala 2018 proposed that simple linear regression is designed to examine the relationship between one independent variable and a dependent variable. This is due to there being no significant prediction between stress and pornography consumption when there was no significant relationship between them. This is supported by Mukaka (2012), there is no prediction between variables in the absence of a significant correlation. The test family applied 'F-tests' and statistical test applied 'Linear multiple regression: Fixed model, deviation from zero coefficient' which proposed that the final sample size of 55 respondents. 0.15 as a conventional medium effect size was chosen in the study. Hence, the conventional medium effect size as well as the power of 0.8 and margin error of 0.05 which is different from PPMC was applied in the study.

According to the results of G*Power, PPMC required 115 respondents and SLR required 55 respondents. Hence, to guarantee that the minimal sample size is met, a greater number was chosen.

Data Collection Procedures

Inclusion and Exclusion Criteria

The respondent is Malaysian citizen, respondent must currently further the degree course at university in Malaysia, respondent must be aged between 18-26 years old were the inclusions. At the same time, the exclusion criteria were respondents who are non-Malaysian citizen, respondents are not currently further any degree course at any universities in Malaysia, respondents are below 18 or above 26 years old, respondents are Malaysian and studying degree course at Malaysia university but involving in exchange student program.

This is due to the aim of the study which was to investigate the relationship between significant variables within the context of Malaysia.

Procedures of Obtaining Consent

The online survey was used to gain the informed consent from the respondents through google form. Respondents were asked to read through the participant information sheet and agree to informed consent. This had showed that the respondents understood well about the information listed in the participant information sheet. After that, respondents had filled up the questionnaires in the survey. The study's aim, personal's privacy and confidentiality, researcher's contact details, and voluntary participation of the study were the contents of the participant information sheet which were used to contact whenever the respondents have faced any issues throughout the whole survey. The details of the respondents were kept in private and confidential as well as the collected data was only used for academic purposes. The informed consent was used to guarantee that the participation of the respondents was voluntary. However, respondents were free to withdraw from the study without facing any penalties whenever they feel uncomfortable.

Data Collection Procedures

A google form's survey which consisted of questionnaires was distributed on Instagram, WhatsApp, Microsoft Team, Facebook, and WeChat to gather response from the respondents. The way of gathering data through online survey had gathered the responses from the respondents across the several states in Malaysia, rather than paper-and-pencil questionnaires. The questionnaires of the survey included four different sections which were

demographic information and three instruments (PSS-10, PHQ-9, PUM). The demographic

data comprised respondents' personal details such as gender, age, name of their university,

and the course they were enrolled in. To protect the respondents' privacy and confidentiality,

their name and email were not needed or recorded in the study. Google form was used to

collect data. Moreover, the length of time for the data gathering process was 30 days or one

month which is from 21/2/2023 to 21/03/2023.

Instruments

The study applied the instruments which were the Perceived Stress Scale (Cohen &

Williamson, 1988), Patient Health Questionnaire (Spitzer et al., 1999), and Pornography

Usage Measure (Busby et al., 2020).

*Perceived Stress Scal*e *(PSS-10).* Cohen and Williamson (1988) were the creators.

According to Baik et al. (2019), it was the shorter version which derived and developed from

the original scale which consisted of 14 items. The four items with the lowest factor loading

were eliminated from the scale. The shorter version of the scale had 10 items of self-

administered measurement with a Likert scale. The scale was designed to assess the level of

an individual in which circumstances in life were considered stressful. Besides, the scale was

used to assess how much an individual interprets live as unpredictable, unmanageable, and

overwhelming. The Likert scale consisted of 5 options ranging from 0 = never to 4 = very

often. Hence, the minimum score is 0 and the total score is 40. Plus, 4 reserved items which

are questions 4, 5, 7, and 8. The greater score of perceived stress demonstrates a greater

degree of perceived stress. There are three ranges which indicate low (score 0 to 13),

moderate (score 14 to 26), and high (27 to 40). The scale has round psychometric properties

which internal consistency reliability being 0.78 and great convergent validity.

Patient Health Questionnaire (PHQ-9). Spitzer et al. (1999) were the creators. According to Baik et al. (2019), it consisted of 9 items self-administeredmeasurement with Likert scale. The scale was designed to assess the level of an individual's depression. The Likert scale consisted of 4 options range from 0 = not at all to 3 = nearly every day. Therefore, the minimum score is 0 and the total score is 27.The higher scores demonstrate the higher level of depression. There are four ranges which indicate mild (score 5 to 9), moderate (score 10 to 14), moderately severe depression (score 15 to 19), and severe depression (score 20 to 27). The scale has the round psychometric properties which internal consistency reliability was 0.90 as well as great construct validity and criterion validity (Baik et al., 2019; Sun et al., 2020).

Pornography Usage Measure (PUM). Busby et al. (2020) were the creators. According to Busby et al. (2020), it consisted of 20 items self-administered measurement with Likert scale. The scale was designed to assess how frequent an individual consumes pornographic materials in various formats. The Likert scale consisted of 6 options range from 1 = never to 6 = every day or almost every day. Hence, the minimum score is 20 and the total score is 120. The higher score demonstrates the higher pornography consumption. The creators did not specify a scoring system and they merely suggested that a higher score would indicate greater pornography consumption. Therefore, the mean (M = 32.29) of the PUM was computed to be used as its scoring system. The scale has the round psychometric properties which internet consistency reliability was 0.71 and great concurrent validity.

Pilot study

Before conducting an actual study, there were 30 participants' data were collected via google form to examine the reliability of the instruments. According to Keith (2017), the

Cronbach's alpha above .70 is considered as acceptable range for an instrument. Based on the Table 3.1, the Cronbach's alphas of all instruments that used in the study were within acceptable range which means they had good reliability. Thus, no alteration was needed for the instruments.

Actual study

There were 151 participants' data collected via Google form to investigate the relationship between stress, depression, and pornography consumption among undergraduate students in Malaysia. The two instruments (PHQ-9 & PUM) were used in the study without any alteration since their Cronbach's alphas were above .70 which was within the acceptable range of .70 (Keith, 2017). The PPS was above .6 but below .7 but it is still within an acceptable range. According to Creswell (2011), Cronbach's alpha above .6 is still considered an acceptable range. Based on Table 3.1, the instruments showed good reliability.

Table 3.1

Reliability of Instruments in Pilot Study (n = 30) and Actual Study (n = 151)

Variable	Number of Items	Cronbach's alpha (Pilot Study)	Cronbach's alpha (Actual Study)
PSS	10	.81	.63
PHQ-9	9	.77	.85
PUM	20	.96	.97

Note. PSS = Perceived Stress Scale; PHQ-9 = Patient Health Questionnaire; PUM = Pornography Usage Measure

Chapter Summary

This chapter consisted of discussions about research design of the study, sampling procedures when recruiting the targeted population, sample size of the targeted population, power analysis and precision, data collection procedures, instruments that used in the study, as well as pilot study and actual study.

Chapter 4

Result

Descriptive Statistics

Demographic Characteristics

Based on the Table 4.2, number of 151 participants had been collected. Data is collected from undergraduate students in Malaysia who between aged 18 to 26 years old (M = 22.21; SD = 0.94). Besides, there are 0.66% of aged 19 (n = 1), 2.65% of aged 20 (n = 4), 9.27% of aged 21 (n = 14), 60.27% of aged 22 (n = 91), 19.21% of aged 23 (n = 29), 6% of aged 24 (n = 9), 1.33% of aged 25 (n = 2), and 0.66% of aged 26 (n = 1). There are 24.5% of male participants (n = 37) and 75.5% of female participants (n = 114). There are 1.99% of Malay participants (n = 3), 93.38% of Chinese participants (n = 141), and 4.64% of Indian participants (n = 7).

Table 4.1

Descriptive Statistics for Demographic Variables

	n	%	M	SD
Age			22.21	0.94
19	1	0.66		
20	4	2.65		
21	14	9.27		

22	91	60.27
23	29	19.21
24	9	5.96
25	2	1.33
26	1	0.66
Gender		
Male	37	24.5
Female	114	75.5
Race		
Malay	3	1.99
Chinese	141	93.38
Indian	7	4.64

Note. n = Total Number; % = Percentage; M = Mean; SD = Standard Deviation

Descriptive Statistics of Topic-Specific Variables

According to Baik et al. (2019), there are three classes for the scoring Perceived

Stress Scale (PSS-10) which are 0 to 13 (Low), 14 to 26 (Moderate), and 27 to 40 (High).

Based on the collected data in the survey, 4.64% of participants with low-stress levels (n = 7),

84.77% of participants with moderate stress levels (n = 128), and 10.6% of participants with

high-stress levels (n = 16).

According to Spitzer et al. (1999), there are four classes for the scoring Patient Health

Questionnaire (PHQ-9) which are 5 to 9 (Mild), 10 to 14 (Moderate), 15 to 19 (Moderately

Severe), and 20 to 27 (Severe). Based on the collected data in the survey, 20.53% of

participants with low depressive symptoms (n = 31), 35.76% of participants with mild

depressive symptoms (n = 54), 26.49% of participants with moderate depressive symptoms (n

= 40), 13.25% of participants with moderately severe depressive symptoms (n = 20), and

3.97% of participants with severe depressive symptoms (n = 6).

According to Busby et al. (2020), mean was used as the cut-off point for PUM which were high usage of pornography (above the mean) and low usage of pornography (below the mean). The mean of PUM is 32.29. 68.87% of participants with a low level of pornography consumption (n = 104) and 31.13% of participants with the high level of pornography consumption (n = 47).

Table 4.2

Descriptive Statistics for Main Variables

Main Variable	n	%	M	SD
Stress				
Low (≤13)	7	4.64		
Moderate (≤26)	128	84.77		
High (≤40)	16	10.6		
Depression				
Low (≤5)	31	20.53		
Mild (≤9)	54	35.76		
Moderate (≤14)	40	26.49		
Moderately Severe (≤19)	20	13.25		
Severe (≤27)	6	3.97		
Pornography Consumption				
Low (≤36.58)	104	68.87	32.29	
High (≤120)	47	31.13		

Note. n = Total Number; % = Percentage; M = Mean; SD = Standard Deviation

Data Diagnostic

Exclusion Criteria of Participants for Post Data-Collection

The participant who was aged below 18 and above 26 years old had been excluded by eliminating the data which is ID 125. Besides, there were 5 unengaged responses found in the

data which are ID 25,34,48,128 and 171 by using equation "=STDEV.P(E2:AQ2)". E2 to AQ2 is the data for each item of the instrument. Furthermore, JASP 0.14.1.0's boxplot (Appendix 2) was used to identify the number of the outliers. However, it was still able to achieve the requirement for a minimum number of participants which was 115. After that, 151 data were available and valid to proceed for further data analysis. Plus, no missing data was found in the study.

Normality Assumptions

All the collected data will be checked with normality assumptions. The normality of the data was checked by three different methods which are Skewness, Kurtosis, and Shapiro-Wilk. An appropriate score of the normality of data cannot be more than ±2.00 for both methods. Otherwise, it is considered as abnormal data distribution or normality assumptions are unable to be achieved. Based on Table 4.3, the Skewness of stress, depression, and pornography consumption were 1.392, -0.100, and 0.490. The Kurtosis of stress, depression, and pornography consumption were 1.104, -0.100, and -0.283. The Shapiro-Wilk of stress, depression, and pornography consumption were <0.01, 0.269, and 0.002.

Table 4.3

Skewness, Kurtosis, and Shapiro-Wilk

Instruments	Skewness	Kurtosis	Shapiro-Wilk
PSS-10	1.392	1.104	<0.01
PHQ-9	0.100	-0.100	0.269
PUM	0.490	-0.283	0.002

Note. PSS-10 = Perceived Stress Scale; PHQ-9 = Patient Health Questionnaire; PUM = Pornography Usage Measure

Boxplot and Outliers

The boxplot (Appendix B) was used to analyze all the data and multiple outliers were revealed among the variables. Stress contained four outliers (ID 11,13,30, and 34). Depression contained four outliers (ID 26,127, 128, and 164). Pornography consumption contained 12 outliers (ID 12, 26, 72, 92, 93, 105, 112, 127, 128, 136, 141, and 156). All the identified outliers were excluded from the study to prevent any problematic influences.

Data Analysis

H_1: **There is a positive relationship between stress and pornography consumption among undergraduate students in Malaysia.**

With the help of Person Product-Moment Correlation, this hypothesis had been tested. Based on Table 4.4, the results ($r(150) = 0.022$, $p = 0.395$) which were indicating that there was no relationship between stress and pornography consumption among undergraduate students in Malaysia. Therefore, *H*1 is rejected. According to Guildford's Rule of Thumb, there was a negligible relationship between stress and pornography consumption. This is because the r value was located less than .2.

H_2: **There is a positive relationship between depression and pornography consumption among undergraduate students in Malaysia.**

With the help of Person Product-Moment Correlation, this hypothesis had been tested. Based on the Table 4.4, the results ($r(150) = 0.241$, $p = 0.001$) which were indicating that

there was a significant relationship between depression and pornography consumption among undergraduate students in Malaysia. According to Guildford Rule of Thumb, there was weak relationship between stress and pornography consumption. This is because r value was located within .2 and .4. Therefore, H_2 is supported.

Table 4.4

Correlation among Variables (n = 151)

Variables \ Variable	Pornography
Stress	0.022
Depression	0.241**

Note. PSS-10 = Perceived Stress Scale; PHQ-9 = Patient Health Questionnaire; PUM = Pornography Usage Measure; ** indicates $p < .01$

H_4: There will be a significant prediction between depression and pornography consumption among undergraduate students in Malaysia.

With the help of Simple Linear Regression (SLR), this hypothesis had been tested. There were five observed assumptions which are the linear relationship between variables, values of variables should be normally distributed, no multicollinearity, no autocorrelation, and homoscedasticity. Based on Table 4.5, the result of Durbin-Watson (1.755) is located within 1.5 and 2.5 which means no autocorrelation. Based on Table 4.6, there was no multicollinearity in which tolerance exceeded 0.01 and VIF was not exceeded 5.0. Therefore, it was indicating the collected data was normal and without any outliers.

The statistically significant with $F(1,149) = 9.203$, $p = 0.003$ which showed by the results from Table 4.7. The equation used to indicate the relationship was pornography

consumption = 0.695 (depression). Based on Table 4.8, results have shown depression

significantly predicted pornography consumption ($\beta = 0.241$, $p = 0.003$). 0.052 was found as

an adjusted R squared value. The results showed that 52.0% of the variance which

pornography consumption could be explained by depression. According to Cohen (1988), the

effect size found was small (= 0.062). Therefore, $H4$ is supported.

Table 4.5

Durbin-Watson

Model	Durbin-Watson
H_1	1.755

Note. Dependent Variable = Pornography Consumption; Predictor = Depression

Table 4.6

Collinearity Table of Tolerance and VIF

Variable	Tolerance	VIF
Depression	1.000	1.000

Table 4.7

Result of Regression Model

	df	*F*	*p*	*Adj. R^2*	R Square
Regression	1	9.203	0.003	0.052	0.058
Residual	149				
Total	150				

Note. Dependent Variable = Pornography Consumption; Predictor = Depression

Table 4.8

Result of Regression Coefficient

	Std.β	***p***
Depression	0.241	0.003

Note. Dependent Variable = Pornography Consumption

Table 4.9

Summary of Hypothesis Test Results

Research Question	**Hypothesis**	**Research Result**
1. Is there a significant relationship between stress and pornography consumption among undergraduate students in Malaysia?	H_1: There is a positive relationship between stress and pornography consumption among undergraduate students in Malaysia.	H_1 is rejected. Negligible correlation.
2. Is there a significant relationship between depression and pornography consumption among undergraduate students in Malaysia?	H_2: There is a positive relationship between depression and pornography consumption among undergraduate students in Malaysia.	H_2 is supported. Weak correlation.
3. Does stress predict pornography consumption among undergraduate students in Malaysia?	H_3: There will be a significant prediction between stress and pornography consumption among undergraduate students in Malaysia.	H_3 is rejected. No prediction.
4. Does depression predict pornography consumption among undergraduate students in Malaysia?	H_4: There will be a significant prediction between depression and pornography consumption among undergraduate students in Malaysia.	H_4 is supported. Weak prediction.

Chapter Summary

This chapter consisted of discussions about descriptive statistics of the participants, data diagnostic of the collected data, and data analysis of the hypotheses.

Chapter 5

Discussion and Conclusion

Discussion

The relationships between stress, depression, and pornography consumption among undergraduate students in Malaysia were investigated in the present study. Besides, the study also investigated the prediction between depression and pornography consumption among undergraduate students in Malaysia.

Pornography Consumption and Stress

There was no relationship between stress and pornography consumption among undergraduate students in Malaysia revealed by Pearson Product-Moment Correlation (PPMC) which is statistically significant ($r = 0.022$, $p = 0.395$). According to the results, there was no relationship between stress and pornography consumption among undergraduate students in Malaysia. Thus, Hypothesis 1 was rejected. This indicates that undergraduate students do not consume pornography when they feel stressed. At the same time, there was no significant prediction between stress and pornography consumption when it was no relationship between them. According to Mukaka (2012), no significant correlation indicates no prediction between the variables. Therefore, Hypothesis 3 was rejected.

According to Perry (2017), several factors influence the significance of the relationship between stress and pornography consumption. First, people who with negative self-perception about pornography. For example, they will perceive or interpret consuming pornography as "problematic" regardless of how often they consume it. Then, they are more likely to encounter psychological distress (Perry, 2017). Second, Perry (2017) conflicted with people who perceived pornography as against their religious values and beliefs. For example, pornography is a "sin" in their religion. Third, people who think pornography is immoral will be more likely to feel stress as moral rejection will occur. For example, they will think pornography is wrong or bad and they will be less likely to consume pornography. According to Sani and Shah (2010), any sexually explicit material is rejected among Malaysians regardless of race as pornography is considered immoral and obscene or offensive to any religious teachings. Therefore, these factors may play a significant role in the study in determining the significance of the relationship between stress and pornography consumption among targeted population which was Malaysian undergraduate students. Fourth, the gender among participants. This is because the male is more common and likely to consume pornography compared to female (Mattebo et al., 2018). Hence, it will become one of the factors that contribute to the rejection of hypothesis 1.

Pornography Consumption and Depression

There was a weak relationship, a positive relationship between depression and pornography consumption among undergraduate students in Malaysia revealed by Pearson Product-Moment Correlation (PPMC) which is statistically significant ($r = 0.241$, $p = 0.001$). According to the results, there was a positive relationship between depression and pornography consumption among undergraduate students in Malaysia. Thus, Hypothesis 2

was supported. For example, depressed undergraduate students will have higher pornography consumption.

There are past researches had shown consistency with the results (Perry, 2017; Mattebo et al., 2018; Maddock, 2019). Mattebo et al. (2018), found out pornography significantly increased the chance of having mental health problems such as depression. For example, individuals who consume sexually explicit materials claimed that they are experiencing mental drain or decline more frequently compared to before. This is also supported by Perry (2017), who also found out that people are more likely to experience depressive symptoms for those who often consume pornography. To be more specific, depression and pornography are contradictory and cyclical. For example, several researchers have found out that people who view themselves as "immoral" or "addictive" to pornography are more likely to be guilty and depressed, this will contribute those people to consuming again as a means of coping to overcome their unpleasant emotions (Perry, 2017). Therefore, the cycle will keep repeating and even worsen.

According to Perry (2017), several factors influence the significance of the relationship between depression and pornography consumption. First, self-perception toward pornography consumption which means how people perceive or interpret their action of consuming pornography. For example, people who perceived or interpreted themselves as "addicted" to pornography regardless of the frequency of consuming pornography, are more likely to experience psychological distress such as depression (Guidry et al., 2019). Second, Maddock (2019) proposed that people with strong religious beliefs are more likely to be depressed after consuming pornography as they think it is a "sin" from their religion regardless of the frequency of consuming pornography.

Depression Predict Pornography Consumption

Depression can predict pornography consumption among undergraduate students in Malaysia by Simple Linear Regression (SLR) which is statistically significant ($\beta = 0.241$, $p = 0.003$). According to the results, there was a significant prediction between depression and pornography consumption among undergraduate students in Malaysia. Thus, Hypothesis 4 was supported. For example, depressed people are more likely to consume more pornography compared to normal people.

There are several past research had shown consistency with the results (Perry, 2017; Ostrander, 2021). According to Perry (2017), there are research stating that people with depression tend to consume pornography as their coping strategy as it provides instant relief to the users. However, moral congruences such as their values and beliefs will become a factor that affects the prediction of depression (Perry, 2017). For example, depressed people with moral values about pornography being wrong will be less likely to consume pornography as the mean of coping, but depressed people without any moral rejection will be more likely to consume pornography. Besides, Grubbs et al. (2018) and Borgogna et al. (2018) proposed that dysregulation such as the coping deficit of an individual will also affect the prediction. People with a coping deficit or unable to overcome their issues will be more likely to consume pornography to temporarily relieve negative emotions and escape from the reality. Eventually, it will become a motivation to continually consume pornography. It is also supported by Kim et al. (2017), it is because nowadays internet has provided plenty of platforms to people who feel negative feelings for relief. For example, depressed people will be more likely to consume pornography to relieve their low mood compared to normal people. Furthermore, Guidry et al. (2019) proposed that perceived addiction to pornography is considered reliable to predict depression.

Implication

Theoretical Implication

The uses and gratifications theory was contributed by the results and findings of the study which focused on pornography consumption among undergraduate students in Malaysia with a variable which is depression. The present study used the uses and gratifications theory as a foundation to investigate depression and whether it can contribute to pornography consumption. Based on the results and findings, there was a significant positive relationship between depression and pornography consumption among undergraduate students in Malaysia. Furthermore, depression was identified as a predictor of pornography consumption. Hence, the obtained results and findings of the present study consolidated and supported the uses and gratifications theory which means it is still reliable in the context of Malaysia.

On the other hand, the results and findings of stress and pornography consumption were inconsistent with some previous researches. For instance, there was no significant relationship and prediction between stress and pornography consumption among undergraduate students in Malaysia. At the same time, there are researches that reported that there was a significant relationship and prediction between stress and pornography consumption (Laire & Brand, 2016; Perry, 2017; Bothe et al., 2021; Sniewski et al., 2020). This indicates that stress might not contribute to the usage of pornography. Therefore, the present study can be used as a foundation to further investigate the relationship between stress and pornography consumption in Malaysia.

Practical Implication

This study can bring benefits undergraduate students or readers about the significant relationships between stress, depression, and pornography consumption. For example, increase awareness and understanding. Therefore, students might be able to have a holistic picture of their issues based on the practical frameworks from the study. Besides, students can seek help from a professional counsellor or any help when they are aware and concerned about their issues. Moreover, students can break the vicious cycle of the issue based on the practical framework. For example, if depression motivates people to consume pornography, then pornography might worsen the depression.

Furthermore, this student also can bring benefits to the professional counsellor. Counsellors might become more competent to deal with university students who have pornography consumption issues such as problematic pornography use. This is because counsellors can explore if any risk factors contribute to the issue of the students such as depression. This will help the students to improve their well beings and decrease pornography consumption. Plus, counsellors can develop or tailor an intervention that is appropriate for the client. For example, cognitive restructuring to deal with depression.

Limitations

There are several limitations were found in this study. First, participants may still feel uncomfortable and insecure since one of the questionnaires is asking about private and sensitive things such as sexuality and pornography. Plus, the identification page may not anonymous enough as it contained questions that are asked about the university, location, and so on. This is also supported by Mattebo et al. (2018), the willingness of the participants and the reliability of their answers may be a concern since sexuality and pornography are very sensitive and private.

Second, the gender of the participants may be one of the limitations as there was a huge gender difference based on the number. For example, 37 of males and 114 of females. Hence, results and findings may be influenced by gender differences. This is also supported by Mattebo et al. (2018), consuming pornography is considered normative behaviour among men compared to women. Plus, women are rarely to be reported with high pornography consumption and consume pornography regularly. This may be because of the reasons for consuming pornography. According to Perry (2017), depressed men will be more likely to consume pornography as the mean of coping and women are more preferring to consume pornography when it is related to relationships or activities such as before having sex with a partner. Besides, it will also contribute to the generalization issue as there is a gender difference among participants. For example, the findings and results of the study will not be able to generalize to other populations.

Last, the type of the questionnaire is self-administration which might result in response bias. Response bias among the participants which caused social-desirability bias might influence the psychometric properties of the results and findings of the self-administration questionnaire (Rosenman et al., 2011). For example, one of the questionnaires is pornography consumption which was used to measure the usage of pornography. Then, some participants might think that they are "problematic" when their score is high. Therefore, they might answer the questions to get a good result.

Recommendation for Future Study

There are several recommendations for future study. First, the participant of the study needs to be distributed as equally as possible based on gender. This is because it may result in gender differences in the results and findings of the study. Plus, the reliability and validity of

the outcomes may be influenced. For example, the results and findings of the study may not be able to be generalized to men within the Malaysia context since the female participant (n = 114) is much higher than the male participant (n = 37). Therefore, the target participant needs to be distributed equally in future study.

Second, another recommendation for future studies is to expand the target population or sample size to guarantee or improve the psychometric properties of the results and findings in the future study. Based on the present study, data analysis used 151 valid samples. To minimize the response bias, increasing the sample size may increase the possibility of actual responses among participants. Therefore, an increase in sample size in the future study is recommended.

Third, the recommendation for future studies is to change the research design from cross-sectional study to a longitudinal study. According to Kumar (2014), the longitudinal study can provide the differences between significant variables among the same target population over time. For example, the levels of stress and depression will be different over time. Therefore, the longitudinal study can provide more insight into the relationships between variables as well as prediction.

The last recommendation for future study is to examine the relationship between stress, depression, and pornography consumption among others such as different age groups or different populations. This is because the findings and results may be different from the current study as the target population is undergraduate students. Hence, it may not be able to be generalized to other groups.

Chapter Summary

This chapter consisted of discussion and conclusion of the variables, implications in terms of theoretical and practical, limitations of the study, and recommendation for further study.

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research. *National Library of Medicine*, *24(3),* 69-71.

https://doi.org/10.17179/excli2017-480
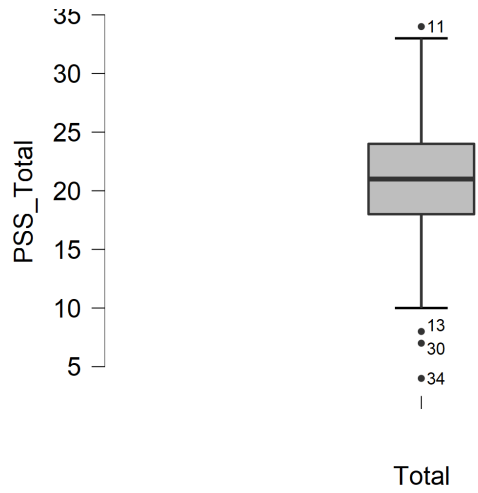
Appendixes

Appendix A: Effect Size Calculation
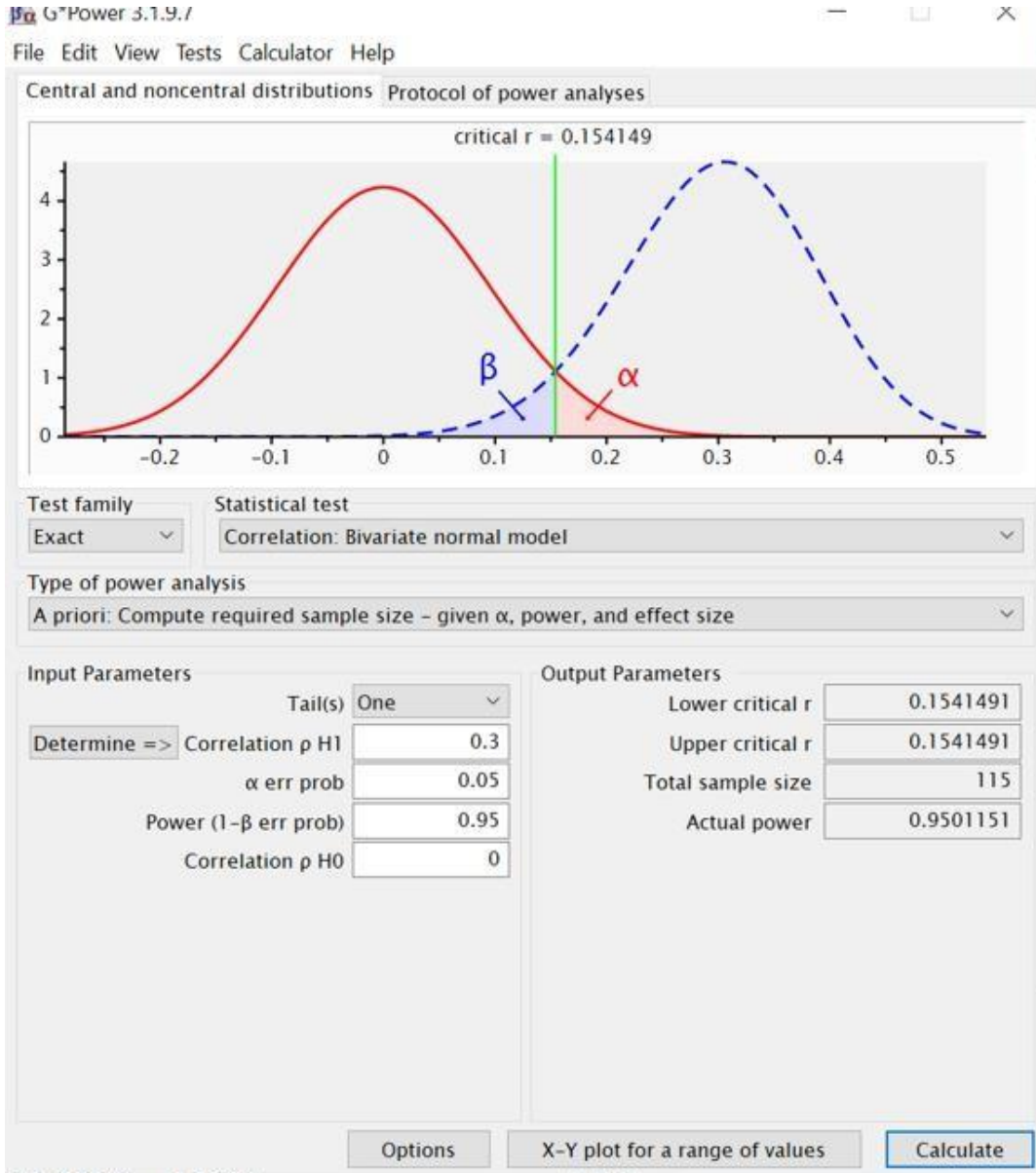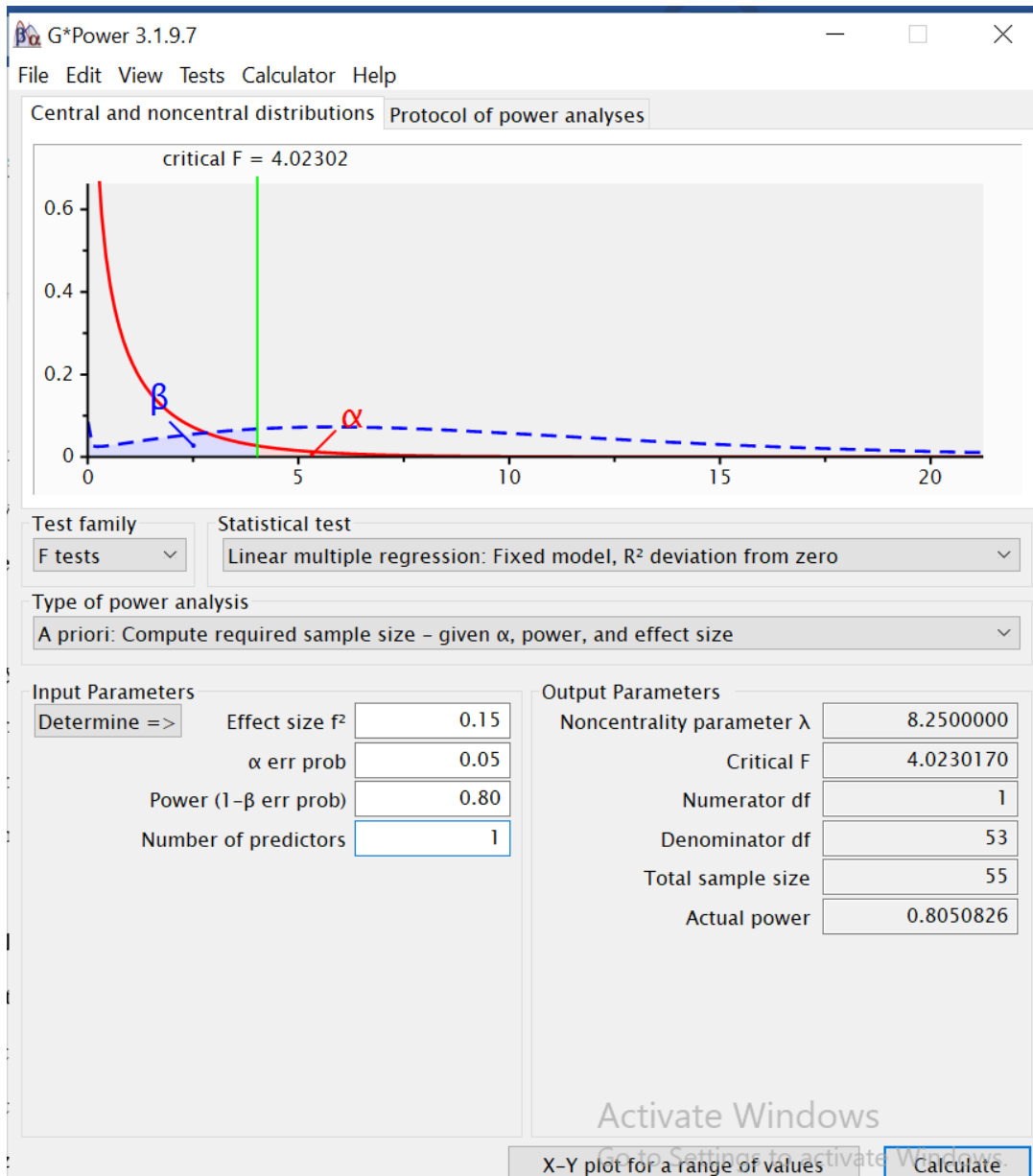
Appendix B: Boxplots

Perceived Stress Scale (PSS-10)

Patient Health Questionnaire (PHQ-9)
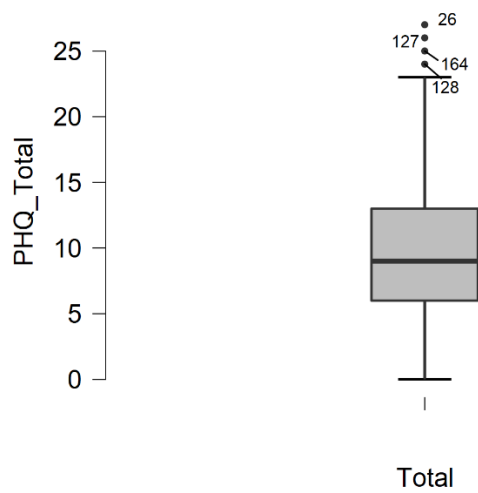
Pornography Usage Measure (PUM)
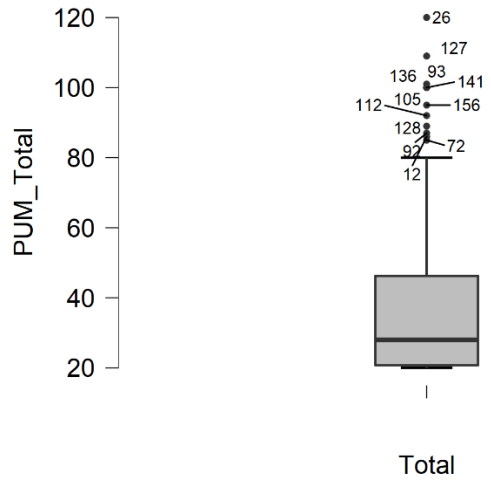
Appendix C – Scatter Plot

Pornography Consumption and Depression
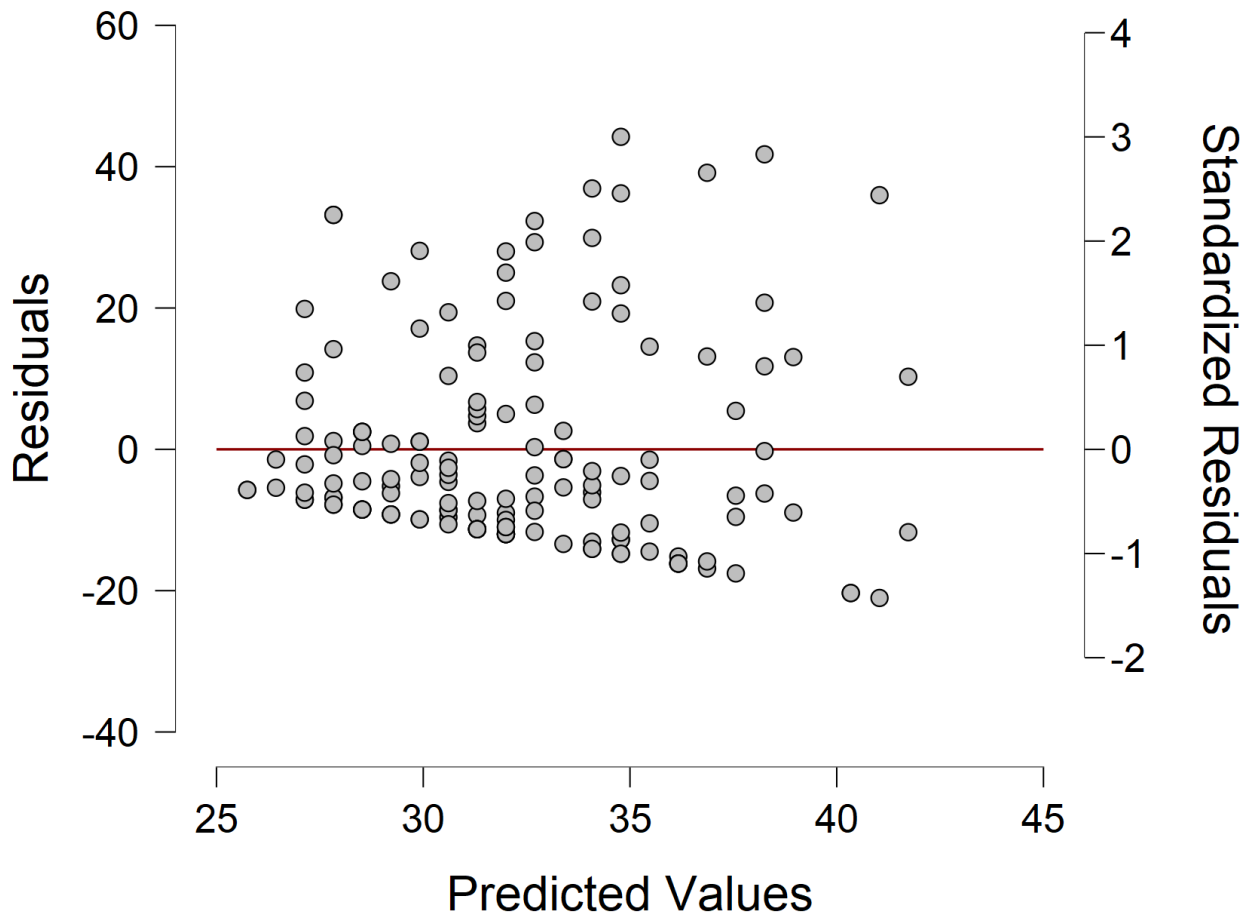
Appendix D – Turnitin Report

Chua Jing Yi_FYP

ORIGINALITY REPORT

12%	8%	4%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints.utar.edu.my Internet Source	3%
2	www.ncbi.nlm.nih.gov Internet Source	2%
3	Submitted to Universiti Tunku Abdul Rahman Student Paper	2%
4	Submitted to International Islamic University Malaysia Student Paper	1%
5	Submitted to Taylor's Education Group Student Paper	1%
6	www.researchsquare.com Internet Source	1%
7	ijop.net Internet Source	<1%
8	vmis.um.edu.my Internet Source	<1%
9	Norliza- Ahmad, Muhammad Afiq-Md Zuki, Nur Azilah- Azahar, Boon Han- Khor,	<1%

Appendix E

Universiti Tunku Abdul Rahman			
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1of 1

FACULTY OF Arts and Social Science

Full Name(s) of Candidate(s)	Chua Jing Yi
ID Number(s)	19AAB03878
Programme / Course	Guidance and Counselling
Title of Final Year Project	**The Relationship between Stress, Depression, Pornography Consumption among Undergraduate Students in Malaysia.**

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: 11 % **Similarity by source** Internet Sources:__3__ % Publications: _2_ % Student Papers: 2 %	
Number of individual sources listed of more than 3% similarity:___0___	

Parameters of originality required and limits approved by UTAR are as follows:
  (i) **Overall similarity index is 20% and below, and**
  (ii) **Matching of individual sources listed must be less than 3% each, and**
  (iii) **Matching texts in continuous block must not exceed 8 words**
Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

Signature of Supervisor

Name: Lee Wei Rong

Date: 19/04/2023

Signature of Co-Supervisor

Name:

Date:

Appendix F

UNIVERSITI TUNKU ABDUL RAHMAN *DU012(A)*

Wholly owned by UTAR Education Foundation *Co. No. 578227-M*

Re: U/SERC/18/2023

10 January 2023

Dr Pung Pit Wan
Head, Department of Psychology and Counselling
Faculty of Arts and Social Science
Universiti Tunku Abdul Rahman
Jalan Universiti, Bandar Baru Barat
31900 Kampar, Perak.

Dear Dr Pung,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research project from Bachelor of Social Science (Hons) Guidance and Counselling programme enrolled in course UAPC3083/UAPC3093. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

	Research Title	**Student's Name**	**Supervisor's Name**	**Approval Validity**
1.	Emotion Regulation Among Undergraduates in Malaysia: Distress Tolerance, Mindfulness, and Positive Reappraisal	Ching Kai Xuan	Mr Ho Khee Hoong	10 January 2023 – 9 January 2024
2.	A Study of Smartphone Addiction, Fear of Rejection, and Interpersonal Communication Skills as Predictors of Social Connectedness Among Malaysian Undergraduate Students	Dewayne Kuek Hui En		
3.	Help-seeking Behaviour Among Male University Students: Mental Health Literacy, Self-stigma and Conformity Towards Masculine Norms	Mah Jin Sheng		
4.	A study of depression, stress, and pornography consumption among undergraduate students in Malaysia	Chua Jing Yi	Mr Lee Wei Rong	
5.	The Relationship between Spiritual Intelligence, Cognitive Flexibility and Perceived Stress among Undergraduates in Malaysia	Tanita Sadiq		
6.	The Effects of Different Cooperative Communication Mechanics on the Problem-Solving Skills and Creativity Levels of University Students	Jeremy Lam Yew Kong		

7.	The Effectiveness of CBT on Big Five Personality Traits and Internet Aggression in Undergraduate Students: A Single Subject Study	Teoh Wen Qi	Ms Kavitha a/p Nalla Muthu	
8.	The Effectiveness of Acceptance and Commitment Therapy (ACT) on Social Appearance Anxiety and Self-Compassion Among Malaysian Undergraduate Students: A Single Case Study	Wong Yik Theng		
9.	Understanding the Psychological Well Being of Covid-19 Survivors	Legasree a/p Ravi Chandran	Ms Komathi a/p Lokithasan	
10.	A Phenomenological Exploration of Counselling Students' Experiences with Group Counselling Sessions	Ng Jia Wei		
11.	A Study of the Relationship Between Perceived Social Support, Self-Efficacy, And Academic Stress Among Undergraduate Students in Malaysia	Amanda Lim Xin Yi	Pn Anisah Zainab Binti Musa	10 January 2023 – 9 January 2024
12.	Post Covid-19 Pandemic: Motivation, Autonomy, Relatedness, Self-competence Among Malaysian Undergraduate Students	Chai Jow Yee		

The conduct of this research is subject to the following:

(1) The participants' informed consent be obtained prior to the commencement of the research;

(2) Confidentiality of participants' personal data must be maintained; and

(3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.

(4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Should the students collect personal data of participants in their studies, please have the participantssign the attached Personal Data Protection Statement for records.
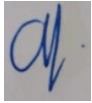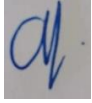
Thank you.

Yours sincerely,

Professor Ts Dr Faidz bin Abd Rahman
Chairman
UTAR Scientific and Ethical Review Committee

c.c   Dean, Faculty of Arts and Social Science
        Director, Institute of Postgraduate Studies and Research

Appendix G

Action Plan of UAPC3093 Project Paper II

Supervisee   Chua Jing Yi 19AAB03878

Supervisor   Lee Wei Rong

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology Submit Chapter 3: Methodology Amend Chapter 3: Methodology	25/03/23			The amendments have been made according to the examiner comments.	27/03/23
Results & Findings Submit Chapter 4: Results Amend Chapter 4: Results	27/03/23			The Amendments have been made according to the recommendation given.	05/04/23
Discussion & Conclusion Submit Chapter 5: Discussion Amend Chapter 5: Discussion	05/04/23			Need provide more justification for the findings as well as the limitation and recommendations for future study.	10/04/23
Abstract	10/04/23				17/04/23
Turnitin Submission	17/04/23			Generate similarity rate from Turnitin.com	
Amendment					

Submission of final draft	21/04/23			Submission of hardcopy and documents	
Oral Presentation					

Notes: **1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.**

2. Supervisees are to take the active role to make appointments with their supervisors.

3. Both supervisors and supervisees should keep a copy of this action plan.

4. This Action Plan should be attached as an appendix in Project Paper 2.

Appendix H

Universiti Tunku Abdul Rahman			
Form Title : **Sample of Submission Sheet for FYP/Dissertation/Thesis**			
Form Number : **FM-IAD-004**	Rev No: **0**	Effective Date: **21 June 2011**	Page No: **1 of 1**

FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 21/04/23

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Chua Jing Yi (ID No.: 19AAB03878) has completed this final year project titled " The Relationship between Stress, Depression, and Pornography Consumption among Undergraduate Students in Malaysia " under the supervision of Mr. Lee Wei Rong (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,

_____
Name: Chua Jing Yi

Appendix I

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ARTS AND SOCIAL SCIENCE

DEPARTMENT OF PSYCHOLOGY AND COUNSELLING

UAPC3093 PROJECT PAPER II

<u>Quantitative Research Project Evaluation Form</u>

<u>**TURNITIN:**</u> *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title: The Relationship between Stress, Depression, and Pornography Consumption among Undergraduate Students in Malaysia.	
Supervisor: Mr. Lee Wei Rong	
Student's Name: Chua Jing Yi	Student's ID: 19AAB03878

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.

2. Please mark only **3(A)** or **3(B)** for **Proposed Methodology**.

3. For criteria **7**:
   Please retrieve the marks from "**Oral Presentation Evaluation Form**".

a.	State the main hypotheses/research objectives.	5%	
b.	Describe the methodology: • Research design • Sampling method and sample size • Location of study • Instruments/apparatus/outcome measures (if applicable) • Data gathering procedures	5%	
c.	Describe the characteristics of participants.	5%	
d.	Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e.	Conclusions, implications, and applications.	5%	
	Sum	25%	/25%
	Subtotal (Sum/5)	5%	/5%
Remark:			

2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable). • For non-experiment, describe the design of the study and data used.	5%	
b. Sampling procedures: • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval.	5%	
c. Sample size, power, and precision: • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable).	5%	
d. Data collection procedures: • Inclusion and exclusion criteria. • Procedures of obtaining consent. • Description of data collection procedures. • Provide dates defining the periods of recruitment or repeated measures and follow-up. • Agreement and payment (if any).	5%	
e. Instruments/questionnaire used: • Description of instruments • Scoring system • Meaning of scores • Reliability and validity	5%	
Subtotal	25%	/25%
Remark:		

2. (B) METHODOLOGY – SINGLE-CASE EXPERIMENT (25%)	Max Score	Score
a. Research design/framework: • Identify the design, phase and phase sequence, and/or phase change criteria. • Describe procedural changes that occurred during the investigation after the start of the study (if applicable). • Describe the method of randomization and elements of study that were randomized (if applicable). • Describe binding or masking was used (if appliable).	5%	
b. Participants AND Context AND Approval: • Describe the method of recruitment. • State the inclusion and exclusion criteria. • Describe the characteristics of setting and location of study. • Procedures of ethical clearance approval. • Procedures of obtaining consent.	5%	
c. Measures and materials used: • Operationally define all target behaviours and outcome measures. • Reliability and validity. • Justify the selection of measures and materials. • Describe the materials.	5%	
d. Interventions: • Describe the intervention and control condition in each phase. • Describe the method of delivering the intervention. • Describe evaluation of procedural fidelity in each phase.	5%	
e. Data analysis plan: • Describe and justify all methods used to analyze data.	5%	
Subtotal	25%	/25%
Remark:		

3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics/Sequence completed: • Demographic characteristics • Topic-specific characteristics • For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable	5%	
b. Data diagnostic and missing data (if applicable): • Frequency and percentages of missing data (compulsory). • Methods employed for addressing missing data. • Criteria for post data-collection exclusion of participants.	5%	

		Max	Score
	• Criteria for imputation of missing data. • Defining and processing of statistical outliers. • Data transformation. • Analyses of data distributions.		
c.	Appropriate data analysis for each hypothesis or research objective.	5%	
d.	Accurate interpretation of statistical analyses: • Accurate report and interpretation of confidence intervals or statistical significance. • Accurate report of p values and minimally sufficient sets of statistics (e.g., *dfs*, *MS*, *MS error*). • Accurate report and interpretation of effect sizes. • Report any problems with statistical assumptions.	5%	
	Subtotal	20%	/20%
	Remark:		

4.	**DISCUSSION AND CONCLUSION (20%)**	**Max Score**	**Score**
a.	Discussion of findings: • Provide statement of support or nonsupport for all hypotheses. • Analyze similar and/or dissimilar results. • Justifications for statistical results in the context of study.	5%	
b.	Implication of the study: • Theoretical implication for future research. • Practical implication for programs and policies.	5%	
c.	Relevant limitations of the study.	5%	
d.	Recommendations for future research.	5%	
	Subtotal	20%	/20%
	Remark:		

5.	**LANGUAGE AND ORGANIZATION (5%)**	**Max Score**	**Score**
a.	Language proficiency	3%	
b.	Content organization	1%	
c.	Complete documentation (e.g., action plan, originality report)	1%	
	Subtotal	5%	/5%
	Remark:		

6.	**APA STYLE AND REFERENCING (5%)**	**Max Score**	**Score**
a.	7th Edition APA Style	5%	/5%
	Remark:		

*ORAL PRESENTATION (20%)		Score
Subtotal		/20%
Remark:		

PENALTY	Max Score	Score
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
**FINAL MARK/TOTAL		/100%

***Overall Comments:

_____

_____

_____

_____

_____

Signature: _____   **Date:** _____

Notes:

1. **Subtotal**:   The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL**:   The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
   (i)   **Overall similarity index is 20% or below**, and

    (ii) **Matching of individual sources listed must be less than 3%** each, and

    (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.

*The marks of "Oral Presentation" are to be retrieved from **"Oral Presentation Evaluation Form".**

**It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.

Comments:

_____

_____

_____

Evaluated by:

_____

(NAME OF EVALUATOR: _____)

Department of Psychology and Counseling
Faculty of Arts and Social Science
UTAR Perak Campus

Appendix J

UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELING

INDIVIDUAL ORAL PRESENTATION EVALUATION FORM (FACE TO FACE/VIRTUAL PLATFORM)

UAPC3093 PROJECT PAPER II

Student's Name	ID	*Total (40%)	**Final score (20%)

Final Score: (   ) / 40 marks ÷ 2 = (   ) / 20 marks
***to be converted into 20%**

Date: _____   Time: _____

SCORE / TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
POSTER PRESENTATION PREPARATION					
Organisation		Title/author of paper clearly displayed. Concise presentation of introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Adequately presents introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Presents main ideas of introduction, review of literature, methodology, findings and conclusions.	Title/author are missing. Insufficient coverage of main points of introduction, review of literature, methodology, findings and conclusions.
Competency		Student demonstrates competent knowledge of the subject by explaining the subject with details. Able to answer questions posted by the	Student is able to provide sufficient information to enable audience to understand main ideas. Able to answer questions posted by the audience/examiners with noticeable interval.	Student is able to provide basic information with vague and disjointed ideas. Student tried to answer the questions posted by the audience/examiner using	Student is unable convey the information fluently to the audience/examiner. Student is not able to answer the questions posted by the audience/examiner.

TRAITS	SCORE				
		audience/examiners fluently with confidence.		common-sense rather than evidence-based answer.	
Visual Presentation		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement Mismatch of graphics and text.
Mechanics		The slides are flawless with no misspelling, punctuation, or grammatical errors. Provide essential sources and citations using 7th edition APA style.	2 – 3 misspelling, punctuation and/ or grammatical errors in the slides. Provided excessive and cluttered sources and citations.	4 misspelling, punctuation and/ or grammatical errors detected in the slides. Inconsistent citation styles detected.	Slides are riddled with multiple spelling, punctuation and/ or grammatical errors. Does not cite sources.

SCORE / TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
			VERBAL SKILLS		
Enthusiasm		Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows little positive feelings toward topic presented.	Shows absolutely no interest in topic presented.
Delivery		Uses a clear voice and speaks at a good pace so audience can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Audience can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience has difficulty hearing presentation.	Presenter mumbles or talks very fast and speaks too softly for audience to hear and understand.
Language		Excellent and competent use of subject-related vocabulary and correct pronunciation.	Presentation shows competent use of subject-related vocabulary and correct pronunciation.	Some parts of lapse into colloquialism with inappropriate vocabulary and pronunciation.	Mostly inappropriate vocabulary and pronunciation.
			NON-VERBAL SKILLS		
Eye Contact		Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.

Body Language & Facial Expression		Movements seem fluid. Displays relaxed, self-confident nature about self, with no-mistakes. Appropriate facial expression without a zoned-out or confused expression.	Made movements or gestures that enhance articulation. Makes minor mistakes, displays little or no tension. Occasionally demonstrate either a zoned-out or confused expression during presentation.	Rigid movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. Occasionally demonstrate both zoned-out or confused expressions during presentation.	No movement or descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes. Consistently zoned-out or displays confused expression during presentation.
Timing		Within 10 to 15 minutes of allotted time.	Within 17 minutes of allotted time OR too short (<10 minutes).	Within 20 minutes of allotted time OR too short (<5 minutes).	Too long (>20 minutes) or too short (<3 minutes).
*TOTAL					

Comments:

_____

_____

_____

Evaluated by:

_____

(NAME OF EVALUATOR: _____)

Department of Psychology and Counseling
Faculty of Arts and Social Science
UTAR Perak Campus