DETERMINANTS OF INTENSIVE FACEBOOK USAGE AMONG UTAR STUDENTS: THE IMPLICATIONS OF USES AND GRATIFICATIONS THEORY

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I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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APPROVAL FORM

This research paper attached hereto, entitled "Determinants of Intensive Facebook Usage Among UTAR students: The Implications of Uses and Gratifications Theory" prepared and submitted by Ho Chao Yong in partial fulfillment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

Date:_____25th March 2022_____

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Department of Journalism
Academic Honesty Regarding Final Year Projects

The following are examples of academic dishonesty extracted from "Student Handbook" that are more applicable to final year projects.

- plagiarism, i.e., the failure to properly acknowledge the use of another person's work;
- submission for assessment of material that is not the student's own work;
- collusion, i.e., obtaining assistance in doing work which is meant to be solely the student's own work;
- use of fabricated data claimed to be obtained by experimental work, or data copied or obtained by unfair means;

It is important that the student reads the Student Handbook and understands the seriousness of academic dishonesty. The student should pay particular attention on how to avoid plagiarism.

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I have read the student handbook and I understand the meaning of academic dishonesty, in particular plagiarism and collusion. I declare that the work submitted for the final year project does not involve academic dishonesty. I give permission for my final year project work to be electronically scanned and if found to involve academic dishonesty, I am aware of the consequences as stated in the Student Handbook.

FYP Title: Determinants of Intensive Facebook Usage Among UTAR students: The Implications of Uses and Gratifications Theory

Student Name: HO CHAO YONG   Student ID: 19AAB01272

Signature   Date: 25th March 2022

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LIST OF ABBREVIATIONS

AS	Affection Seeking
ES	Escape
ET	Entertainment
FBI	Facebook Intensity Scale
H	Hypothesis
IFU	Intensity of Facebook Use
IS	Information Seeking
M	Mean
SD	Standard Deviation
SI	Social Interaction
SNS	Social Networking Sites
SPSS	Statistical Package for the Social Sciences
UGT	Uses and Gratifications Theory
UTAR	Universiti Tunku Abdul Rahman

ABSTRACT

Facebook is the most popular social media platform worldwide, with more than 2.85 billion monthly active users. Although Facebook is becoming increasingly popular among university students, how each factor affects their intensive Facebook usage is still an under-researched area. To address the gaps, this study examines the determinants of intensive Facebook usage among university students in Malaysia. The researcher applies the uses and gratification theory and presents five motivations to predict intensive Facebook usage, namely information seeking, affection seeking, escape, entertainment, and social interaction. In this quantitative study, the data was collected through an online survey by randomly selecting 300 students from Universiti Tunku Abdul Rahman to complete the questionnaire. IBM-SPSS software was applied to analyze the survey data. The findings revealed that the five Facebook U&G were driving factors that motivated UTAR students to use Facebook. Descriptive analysis of the intensity of Facebook usage suggested that students are active Facebook users because they use Facebook frequently and spend a lot of time on it. The findings also demonstrated that the five motivations have a positive and significant impact on intensive Facebook usage among UTAR students. This study provides an outlook for future researchers and media practitioners to investigate the driving factors that motivate intensive Facebook usage.

Keywords: *Facebook, Intensive Facebook usage, University students, Uses and gratifications theory*

CHAPTER I: INTRODUCTION

1.1 Research Background

According to Chang and Zhu (2011), the advent of Web 2.0 has resulted in significant changes in interpersonal communication, which in turn have given birth to new dimensions of communication and collaboration. This advent serves as the basis for the generation of information and the distribution of content to Internet users (Sharma & Sharma, 2016). As a Web 2.0 application, online social networking sites (SNS) have grown in popularity as a mainstream communication tool and have rapidly spread worldwide (Cheung & Lee, 2012).

As people gradually adapt to the restrictions imposed by COVID-19 preventive measures and social distancing on daily interactions, the importance of social networking sites (SNSs) that provide a sense of connection and integration with others has grown sharply (Sheldon et al., 2021). SNSs are viewed as a new wave of social life, technology, and business, and are considered a key Internet invention after Google (Raza et al., 2020). Without a doubt, the popularity of social networking sites has grown rapidly in recent years because of the variety of opportunities they provide and their ubiquity (Kwon & Wen, 2010; Kircaburun et al., 2020). It has become one of the essential interaction options since it was the first platform where people could publicly express their social relationships (Chang & Zhu, 2011; Hoadley et al., 2010).

According to Ellison and Boyd (2013), individuals can use SNSs to create public or semi-public profiles in a bounded system, construct a list of other users with whom they share connections, and browse the connection list. Hew (2011) pointed out that it allows people to share opinions and personal information, as well as join new groups and meet new friends. Similarly, Vogel et al. (2014) suggested that SNSs allow users to provide their details, create customized profiles, and express their emotions and preferences. The most well-known social networking sites, such as Facebook, Instagram, YouTube, Twitter,

LinkedIn, WhatsApp, WeChat, etc., are altering the way people communicate through their inventive features and services (Hossain, 2019). They offer users opportunities to showcase themselves and engage with other users on SNS, both existing or new (Al-Jabri et al., 2015).

Due to the rapid development of technology, students are now exposed to the internet and social networking sites at a young age (Hussin et al., 2021). Smith and Anderson (2018) revealed that young adults aged 18 to 24 in the United States frequently use SNSs, and 78% of users aged 18 to 25 visit the platform multiple times a day. According to the 2017 Internet Users Survey conducted by MCMC, the average age of SNS users in 2017 has increased from 2016, and 53.6% of Internet users are Malaysians between the ages of 20 to 34 (Hussain et al., 2021). Hussain et al. (2021) reported that 75% of Malaysians spend an average of three hours per day on SNSs, making them the ninth-largest active users of SNSs worldwide. The increase in the number of SNS users is due to the high adoption of smartphones by users, coupled with the fact that social media is economical and offers better interactivity (Hussain et al., 2021).

Every social media site address different needs that other tools cannot fully satisfy (Quan-Haase & Young, 2010). Developing and maintaining online and offline relationships are the primary motives for individuals to use SNSs (Alhabash & Ma, 2017; Khan, 2017). Likewise, Dhaha and Igale (2013) suggested that the main reasons that motivate users to adopt social media platforms include keeping in touch with family members and current friends, as well as maintaining old friendships. Kircaburun et al. (2020) stated that the uses and gratifications of SNS vary based on user characteristics, such as gender, age, personality, as well as the kind of SNS used. For instance, Facebook can help users fulfil their need for self-expression and belonging (Seidman, 2014). Much research on social networking sites has been accumulated since SNSs have been an essential platform for communication and interpersonal connections (Park & Lee, 2014). Existing research covers a wide range of

topics, and they generally agree that social networking sites have significantly altered how people connect and engage with each other (Wilson et al., 2012). Thus, it is important to comprehend the patterns, causes, and consequences of SNSs.

Among all the social networking sites, Facebook is arguably one of the most popular and widely used (Basak & Calisir, 2015; Raza et al., 2017). It is the largest social networking site worldwide and has seen significant growth in the past few years (Park & Lee, 2014). In particular, it has grown in popularity among youth and university students (Abdullahi et al., 2012). It is mainly concerned with maintaining relationships with friends and family (Sheldon et al., 2021).

Facebook is the first social networking site with over one billion registered accounts (Statista, 2021). According to statistics released by Internet World Stats, as of March 2021, the total number of Facebook users worldwide was 7,875,765,587 ("Facebook Users in the World", 2021). As of the fourth quarter of 2021, Facebook has more than 2.85 billion monthly active users worldwide (Du et al., 2021). By 2020, the total number of Facebook users in Asia was exceeded one billion (Iqbal, 2021). At the same time, the total number of Facebook users in Malaysia in 2020 has reached more than 25 million (Abas et al. 2020), accounting for 76.4% of its entire population and 25% of the total number of Facebook users in Asia (Nurhayati-Wolff, 2020). With the improvement of usability, Facebook is now utilized in various ways by people from different cultural, demographic, and geographical backgrounds to meet various motivations and needs (Park & Lee, 2014; Kosinski et al., 2015).

Because of various intrinsic social and interpersonal skills, the usage patterns of Facebook have become more popular, diversified, and acceptable in recent years (Park & Lee, 2014). Al-Jabri et al. (2015) stated that Facebook is well suited for information sharing, interpersonal communication, and social interaction in the virtual world. People can use

Facebook to create personal networks, customize their profiles, and meet new friends (Schwartz, 2012). They can also interact in computer-mediated environments by sharing, tagging, or commenting on various kinds of content such as status posts, photos, videos, and web links (Carboni & Maxwell, 2015). In addition, Facebook users can access or exchange information, and share photos or videos from online groups on a regular basis. To achieve common interests, users can upload or download information from communities at any moment (Hossain, 2019). Member profiles, which display a user's list of friends and include personal background information, are a popular feature of Facebook (Park & Lee, 2014). Ellison et al. (2013) illustrated that Facebook allows users to share their activities, access their friends' profiles, or comment on their friends' activities. People generally use Facebook to interact with new friends or people they already know (Ellison et al., 2013). Compared to instant messaging, which university students used to maintain and develop relationships, Facebook was used to have fun and stay connected with social activities (Quan-Haase & Young, 2010).

Facebook provides a variety of uses and gratifications (U&G), such as communication, connecting, escape, exposure, entertainment, online self-presentation, self-expression, and multiple academic or professional uses (Pempek et al., 2009; Lenhart et al., 2010). According to the U&G theory, users play an active role in selecting technologies or media (Quan-Haase & Young, 2010), and thus their motivations are determined by their gratification needs (Katz et al., 1974). These motives may affect the users' attitude towards Facebook or their perceived importance. This study replicates the studies of motivations for Facebook usage and examines how individuals' different gratifications influence intensive Facebook usage.

This study utilized the uses and gratifications theory (UGT) to understand the different underlying uses and gratifications (U&G) of Facebook use. The U&G theory is a

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common theoretical framework that allows scholars to explain why and how individuals opt to use certain types of media (Dhir & Tsai, 2017). In addition, it helps to clarify the gratifications sought and obtained from social media use and reveals that gratifications vary depending on personal characteristics (Katz et al., 1973). Therefore, it will be a useful framework for the current study to investigate the determinants of intensive Facebook usage and determine how individual needs subsequently determine Facebook use and gratification. Insight into intensive Facebook usage can benefit various sectors, including policymakers, advertisers, social services, recreational organizations, and healthcare.

1.2 Problem Statement

According to Lin and Lu (2011), Facebook integrates social connections, interactive discussions, and communities. As a result, it allows its users to be both recipients and transmitters of information. In addition, Facebook promotes educational activities by making collaboration, participation, information exchange, and content sharing possible (Aijan & Hartshorne, 2008). However, it is uncertain what Facebook U&Gs motivate intensive Facebook usage among university students and which Facebook U&Gs they seek.

Despite its positive aspects, Facebook will also have negative consequences (Lin & Utz, 2015), such as social overload (Maier et al., 2012) and over-optimistic perception on other people's lives (Becker & Pousttchi, 2012), leading to a decline in life satisfaction (Shakya & Christakis, 2017). Sagioglou and Greitemeyer (2014) stated that people's happiness would suffer due to their use of Facebook, which will trigger negative feelings, including jealousy, sensitivity, recurrence, social tension, and withdrawal (Krasnova et al., 2013; Andreassen et al., 2012). Facebook usage will exacerbate social comparison and frustration if personal feelings about the happiness of others are not counterbalanced by positive feedback, such as likes and comments (Appel et al., 2016). As demonstrated in the

study of Sabatini and Sarracino (2014), SNS usage exposes people to negative online experiences, such as hate speech and aggressive behaviour, thereby threatening their subjective well-being. Even so, Facebook still has a potentially powerful social influence because it instantly exists in the lives of its users (Hossain, 2019). Therefore, it is important to comprehend what motivates individuals to keep using Facebook.

Since the popularity of social networking sites, researchers have carried out many studies in order to solve the related issues (Huang & Yen, 2003). Most studies have looked at the factors that influence the adoption of social networking sites, which need to be used continuously to achieve long-term success (Ko, 2013). Nevertheless, how each factor affects intensive Facebook usage is still an under-researched field. Furthermore, most studies examining Facebook adoption are carried out in the context of developing or developed countries (Ifinedo, 2016). However, this topic has been limitedly explored in Malaysia's context (Raza et al., 2017; Hamid et al., 2016). To fill the research gaps, the current study applies the U&G theory from the field of media research into the Facebook context in order to determine how U&G theory measures intensive usage.

1.3 Research Objectives

RO1: To examine the driving factors that motivate UTAR students to use Facebook.

RO2: To identify the intensity of Facebook use by UTAR students.

RO3: To determine the relationships between information sharing, affection seeking, entertainment, escape, and social interaction with the intensive Facebook usage?

1.4 Research Questions

RQ1: What are the driving factors that motivate UTAR students to use Facebook?

RQ2: How intensely do UTAR students use Facebook?

RQ3: What are the relationships between information sharing, affection seeking, entertainment, escape, and social interaction with the intensive Facebook usage?

1.5 Research Significance

This study touches on the core of what it means to use Facebook, and it will contribute to the literature in three ways. First of all, this study examines the U&G factors that affect intensive Facebook usage among university students in Malaysia. Secondly, this study develops an individual-based model by applying U&G theory to examine the adoption of Facebook in an academic field. This model assumes that technology usage depends on social influences and individual preferences (Venkatesh et al., 2003). Third, this study uses one of the best predictive modelling techniques, IBM-SPSS, to analyze the relationships. Furthermore, this study specifies the systematic classification of Facebook users' motivations based on U&G theory. Mediating variables may provide an alternative understanding of the different results of prior studies work on intensive Facebook usage, which may be important for other social networking sites as well.

For various reasons, it is important to empirically understand the relationships between Facebook U&G and intensive Facebook usage. First, by carrying out this research, scholars and practitioners will be able to understand the various factors that contribute to the popularity and intensive Facebook usage. Secondly, this study may assist parents, scholars, and educators in determining whether the intensive Facebook usage is due to U&G factors. Thirdly, this study will determine the factors that lead to intensive Facebook usage by university students. Thus, the outcomes of this study will benefit SNS developers and managers since they are eagerly seeking strategies that encourage users to continue using SNS sites, particularly Facebook.

Additionally, this study makes a theoretical contribution by employing the U&G theory to explain the motivations for using Facebook. In this way, this study helps to expand previous studies based on the perspective of social media usage, which is specifically designed to understand the motivation for using social media.

1.6 Hypothesis Development

1.6.1 <u>Information seeking and Intensive Facebook Usage</u>

Whiting and Williams (2013) defined information seeking as the usage of social networking sites to seek information. Users find Facebook a great source of information since they can access a wide variety of information by viewing the posts shared by their friends, groups they joined, or pages they follow (Dhaha & Igale, 2013).

Quan-Haase and Young (2010) studied the gratifications of undergraduate students obtained from Facebook to meet their needs. They found that social information seeking is an important factor in the Facebook gratification structure. In addition, Dhaha and Igale (2013) used the data of 311 Somali youths and reported that information seeking was the motive for using Facebook. Similarly, Sin and Kim (2013) employed uses and gratifications approach. They found that 97% of students use Facebook for information seeking, while Whiting and Williams (2013) found that approximately 80% of respondents use it for seeking important information about their peers or friends.

Furthermore, Raza et al. (2020) used the data of 281 university students and concluded that students are more driven to use Facebook for information seeking. According to Ku et al. (2013), information seeking is an important factor that encourages individuals to use SNS. Dhir and Tsai (2017) also performed a cross-sectional study and determined that information seeking is one of the factors that increases Facebook usage among young adults. Sanchez-Casado et al. (2016) pointed out that information value positively effects adherence to specific social networking sites. Menon and Meghana (2021) revealed that college teachers who use Facebook for information-seeking gratification log into Facebook more frequently. Thus, incorporating the above mentioned, it is hypothesized that:

H1. There is a significant relationship between information seeking and intensive Facebook usage.

1.6.2 <u>Affection seeking and Intensive Facebook Usage</u>

According to Cheng et al. (2015), showing affection in the form of expressing gratitude, being thankful and being considerate to online friends has been regarded as a substantial gratification for SNS users. Menon and Meghan (2021) identified affection seeking as users' desire to share content on Facebook in order to obtain affection from their colleagues or friends. Previous studies on photo-sharing gratifications on Flicker (Malinen, 2011) and Facebook (Malik et al., 2016) also identified affection seeking as one of the main motivations for intensive Facebook usage. They reported that the user's intention might be to get more likes, comments, and shares for the content they post on Facebook (Malinen, 2011; Malik et al., 2016). Menon and Meghan (2021) studied the uses and gratifications of Facebook among Indian college teachers and found that affection seeking predicts the time college teachers spend on Facebook. This is consistent with previous research findings (Papacharissi & Mendelson, 2010; Quan-Haase & Young, 2010; Sukri & Elihami, 2021). In addition, younger teachers who use Facebook for affection-seeking have more intensive Facebook usage. Menon and Meghan (2021) pointed out that they may do this to see how many likes and shares their posts have received, as well as to view, like, and share content posted by their friends. Quan-Hasse & Young (2010) studied the gratifications that Canadian university students received from their ongoing Facebook use. They found that affection seeking is positively correlated with Facebook profile updates. Moreover, Dhir et al. (2017) applied the U&G theory in their research. They identified that affection seeking is one of the gratifications that motivates adolescent Facebook users in India and Pakistan to tag photographs on Facebook. Thus, incorporating the above mentioned, it is hypothesized that:

H2.   There is a significant relationship between affection seeking and intensive Facebook usage.

1.6.3 Entertainment and Intensive Facebook Usage

According to Katz et al. (1974), the entertainment functions provided by SNSs have long been seen as one of the primary motivations for traditional and new media consumption. Entertainment needs, such as seeking relaxation and enjoyment, are the driving force behind the use of new media (Papacharissi & Rubin, 2000; Leung, 2009). Individuals use various forms of media to pass the time and get entertained, such as watching movies, YouTube videos, or TV shows (Froget et al., 2013). Furthermore, Park and Lee (2014) suggested that the need for entertainment and the fun factor in Facebook play the most influential roles in users' reliance on Facebook. Alhabash and McAlister (2015) used data from 3,172 young adult Facebook users from Taiwan and found that entertainment was significant in predicting viral behavioural intentions from the motivations and uses of Facebook. In addition, Dhir and Tsai (2017) studied the relationship between intensity and gratifications of Facebook use among adolescents and young adults. They reported that entertainment is the strongest predictor of intensive Facebook usage among adolescents and young adults in India.

Similarly, Park and Lee (2014) used the data of 246 American university students. They reported that entertainment is one of the gratifications that has the most significant impact on Facebook intensity, and it is also the biggest motivation for students to use Facebook. Menon and Meghan (2021) employed the U&G theory and suggested that entertainment is one of the primary factors that motivates college teachers to use Facebook. Likewise, Sheldon (2008) indicated that entertainment is a substantial gratification that predicts the users' tendency to use Facebook. This is consistent with the study of LaRose et al. (2001), which found that looking for entertaining activities online predicted the amount of Facebook consumption. Thus, incorporating the above mentioned, it is hypothesized that:

H3.   There is a significant relationship between entertainment and intensive Facebook usage.

1.6.4 <u>Escape and Intensive Facebook Usage</u>

According to Raza et al. (2020), the term "escape" refers to the act of getting rid of something. It can also be defined as the usage of online forums to solve problems in real life (Yee, 2006). Several studies have shown that escape is one of the main factors for students to use Facebook. For example, Cheng et al. (2020) claimed that escape is one of the strongest determinants of an individual's willingness to use the Internet. Furthermore, Alzougool (2018) identified escapism as one of the nine parameters that motivate individuals to use Facebook. As demonstrated in Dhaha and Igale's (2013) study on Facebook addiction among youths, escape is one of the determinants of intensive Facebook usage among the students, which substantiated the findings of Papacharissi and Mendelson (2011).

Similarly, Kwon et al. (2013) stated that escape is one of the major gratifications that leads to intensive Facebook usage among individuals. Yang et al. (2021) also found that escape is one of the essential motivations significantly related to the use of the internet. In addition, Young et al. (2017) investigated the factors that prompted individuals to use Facebook. They discovered that escape from problems is one of the motivations that force individuals to use Facebook. Brailovskaia et al. (2018) used the data of 398 German students using Facebook to investigate Facebook addiction disorder. They found that individuals primarily use Facebook to have pleasant experiences and escape the problems and obligations of daily life. Likewise, Brailovskaia et al. (2019) used the data of 112 Facebook users to investigate Facebook addiction disorder in Germany and the United States. They observed that the main motivations for individuals to use Facebook intensively are to seek social support and relief, and escape from daily stress. Thus, incorporating the above mentioned, it is hypothesized that:

H4. There is a significant relationship between escape and intensive Facebook usage.

1.6.5 <u>Social interaction and Intensive Facebook Usage</u>

Social interaction has been described as the general process of two or more individuals having meaningful contact as a result of which their behaviour is modified (Merrill & Eldredge, 1955). Wang et al. (2015) identified social interaction as one of the motivations behind the use of SNSs. According to Hoadley et al. (2010), SNSs are one of the most preferred choices for social interaction because it is a public platform for people to express their social relationships (Chang & Zhu, 2011). Wilson et al. (2012) stated that Facebook is ideally suited to virtual social interaction. The research findings of Menon and Meghana (2021) showed that social interaction is one of the motivations for college teachers to use Facebook, such as keeping in touch with colleagues and friends, paying close attention to academic conferences, and keeping up with the latest developments in academics. This finding is consistent with the past studies (Hart & Steinbrecher, 2011; Manca & Ranieri, 2016). Sumuer et al. (2014) noted that the teachers did not intensively integrate Facebook into teaching and learning, but mainly for interaction and communication with students. In addition, Hossain (2019) used data from 241 Facebook users in Bangladesh to examine social interaction and Facebook usage intentions by applying the U&G theory. The findings showed that there is a significant correlation between the variables. Koc and Gulyagci (2013) used data from 447 students in Turkey and reported that social motive is one of the factors that led to intensive Facebook usage by students. Ellison et al. (2007) surveyed 800 American undergraduate students and found that Facebook plays a significant role in maintaining social interaction and connection among students. Lastly, Burke and Kraut (2014) conducted longitudinal surveys of 3,649 Facebook users and found that using Facebook helps users build intimacy through social interaction. Thus, it is hypothesized that:

H5. There is a significant relationship between social interaction and intensive Facebook usage.

1.7 Conceptual Framework

The conceptual framework of this study demonstrates the effect of information seeking, affection seeking, entertainment, escape and social interaction on intensive Facebook usage (see *Figure 1.1*).
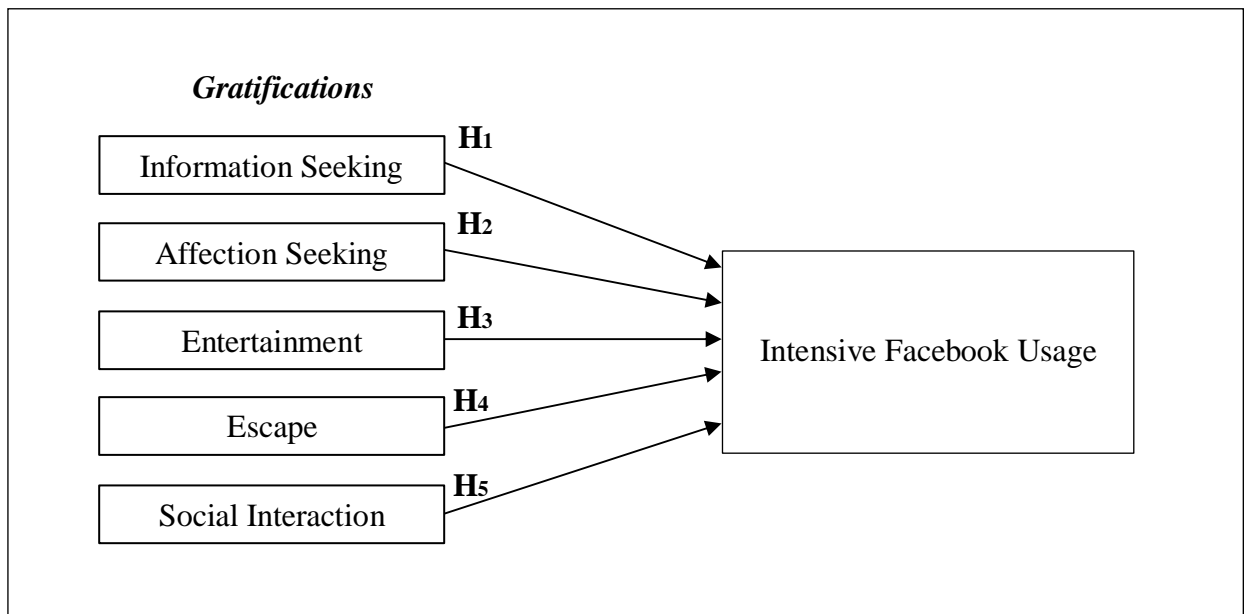
Figure 1.1: Proposed Conceptual Framework

CHAPTER II: LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Uses and Gratifications Theory (UGT)

This study employed the uses and gratifications theory (UGT) to understand the different underlying uses and gratifications of intensive Facebook usage. In the 1940s, the U&G theory was first introduced (Oliveira et al., 2016). In the late 20th century, the emergence of computer-mediated communications promoted the renaissance of U&G research (Ruggiero, 2000). This theory was first proposed by Blumler and Katz (1974) to explain the advantages that people obtain from using media platforms. It is one of the most frequently used theoretical frameworks for examining "why" and "how" people choose to utilize specific media, including social media, to meet specific needs with different goals (Smock et al., 2011; Menon & Meghana, 2021).

In the past, most research on U&G theory has focused on television (Palmgreen & Rayburn, 1979; Bantz, 1982; Rubin, 1983; Nabi et al., 2006) and other traditional media, such as newspapers (Palmgreen & Rayburn, 1985), radio (Albarran et al., 2007; Safi & Iqbal, 2015), and telephones (Dimmick et al., 2000; DeBaillon & Rockwell, 2005). Nowadays, with the advancement of technology (Menon & Meghana, 2021) and the adoption of new media (Quan-Haase & Young, 2010), as well as the widespread acceptance of digital media theory (Lee & Ma, 2012), the U&G theory shifted its focus to explain the fundamental needs of new media (e.g., SNSs, instant messaging, computer-mediated communication, virtual worlds).

U&G theory assumes that media audiences can select the media they want to consume based on what they want to obtain or the goals they seek to achieve (Hossain, 2019). Saeed and Ullah (2021) summarized this process as the motivation for media use. For example, some people may use social media to share content or play games, while others

may use it primarily to expand or broaden their social circle (Sheldon et al., 2021). The U&G method was used in SNS research to examine the individual motivations for using SNS, revealing the various motivations behind using SNS to better understand different behaviours, perceptions, and results related to particular media use (Buehler, 2014; Park & Lee, 2014). SNS users frequently desire to fulfil specific personal or social needs, including social identity, social engagement, social presence, information seeking, belongingness, enjoyment, and freedom of expression (Hossain, 2019). Furthermore, the U&G theory explains the various gratifications that Facebook users seek, which increases their desire to use Facebook (Raza et al., 2020).

In addition, the U&G theory is the most effective tool for analyzing new media technologies (Hossain, 2019). It focuses on what people do with the media rather than how the media affects them (Katz et al., 1973). Rubin (1993) suggested that there are four significant assumptions in the U&G theory. First, media use is goal-oriented, motivated, and purposive behaviour. The U&G approach focuses on the recipient's goals over the communicator's goals (Severin & Tankard, 1997). It assumes that media users are active rather than passive, as previously assumed by the media effect theory (Saeed & Ullah, 2021). Cheung et al. (2011) emphasized that the users' behaviour is goal-directed because they know their needs very well. The individual's choice of which media to use and how to use them is based on two kinds of gratifications, namely gratifications sought and gratifications obtained (Katz et al., 1974; Rubin, 1994; Kircaburun, 2020). Users' expectations of the types of gratifications they will obtain from media use are referred to as "gratifications sought", while "gratifications obtained" refers to the needs fulfilled by the use of media (Keppler, 2014). Quan-Haase and Young (2010) stated that these two types of gratification sought and obtained from a specific medium would affect the frequency, choice, and intensity of users using that medium.

Secondly, people utilize the media to fulfil their desires and needs. The U&G theory explains why people use specific media or SNSs to satisfy their social and psychological needs (Katz et al., 1974; Currás-Pérez et al., 2013; Ayten & Bulat, 2019). It demonstrates an important way to understand the motivations of media use and the various needs that generate expectations of media use (Blumler & Katz, 1974). The U&G framework has been widely used to investigate how people' gratification needs are associated with their use of technology and media, as well as other outcomes (Quinn, 2016; Tanta et al., 2014). From this approach, individuals are regarded as active media users who selectively seek and employ specific media or technologies to satisfy their social and psychological needs (Lin, 1999). Saeed and Ullah (2021) stated that the U&G theory could help explain how individuals use the media and how the media fulfil their needs in the basic era of every mass medium, such as newspapers, television, radio, and the internet. Therefore, understanding the motivations and goals of individuals using specific media will help reveal different patterns of personal behavior formulated through different media (Buehler, 2014). Early research on Internet users' motivations and communication behaviours consolidated the U&G approach as a useful framework for Internet research (Buehler, 2014). This approach has been successfully used in recent research on various online applications, including SNSs such as Facebook (Kaspar & Müller-Jensen, 2021; Sheldon et al., 2021), Twitter (Plume & Slade, 2018; Reifman, 2020), and Instagram (Muhammad, 2018; Chakraborty & Das, 2019). Furthermore, the U&G theory also assumes that social and psychological factors affect media usage, and that media usage and interpersonal communication are interrelated (Subramanian, 2017).

Previous studies have adopted the U&G framework to understand the gratifications obtained from SNSs and the motivations behind Facebook usage (Alhabash et al., 2014; Park & Lee, 2014) in order to provide a wide variety of gratifications acquired from using SNSs

(Park et al., 2009; Lin et al., (2017); Phua et al., 2017; Wenzhen et al., 2018; Kim et al., 2019). Dhir et al. (2017) stated that the U&G framework was generally used to examine Facebook usage. This study has found methodological and theoretical support from a series of past studies. Johnston et al. (2013) noted that university students could use Facebook to learn more about the new friends they meet offline and keep in touch with friends far away. Ellison et al. (2010) stated that the motivation for using Facebook is social gratification, including reconnecting with past friends and maintaining existing social connections. Similarly, Sheldon (2008) adopted the U&G theory and found that university students use Facebook to build and maintain social networks as well as learn about social activities. Cheung et al. (2011) also incorporated U&G theory to understand students' motivations for using Facebook and suggested that social factors had the greatest influence on usage intentions. Balog et al. (2015) discovered the three main U&Gs of Facebook, namely communicating, staying in touch with former classmates, and learning about the current events of their educational institutions. Dhir and Tsai (2017) applied the U&G theory to examine the intensity of Facebook use and found that the U&G process is essential in predicting the Facebook use intensity.

Furthermore, researchers took into account various gratifications when forecasting the users' behavioural intentions. For instance, Papacharissi and Mendelson (2011) identified nine gratifications associated with Facebook usage: companionship, expressive information sharing, escapism, new trends, habitual pass time, meeting new people, relaxing entertainment, professional advancement, and social interaction. As demonstrated in Dhir and Tsai's (2017), the intensity of Facebook use is motivated by five gratifications, namely escape, exposure, entertainment, social influence, and information seeking.

According to Raza et al. (2020), recent studies have identified university students' information seeking and communication as the most significant U&G. However, these

studies have disregarded the other significant Facebook U&Gs that university students seek from using Facebook. Therefore, in order to fill this research gap, this study focuses on other Facebook U&Gs reported in the studies of Quan-Haase and Young (2010), Dhir and Tsai (2017), Sheldon et al. (2021), and Menon and Meghana (2021). This study focuses on five different gratifications for Facebook use: information seeking, affection seeking, entertainment, escape, and social interaction.

2.2 Uses and Gratifications of Facebook

According to U&G theory, people actively engage in media selection (Quan-Haase & Young, 2010). Their motivations for using the media are solely based on the gratification of their personal needs (Lin, 1999). Park and Lee (2014) stated that the U&G of any media use might impact on users' affinity, attitude, and perceived importance for that particular media. Several prior studies have found that users can hardly remain passive while using computer-mediated communication platforms (Rayburn, 1996; Dicken-Garcia, 1998; Herring, 2002). One of U&G's primary assumptions is that the motivations behind media usage can predict the media usage of individual users, such as their preference for that media and the amount of time they spend with it. (Katz & Blumler, 1973). Stafford et al. (2004) divided the U&G of the computer-mediated communication platforms into three major categories: process U&G (e.g., social influence, escape, and entertainment), content U&G (e.g., exposure and information seeking), and social U&G (e.g., connecting and coordination). Several previous studies have examined the relationship between different Facebook U&G and intensive Facebook usage (Sheldon, 2008; Park & Lee, 2014; Buehler, 2014; Mo & Leung, 2014; Alhabash et al., 2010; Alhabash et al., 2012; Alhabash et al., 2015).

Sheldon (2008) conducted the first empirical investigation into the relationship between IFU and Facebook U&G, which aimed to examine the relationship between the different Facebook U&G and the attribute of reluctance to communicate. The findings discovered seven different motivations that predicted the tendency of university students to use Facebook, including social U&G (i.e., friendship, virtual communities' participation, and relationship maintenance) and process U&G (i.e., entertainment passing time, and coolness) of Facebook.

Similarly, Park and Lee (2014) adopted the U&G perspective to examine the relationship between impression management, psychological effects, IFU, and Facebook U&G. 246 university students in the USA participated in this study. The students demonstrated four different motivations, including social U&G (i.e., communication and relationship maintenance) and process U&G (i.e., entertainment and self-expression), have significant positive relationships with intensive Facebook usage. Among them, process U&G shared the strongest relationship.

In addition, Buehler (2014) investigated the adolescents and young adults Facebook users with an average age of 17.85, who were underrepresented in previous studies. He found that intensive Facebook usage was correlated with four key factors that motivated young adults and teenagers to involve in intensive Facebook usage, namely process, social, content, and technology U&G. Moreover, Mo and Leung (2015) surveyed 431 university students from China in order to determine how the uses and gratifications of Weibo influence their affinity-seeking, interpersonal relationships, and perceived bridging social capital. The results discovered that the intensive use of Weibo among the students was predicted by Weibo's content U&G and social U&G.

Furthermore, Alhabash et al. (2010) discovered that IFU predicted by process U&G (i.e., photographs and status updates), content U&G, and social U&G (i.e. social connections

and social investigation). Alhabash et al. (2012) also found that social (i.e., social connection), content, and process (i.e. status updates, photographs, social network browsing, shared identities) U&G were all substantially connected with IFU. In addition, process U&G (i.e., publishing and viewing status updates) were key predictors of IFU (Alhabash et al., 2012). In a latest study of Facebook uses and gratifications, Alhabash et al. (2014) surveyed 3,172 Facebook users from Taiwan with an average age of 33 to identify the relationship between motivational reactivity, Facebook U&G and IFU. The findings were consistent with his previous research, which discovered that the process U&G (i.e., self-expression and entertainment) were substantial predictors of IFU. In short, all these studies have consistently shown that the process U&G generally promotes intensive Facebook usage among Facebook users.

At the same time, the use of Facebook features has also emerged as an essential aspect that needs to be investigated. Smock et al. (2011) emphasized that the features and tools of Facebook are diverse, but prior studies did not focus much on these issues. To solve the issue, Smock et al. (2011) employed the U&G framework to investigate the motivations of undergraduate students to use certain features on Facebook. They reported that students' motivation for using Facebook is determined by their use of different features, such as status updates, wall stickers, groups, comments, chats, and private messages. The research findings indicate that students would have different motives for using different Facebook features. For example, status updates is positively predicted by information-sharing (content U&G), while commenting on Facebook friends' posts is predicted by professional advancement, habitual pass time, and social interaction.

In the systematic review, the researcher observed some contradictions in the results of the previous studies investigating IFU Facebook and U&G. Several studies, for instance, discovered that content U&G are positively correlated with intensive Facebook usage

(Alhabash et al., 2010; Dhir et al., 2017; Dhir & Tsai, 2017; Raza et al., 2020). However, according to Park and Lee (2014), there is no relationship between intensive Facebook usage and professional Facebook use. University-attending youths rely heavily on Facebook, not for professional objectives, such as searching resources for professional purposes and looking for job opportunities (Park & Lee, 2014). Similarly, several discrepancies have also been observed in the relationship between intensive Facebook usage process and U&G. Several studies have discovered that process U&G have a significant relationship with intensive Facebook usage (Park & Lee, 2014; Froget et al., 2015; Dhir & Tsai, 2017; Menon & Meghana, 2021; Sheldon et al., 2021). However, Mo and Leung (2014) discovered that process U&G had no significant impact on intensive Weibo usage because Weibo is a computer-mediated platform mainly used for exchanging information and social networking without providing fun. They concluded that process U&G is not an essential predictor of service usage intensity. This reveals that the medium and its utilities are essential factors determining which U&G strongly predicts service usage intensity.

According to Dhir and Tsai (2017), there would be various possible reasons for different impacts on IFU, leading to discrepancies in past research findings. For instance, differences between SNS platforms, disparities in the factorial structure of the Facebook U&G inventory used, and possible demographic or cultural differences among the research participants. Based on the literature discussed above, this study intends to investigate the uses and gratifications that motivated the UTAR students to use Facebook intensively based on the U&G theory.

2.3 Intensity of Facebook Use (IFU)

Dhir and Tsai (2017) pointed out that the traditional notions (e.g., total time spent, frequency and duration of use, and the number of friends) are generally used to measure the use of any platform, service, or media. However, these traditional approaches do not consider the rich user experience offered by today's computer-mediated platforms (Valenzuela et al., 2009). In order to measure the cognitive and affective attitudes towards the use of Facebook, Ellison et al. (2007) developed the "intensity of Facebook usage" (IFU) measurement scale to measure the complex integrated user engagement in Facebook-based activities. Compared with the traditional notions, IFU represents a more holistic concept used to measure the emotional connection with Facebook usage (Valenzuela et al., 2009; Dhir & Tsai, 2017). It is an important measure that can be regarded as a measure of the dependent variable (Park & Lee, 2014). Furthermore, it has been extensively utilized in new media and computer-mediated communication literature (Dhir & Tsai, 2017).

The previous studies have shown that the IFU measurement scale has high level of internal consistency. It has been evaluated among various Facebook users and re-evaluated and adapted by other researchers (Ellison et al., 2007; Steinfield et al., 2008; Valenzuela et al., 2009; Tomai et al., 2010). Binder et al. (2009) developed the IFU measurement scale to understand online tensions representing two aspects of intensive use, namely time spent on Facebook and traffic intensity. Likewise, the IFU measure was also applied to address intensive Weibo usage (Mo & Leung, 2015), Twitter (Petersen & Johnston, 2015), and other social networking sites (Phua & Jin, 2011).

IFU is particularly relevant to scholars and practitioners in the educational research field because it is related to all essential components of students' academic well-being, such as their self-esteem (Gonzales & Hancock, 2011), university life satisfaction (Valenzuela et al., 2009; Seder & Oishi, 2012; Park & Lee, 2014), academic performance (Kirschner &

Karpinski, 2010; Junco, 2012), and classroom collaboration (Lampe et al., 2011). Likewise, some previous studies have discovered that there are positive correlations between different Facebook U&G and IFU, which indicates that certain Facebook U&G predicted the IFU among young people (Alhabash et al., 2014; Park & Lee, 2014; Alhabash & McAlister, 2015; Mo & Leung, 2015). According to a study conducted by Rubin (1983), four television viewing motivations affect television affinity: passing time, companionship, entertainment, and information seeking. Park and Lee (2014) noted that the measures of television affinity are similar to those of Facebook intensity. Therefore, this study assumes that Facebook intensity will likely be affected by the different motivations for using Facebook.

2.4 University-attended Facebook users

According to Lapowsky (2014), youths play a crucial role in the early adoption of any brand, product or service through the networks of friends and family. Kaur (2016) stated that youths are tech-savvy, dedicated, and well-known for their innovation in the use of technology. In addition, Dhir and Al-Kahtani (2013) considered youths as loyal users of social networking sites and mobile-based applications. Facebook is recognized as the most popular and widely used social networking site among the youths (Hofstra et al., 2016). Indeed, the use of Facebook is of special significance to teenagers and young adults alike (Hofstra et al., 2016).

In the first three months of 2018, Facebook reached 2.2 billion active users, a 13% increase over the same period in 2017 (Hussin et al., 2021). As demonstrated in Madden's (2012) study, approximately 81% of youths utilize different forms of SNS, and nearly 94% of these young SNS users are using Facebook. Ismail et al. (2019) noted that 80.3% of the Facebook users in Malaysia are youth. Furthermore, Anderson and Auxier (2021) reported that more than four-fifths of young adults aged between 18 to 29 use Facebook. Statistics

show a greater number of Facebook users among teenagers and young adults, including undergraduate students, thus implying a link between it and intensive Facebook usage. A recent study showed that 90% of university students are addicted to SNSs, 97% of which are daily users of Facebook (Anderson & Auxier, 2021). According to Valenzuela et al. (2009), intensive Facebook usage by young people, especially university students, is associated with a variety of social and psychological effects, including satisfaction with university life, higher self-esteem, civic and political participation (Vitak et al., 2011), and social capital bridging and bonding (Zanno, 2013).

CHAPTER III: METHODOLOGY

3.1 Research Design

3.1.1 Quantitative Research Methods

According to Gelo et al. (2008), quantitative and qualitative research methods are two common research methods adopted by previous researchers. In this study, quantitative research methods was used to address the research objectives and investigate the developed hypotheses. Apuke (2017) stated that quantitative research methods could determine the characteristics of an observed phenomenon and identify the relationships between the variables. Furthermore, this method analyses the required information using statistical analysis and numerical coding, thereby providing in-depth information for the research's scope. Data was collected from the answered questionnaires and analyzed using IBM SPSS software.

3.2 Data Collection

3.2.1 Primary Data

Primary data is the first-hand information gathered from the target population, enabling researchers to analyze research findings and solve related questions (Ajayi, 2017). Hox and Boeije (2005) suggested that primary data can be collected through several techniques, such as self-administered surveys, observations, experiments, and interviews. To answer research questions, an online self-administered survey was conducted through the Google form in order to collect primary data from the respondents. UTAR students were randomly selected via email and Microsoft Teams and invited to participate in the online survey. According to Belisario et al. (2015), a self-administered survey can collect a large amount of data from a random sample in a relatively short period of time and also make it easier for researchers to collect and analyze the relevant data. In addition, the most

significant advantage of an online survey is that it can provide current results in a timely manner (De Leeuw, 2012). The question-answer process is very private when using an online questionnaire, so respondents can take their time in filling out the list without the interviewer being present (Dhaha & Igale, 2013). Therefore, the online questionnaire is considered a suitable and convenient tool for collecting primary data in this study.

3.2.2 Secondary Data

Secondary data is collected by someone other than the actual researcher (Schutt, 2011). It can be published or unpublished data that is available for someone to analyze (Johhson & Sylvia, 2018). Examples of secondary data include journals, magazines, newspapers, published books, information gathered by government departments, and so on (Johnston, 2017). In general, secondary data collection methods are more accessible and less expensive. In this study, secondary data were collected from books and various relevant journals from ScienceDirect, Elsevier, Mendeley, SAGE, etc.

3.3 Sampling Design

3.3.1 Target Population

According to Stedman et al. (2019), a survey's target population is the entire element set for the survey data gathered for inference. It characterizes the units for which the research findings are intended to analyze (Stedman et al., 2019). The target population of this study is students aged between 18 to 25 from Universiti Tunku Abdul Rahman (UTAR). There are two reasons to investigate Facebook gratifications by focusing on a university student population. First, university students are early adopters of SNSs, and most of them are Facebook users. According to Ismail et al. (2019), youth aged 18 to 25 account for 80.3% of Malaysian social media users. In addition, Facebook is the most popular SNS in Malaysia,

with approximately 25 million Facebook users as of 2020 (Abas et al. 2020). Second, many previous studies have investigated the gratifications of university students using various other SNSs, which provides an ideal benchmark for comparing the use of Facebook.

3.3.2 Sampling Procedure

The online survey for data collection was conducted in Malaysia within two months, from December 2021 to February 2022. Respondents were randomly selected from three platforms, namely Facebook, Microsoft Teams, and email. Since the targeted respondents are UTAR students, the link to the survey questionnaire was posted in several public groups on Facebook that most UTAR students follow. The researcher also posted the link on her Facebook account and invited friends from UTAR to participate in the study. In addition, the survey link was either sent via email or private message on Microsoft Teams.

Participants will be directed to the questionnaire by clicking on the provided link. The first page of the questionnaire indicated the objectives and the instructions of the study. Participants are informed that the survey will take approximately three to five minutes to complete. Furthermore, they are admitted that all the information collected from the survey will be kept strictly confidential throughout the data collection process and will solely be used for academic purposes. To ensure strict privacy, they will not be required to provide easily identifiable information, such as their name or username. Moreover, ethical approval will be obtained prior to commenting on the survey. All participants are also required to provide consent electronically, and they are acknowledged that their participation is voluntary. Respondents will not be compensated for taking part in the survey.

3.3.3 Sampling Technique

According to Wimmer and Dominick (2014), sample refers to a subset of the population that represents the entire population, and sampling is the process of selecting the research population. Sampling techniques are classified into two types, namely probability sampling and non-probability sampling. This study used one of the non-probability sampling techniques to select participants and collect data for analysis, that is, purposive random sampling. Purposive random sampling is the process of identifying the population of interest and developing a systematic method to select a sample based on the researcher's judgement of which is the most useful or representative (Wimmer & Dominick, 2014; Cohen & Crabtree, 2017). Since the target population is UTAR students using Facebook, this sampling technique is suitable and easy to collect relevant information for data analysis, thereby increasing credibility.

3.3.4 Sample Size

A survey's sample size refers to the number of units from which data was collected (Shapiro, 2008). UTAR has a student enrolment of more than 20,000 with campuses located in Bandar Sungai Long, Selangor and Kampar, Perak. According to Saleh and Bista (2017), the general response rate for online surveys is about 50%. Therefore, the online questionnaire was randomly distributed to 350 UTAR students in order to achieve a minimum of 175 responses. The target sample size was determined based on similar studies, with sample sizes ranging from 105 to 280 participants (Lee, 2012; Park & Lee, 2014; Dhir et al., 2017; Dhir & Tsai, 2017; Hossain, 2019; Raza et al., 2020). Martínez-Mesa et al. (2014) stated that sample sizes larger than 30 and less than 500 are appropriate for most studies. Similarly, Anderson and Gerbing (1984) suggested that a sample size of 150 is adequate to obtain convergence and an appropriate solution. Previous researchers also stated that if there are

three or more items for each variable, a sample size of 100 is sufficient for a convergent (Raza et al., 2020). Considering this benchmark, the sample size of this study is sufficient for estimation.

3.3.5 Participants

A total of 305 UTAR students initially participated in this exploratory study with their consent (87.14% response rate). Since the target population of this study was young Facebook users, eight respondents who reported their age over 25 were discarded. Eleven non-Facebook users were also excluded from the analysis because this study focused on the gratifications gained from using Facebook. In addition, 21 responses were eliminated due to incomplete data and invalid responses. As a result, a total of 265 students (Male n=72, Female n=193) ranging from 18 to 25 years old completed the questionnaire. Females (72.8%) and undergraduates (92.5%) were slightly overrepresented in the sample. The majority of respondents were aged 21 to 25 (69.8%).

3.4 Research Instrument

3.4.1 Questionnaire

A questionnaire is a type of research instrument that consists of a series of questions and prompts designed to collect data and information from respondents (Gault, 1907). Since each questionnaire is answered differently by the respondents and can be answered simultaneously, researchers can gather large amounts of data in a cost-effective manner in a short period of time (Nayak & Narayan, 2019). Secondly, questionnaires can be analyzed more objectively and scientifically in comparison to other research instruments (Cherry, 2000). In addition, researchers can easily collect and compile the relevant data because questionnaires are standardized in nature (Ackroyd & Hughes, 1981). Therefore, the

questionnaire was considered to be the most appropriate data collection instrument in this study. Questionnaires are divided into two types, namely structured questionnaires and non-structural questionnaires. Sridharan (2020) suggested that a structured questionnaire has high reliability in generating quantitative data that is easy to analyze and reduces deviation. Therefore, this study utilized the structured questionnaire as a research instrument to generate quantitative data.

3.4.2 <u>Questionnaire Design</u>

The questionnaire design determines the type of responses that the respondents will provide. To obtain relevant information, a well-designed questionnaire is required (Krosnick, 2018). In this study, the survey questionnaire consists of 37 closed-ended questions that take about 3 to 5 minutes to complete. Zhou et al. (2017) suggested that using closed-ended questions can obtain a relatively higher response rate from respondents. In addition, the questionnaire was divided into three sections with a combination of structured questions and statements measured using a 5-point Likert scale. Section A requested demographic profiles from the respondents, such as gender, age, and level of study. This section made use of nominal and ordinal scales. On the other hand, Section B consists of 3 screening questions designed to determine the eligibility of respondents to participate in the survey. In section C, respondents were required to indicate their level of agreement or disagreement with each statement using a 5-point Likert scale. All questions in the questionnaire were adopted and modified from past studies in order to suit this study. The well-designed questionnaire was operated using Google Forms and distributed via Facebook, Microsoft Teams, and email.

Table 3.1: Summary of Questionnaire Design

Section	Number of Questions	Measurement Scales
A	3	Nominal and Ordinal Scales
B	3	Ordinal Scale
C	31	Interval Scale

3.4.3 Pilot Test

There is relatively little prior literature available on the gratification that university students obtain from Facebook in the Malaysian context. Therefore, a pilot test was conducted to test the reliability of the questionnaire designed for this study, as well as to evaluate the gratification measurement scale of the 31 items. The five different gratification dimensions adapted and modified from previous Facebook and SNS studies are information seeking, affection seeking, entertainment, escape, and social interaction.

According to Hossain (2019), a pilot study was carried out to determine whether the meanings and instructions of the questions were simple, clear, and valuable to the respondents. Before collecting data on a large scale, the questions should be tested in terms of content, wording, sequence, and comprehensiveness (Zikmund et al., 2003). Furthermore, Dhir et al. (2017) also stated that the purpose of the pilot study is to ensure the validity of the measurement instrument and determine if any items used are unclear or irrelevant to the target population.

Naing et al. (2006) suggested that a pilot test should have a reasonable sample size of 20 to 30 respondents, with a minimum of 20 respondents. Before distributing the questionnaire, it was reviewed by the researcher's supervisor. After ensuring that there were no errors, the questionnaire was then distributed to 25 UTAR students. All suggestions and

feedback on the questionnaire have been recorded for further improvement. Therefore, all items tested in the questionnaire were unanimously recognized and agreed upon by the participants. In order to run the reliability analysis, the collected data was interpreted using IBM SPSS software.

3.5 Construct Measurement

3.5.1 Measures

The instrument of this study includes four types of measures. First, the participants were asked to provide their demographic profiles, including gender, age, and level of study. Secondly, it also includes measures of the intensity of Facebook use, such as frequency of Facebook use, time spent using Facebook, and overall Facebook activity. The third measure is Facebook U&G, which helps to examine the extent to which UTAR students are motivated to use Facebook to obtain the five types of gratification: information seeking, affection seeking, entertainment, escape, and social interaction. To determine the gratifications gained from using Facebook, 31 statements were derived from past studies investigating various gratifications gained from using Facebook. In addition, the instrument also includes measures for intensive Facebook usage, which serves as the dependent variable for this study.

3.5.1.1 Demographics

The questionnaire contained essential demographic variables in order to see the demographic and descriptive distribution of respondents. Three demographic variables were measured from the research participants, namely gender (evaluated as Male = 1 and Female = 2), age (measured using an ordinal scale), and level of study (measured using a close-ended question).

3.5.1.2 Intensity of Facebook Use

The "intensity of Facebook use" items are designed to measure the extent to which participants were actively engaged in Facebook activities. The participants were asked three screening questions related to their Facebook usage. The Facebook Intensity Scale (FBI), developed by Ellison et al. (2007), was utilized in this study. This scale has also been employed in comparable studies of Facebook self-presentation strategies (Bazarova et al., 2013), Facebook impression management (Buehler, 2014), and Facebook social capital (Su & Chan, 2017). In this study, the intensity of Facebook use was measured in three dimensions: (1) Frequency of Facebook use, (2) Daily Facebook usage, (3) Overall Facebook activity.

The measure of the frequency of Facebook use was adopted from past studies (Dhir & Tsai, 2017; Raza et al., 2020). Participants responded to the question, "How often do you use Facebook?" by selecting one of five options (1 = Many times daily, 2 = Almost daily, 3 = Once in 2-3 days, 4 = Once a week, 5 = Once a month). The measure of daily Facebook usage was adopted from Raza et al. (2020). Participants responded to the question, "How much time do you spend on Facebook daily?" by selecting one of five options (1 = Less than 30 minutes, 2 = 30 minutes-1 hour, 3 = 1-2 hours, 4 = 2-3 hours, 5 = More than 3 hours). The measure of overall Facebook activity was adopted from Dhir and Tsai (2017). Participants were asked how active they are using Facebook on a 5-point Likert scale ranging from "Very Active" (1) to "Very Inactive" (5). The three items were averaged to create the intensity of Facebook use measure.

3.5.1.3 Facebook U&G

To ensure the validity of the measures, the Facebook uses and gratifications scale was derived from past studies (Quan-Haase & Young, 2010; Dhir & Tsai, 2017; Menon &

Meghana, 2021; Sheldon et al., 2021). It was developed to measure the extent to which participants were motivated to use Facebook to fulfil five types of gratification: information seeking, affection seeking, entertainment, escape, and social interaction. The five different Facebook U&Gs (independent variables) that emerged in the pilot study were converted into a survey questionnaire consisting of 26 questions. They were anchored on a 5-Point Likert scale as follows: "Strongly Agree" (1), "Agree" (2), "Neutral" (3), "Disagree" (4), "Strongly Disagree" (5).

There are two main reasons for choosing these five U&Gs. First, the context of this study is a formal educational setting since the main target population is university students. Therefore, content U&G, namely information seeking, was selected because it relates to the educational background (Dhir & Tsai, 2017). According to Croxton (2016), information seeking plays an important role in undergraduate students' overall academic well-being and achievement. In addition, social U&G, namely affection seeking and social interaction, were chosen because of their relevance to students' academic performance. Newman (2002) stated that affection seeking plays a vital role in coping with the academic difficulties of self-regulated learners. The quality of social interaction also makes a critical contribution to students' academic motivation and performance (Wentzel & Wigfield, 1998). Likewise, process U&G, namely entertainment and escape, has been regarded as fundamental U&G for young people's well-being in terms of building self-identity, self-expression, and so on (Smock et al., 2011; Dhaha & Igale, 2013; Froget et al., 2013; Park & Lee, 2014; Cheng et al., 2015; Dhir & Tsai, 2017; Raza et al., 2020; Menon & Meghana, 2021; Sheldon et al., 2021). The second reason is that similar U&Gs were utilized in previous studies examining the relationship between Facebook U&G and Facebook usage. Therefore, it was crucial to employ similar Facebook U&Gs in order to test the external validity of previous research findings.

The measurement items under each independent variable were also developed from prior studies. A 5-point Likert scale anchored all statements for each independent variable, ranging from Strongly Agree (1) to Strongly Disagree (5). The number of items used for each variable is listed (See Appendix A for a full list of items and sources).

Information seeking was measured with four statements adapted and modified from Dhir and Tsai (2017). The items are: (1) "I can get information through Facebook," (2) "I can provide information to others through Facebook," (3) "I can learn how to do things through Facebook," and (4) "I can keep up to date with the latest news on Facebook".

Affection seeking was measured with five statements given by Quan-Haase and Young (2010) and modified from Menon and Meghana (2021). The items are: (1) "To let people know I care about them," (2) "To help and encourage others," (3) "To receive appreciation or social recognition," (4) "To express solidarity on issues that matter to me," and (5) "To share my problems".

Entertainment was measured with five statements given by Sheldon (2008) and modified from Sheldon et al. (2021). The items are: (1) "It is entertaining," (2) "To see other people's photos," (3) "To have fun," (4) "To read other people's profiles," and (5) "To see which people I know have joined Facebook".

Escape was measured with six statements given by Quan-Haase and Young (2010) and modified from Menon and Meghana (2021). The items are: (1) "To pass time," (2) "To relieve my stress," (3) "To have fun or pleasure," (4) "To take a break from work," (5) "To escape from reality" and (6) "To find new ways to entertain".

Social interaction was measured with six statements given by Quan-Haase and Young (2010) and modified from Menon and Meghana (2021). The items are: (1) "To connect with family and friends," (2) "To find people with similar interests," (3) "To learn about the lives of others," (4) "To make new friends," (5) "To get exposed to a new way of

life through online friends" and (6) "To keep in touch with people when I cannot spare time in real life".

3.5.1.4 Intensive Facebook Usage

Intensive Facebook usage is the dependent variable of this study. It was measured using five statements given by Ellison et al. (2007) and modified from Su and Chan (2017). The items are: (1) "Facebook is part of my daily activities," (2) "I am proud to tell people I am on Facebook," (3) "I feel out of touch when I haven't logged into Facebook for a while," (4) "I feel I am a part of the Facebook community," and (5) "I would be sorry if Facebook shuts down". The participants were asked to indicate their level of agreement with the five statements using a 5-point Likert scale.

3.5.2 Scale of Measurements

3.5.2.1 Nominal Scale

Suparji et al. (2021) stated that the nominal scale distinguishes the items based on the categories to which they belong, and there is no specific order. This study used the nominal scale to measure categorical data without any specific ranking order, including gender (1 = Male, 2 = Female) and level of study (1 = Foundation, 2 = Undergraduate, 3 = Postgraduate).

3.5.2.2 Ordinal Scale

According to Babbie (2014), ordinal scale is known as a grouping or classification of elements with data ranking and ordering without establishing the degree of variation between them. Consequently, the ordinal scale was used to measure age (1 = 18-20, 2 = 21-25, 3 = 25 above), frequency of Facebook use (1 = Many times daily, 2 = Almost daily, 3 =

Once in 2-3 days, 4 = Once a week, 5 = Once a month), and daily Facebook usage (1 = Less than 30 minutes, 2 = 30 minutes-1 hour, 3 = 1-2 hours, 4 = 2-3 hours, 5 = More than 3 hours).

3.5.2.3 Interval Scale

The interval scale was used to sort the items mentioned in the questionnaire, and the items were designed to have equal intervals. The survey questionnaire was designed using a 5-point Likert scale ranging from "Strongly Agree" (1) to "Strongly Disagree" (5). The 5-point Likert scale was used to measure all the scale-based variables and indicate the extent to which the respondents agreed or disagreed with the items (Taherdoost, 2019). In addition, the overall Facebook activity was also measured using a 5-point Likert scale ranging from "Very active" (1) to "Very inactive" (5). According to Joshi (2015), the 5-point Likert scale not only improves response rate and quality but also reduces the frustration of respondents.

3.6 Data Analysis

The practice of methodically applying statistical techniques to characterize, illustrate, access, and analyze data is known as data analysis (Albers, 2017). The goal of data analysis is to identify and generate required information to draw inductive inferences, support decision-making, and suggest conclusions (Shamoo & Resnik, 2003). In this study, three quantitative data analysis methods were utilized, namely descriptive analysis, inferential analysis, and reliability analysis. All data collected through the survey questionnaire was analyzed using the statistical package for the social science (SPSS), using IBM-SPSS 26.0, in order to discover possible answers to the research questions and investigate the developed hypotheses in this study. The statistical tools used in this study include descriptive statistics (i.e., percentage, frequencies, mean, Standard deviation),

inferential statistics (i.e., Pearson correlation), and reliability statistics (i.e., Cronbach's alpha).

3.6.1 Descriptive Analysis

Descriptive analysis refers to a summary of coefficients used to summarize a given data set, which might be a sample of the population or a representation of the entire population (Sidel, 2018). In addition, Mishra et al. (2019) stated that descriptive statistics could describe the basic characteristics of the data and produce concise summaries of the measures and the sample. Descriptive statistics are divided into three main types, namely distribution, central tendency, and variability (Mishra et al., 2019). The distribution and central tendency are two descriptive analysis techniques that were utilized in this study. According to Selvamuthu and Das (2018), the distribution is related to the frequency of each value, while the central tendency is related to the averages of the values. The central tendency can identify the mean, median, and mode of the generated data. Consequently, the central tendency was utilized to describe trends in the respondents' demographic information.

3.6.2 Inferential Analysis

Inferential analysis can be used to develop generalizations from sample to population, analyze the results, and draw inferences or conclusions about the target population based on extrapolations (Kolawole, 2011; Andereck, 2017). Pallant (2020) stated that the results of the inferential analysis could evaluate how strong or weak the relationship between the dependent variable and the independent variables is. There are five types of inference statistics commonly used for interpretation, namely T-Test, Analysis of Variance (ANOVA), Chi-square Statistic, Pearson correlation coefficient, and prediction equation

(Byrne, 2007). In this study, the Pearson correlation coefficient (r) was utilized to test the hypotheses concerning the relationship between the independent variables and the dependent variable.

According to Curtis et al. (2016), the Pearson correlation coefficient is concerned with the relationship between two continuous variables and is used to evaluate the strength and direction of the relationship. Trafimow and MacDonald (2017) stated that hypothesis testing is an inferential procedure that accesses the credibility of hypotheses about a population using sample data. The hypothesis is divided into two forms, namely, the alternative hypothesis and the null hypothesis (Masson, 2011). The null hypothesis indicates that there is no relationship between variables or no difference between the means, while the alternative hypothesis indicates the opposite. The correlation coefficient value (r) is either + or −, with a positive value indicating a closer relationship, while a negative value indicates a weaker relationship between variables. According to Guilford's rule of thumb, a correlation coefficient value (r) of between 0.70 to 0.90 is considered high correlations in terms of the strength of the relationship (See Table 3.2).

Table 3.2 Guilford's Rule of Thumb (Guilford, 1973)

Correlation Coefficient Value (r)	Strength of relationship
< 0.2	Little or negligible relationship
0.20-0.49	Weak relationship
0.50-0.69	Moderate or substantial relationship
0.70-0.90	High correlations
> 0.90	Very high correlation

3.6.3 <u>Reliability Analysis</u>

Reliability refers to the stability of research findings, and the scale should consistently reflect the construct it measures (Mohajan, 2017). According to George and Mallery (2018), reliability analysis is used to normalize data in order to verify that the collected data fits the quality research criteria and leads to conclusions that represent the nature of the respondents. Reliability analysis was employed in this study to ensure no bias in the data for analysis. Reliability refers to the consistency of a measure, and it has been classified into four types, namely test-retest, interrater, parallel forms, and internal consistency (Blankson, 2020). In this study, the internal consistency reliability test was considered the most appropriate method for determining the consistency of the data before moving on to statistical analysis of the data that had been generated. The consistency of participants' responses across the items on a multiple-item measure is referred to as internal consistency (Jhangiani et al., 2019).

According to Tavakol and Dennick (2011), Cronbach's alpha (α), also known as coefficient alpha, was developed to measure the reliability and internal consistency of a test or scale. It measures internal consistency on a scale of 0 to 1, with higher values indicating greater internal consistency. Konting (2000) suggested that a Cronbach's alpha score of 0.71 to 0.80 is regarded as a good and acceptable value in terms of the reliability level (See Table 3.3).

Table 3.3 The Cronbach's Alpha Value and Interpretation (Konting, 2000)

Cronbach's Alpha Value (α)	Interpretation
0.91-1.00 ($\geq$0.90)	Excellent
0.81-0.90 ($\geq$ 0.80)	Good
0.71-0.80 ($\geq$ 0.70)	Good and acceptable
0.61-0.70 ($\geq$ 0.60)	Acceptable
0.01-0.60 ($\geq$ 0.50)	Unacceptable

CHAPTER IV: FINDINGS AND ANALYSIS

4.1 Descriptive Analysis

4.1.1 Demographics

4.1.1.1 Gender

Among the 305 participants from the survey, 265 were valid respondents for further statistical analysis. This exceeds the target sample size (175 respondents) by 51.43%, making the sample stronger than expected. As shown in Table 4.1 below, among the 265 respondents, there were 72 male respondents, accounting for 27.2% of the total number of respondents. Meanwhile, 193 were female respondents, which constitutes 72.8% of the total number of respondents.

Table 4.1 Gender

Gender	Frequency	Percentage (%)
Male	72	27.2
Female	193	72.8
Total	265	100

4.1.1.2 Age

As shown in Table 4.2, the majority of respondents fall under the age bracket of 21-25 years old, representing 69.8% of the total number of respondents. On the other hand, 80 respondents are between 18 to 20 years old, which accounts for 30.2% of the overall respondents. Eight respondents over the age of 25 have been excluded from the sample because the target population of this study was young Facebook users. Therefore, the final sample did not consist of respondents over the age of 25.

Table 4.2 Age

Age	Frequency	Percentage (%)
18-20	80	30.2
21-25	185	69.8
25 above	0	0
Total	265	100

4.1.1.3 Level of Study

Table 4.3 shows the level of study of the respondents. Based on the data collected, 245 undergraduates accounted for the majority of the respondents (92.5%), followed by 15 foundation students (5.7%) and only five postgraduate students (1.9%).

Table 4.3 Level of Study

Level of Study	Frequency	Percentage (%)
Foundation	15	5.7
Undergraduate	245	92.5
Postgraduate	5	1.9
Total	265	100

4.1.2 Intensity of Facebook Use

4.1.2.1 Frequency of Facebook Use

Table 4.4 depicts the frequency with which respondents use Facebook. It could be noticed that a majority of the respondents used Facebook many times a day, accounting for 43% of the total respondents (114 respondents). Likewise, 110 respondents claimed to use Facebook almost daily, which is 41.5% of the total respondents. This was followed by 28 respondents (10.6%) who used Facebook once in about 2 to 3 days. Only 7 respondents (2.6%) reported using Facebook once a week, and 6 respondents (2.3%) reported using Facebook once a month.

Table 4.4 Frequency of Facebook Use

Frequency of Facebook Use	Frequency	Percentage (%)
Many times daily	114	43
Almost daily	110	41.5
Once in 2 – 3 days	28	10.6
Once a week	7	2.6
Once a month	6	2.3
Total	265	100

4.1.2.2 Time Spent Using Facebook

Table 4.5 illustrates the amount of time the respondents spent using Facebook on a daily basis. The results indicated that most of the respondents spent 30 minutes to 1 hour on the site (99 respondents, 37.4%), followed by those who spent less than 30 minutes (18.9%), 1-2 hours (17.7%), 2-3 hours (16.6%), and more than 3 hours daily (9.4%).

Table 4.5 Time Spent Using Facebook

Time Spent Using Facebook (Per Day)	Frequency	Percentage (%)
Less than 30 minutes	50	18.9
30 minutes – 1 hour	99	37.4
1 – 2 hours	47	17.7
2 – 3 hours	44	16.6
More than 3 hours	25	9.4
Total	265	100

4.1.2.3 Overall Facebook Activity

In terms of overall Facebook activity, 87 respondents (32.8%) stated that they were very active on Facebook, while 77 respondents (29.1%) were also active on Facebook. On the contrary, 36 respondents (13.6%) stated that they were less active on Facebook, and only nine respondents (3.4%) were very inactive on Facebook. Meanwhile, 56 respondents (21.1%) took a neutral stand regarding their overall Facebook activity. Therefore, based on the outcomes, the researcher considered that the overall Facebook activity of UTAR students was generally high, with the majority of them actively using Facebook.

Table 4.6 Overall Facebook Activity

Overall Facebook Activity	Frequency	Percentage (%)
Very active	87	32.8
Active	77	29.1
Neutral	56	21.1
Less active	36	13.6
Very inactive	9	3.4
Total	265	100

4.2 Scales of Measurement

Facebook uses and gratifications were assessed using five scales developed from the past studies. All items of the scales began with "I use Facebook because…" and shared a common prompt: "Please indicate the extent to which you agreed or disagreed with each statement". They were measured using a 5-point Likert scale, ranging from ''Strongly Agree (1)" to ''Strongly Disagree (5).'' The mean and standard deviation of the five independent variables (i.e., information sharing, affection seeking, entertainment, escape, and social interaction), dependent variable (i.e., intensive Facebook usage), and all the items are described in Table 4.8 accordingly.

Table 4.7 Descriptive Statistics for the Research Variables and Individual Items

Variables and Items	Mean	S.D.
Information seeking	**1.85**	**.81**
I can get information through Facebook.	1.71	.89
I can provide information to others through Facebook.	1.98	.96
I can learn how to do things through Facebook.	1.93	.93
I can keep up to date with the latest news on Facebook.	1.78	.97
Affection seeking	**2.57**	**.90**
To let people know I care about them.	2.51	1.03
To help and encourage others.	2.39	1.05
To receive appreciation or social recognition.	2.50	1.07
To express solidarity on issues that matter to me.	2.47	1.07
To share my problems.	2.99	1.27
Entertainment	**2.04**	**.80**
It is entertaining.	1.83	.91
To see other people's photos.	1.98	.94
To have fun.	1.84	.95
To read other people's profiles.	2.23	1.06
To see which people I know have joined Facebook.	2.29	1.13

Escape	**2.09**	**.86**
To pass time.	2.04	.99
To relieve my stress.	2.08	1.01
To have fun or pleasure.	1.92	.99
To take a break from work.	1.87	.97
To escape from reality.	2.61	1.28
To find new ways to entertain.	2.02	1.01
Social interaction	**2.19**	**.88**
To connect with family and friends.	1.89	1.01
To find people with similar interests.	2.29	1.09
To learn about the lives of others.	2.09	.99
To make new friends.	2.42	1.10
To get exposed to a new way of life through online friends.	2.45	1.73
To keep in touch with people when I cannot spare time in real life.	1.97	1.07
Intensive Facebook usage	**2.45**	**.92**
Facebook is part of my daily activities.	2.26	1.18
I am proud to tell people I am on Facebook.	2.52	1.04
I feel out of touch when I haven't logged into Facebook for a while.	2.65	1.22
I feel I am a part of the Facebook community.	2.46	1.09
I would be sorry if Facebook shuts down.	2.34	1.17

The results in Table 4.7 indicate that "Information seeking" possessed the lowest mean (1.85), while "Affection seeking" possessed the highest mean (2.57). Since all items were measured using the 5-point Likert scale ranging from "Strongly Agree (1)" to "Strongly Disagree (5)", variables with lower mean values were more likely to be agreed by the respondents. As a result, the researcher found that "Information seeking" received the highest agreement among the 265 respondents. In addition, the respondents were more likely to think that "Affection seeking" was not the gratification that motivated them to use Facebook. Therefore, "Affection seeking" received the lowest agreement among the respondents.

4.3 Reliability Analysis

4.3.1 Reliability Test

Table 4.8 depicts the results of the reliability analysis test. The reliability of the study's measurement instrument was pilot tested on a sample of 25 respondents, and the questionnaire was proved to be reliable. The Cronbach's alpha test has been performed to verify the construct reliability and internal consistency of the collected data. The alpha value of the measurement model shows a value range between 0.814 for Affection Seeking (AS) and 0.932 for Information Seeking (IS). According to Konting (2000), Cronbach's alpha values above 0.7 are considered good, reliable, and acceptable. All six reflective constructs are above the acceptable and suggested Cronbach's alpha value of 0.7. This shows that the Facebook U&G measures possess good and excellent values.

Table 4.8: Reliability Analysis

Variables	N	Items	Cronbach's Alpha (α)
IV: Information Seeking (IS)	25	4	0.932
IV: Affection Seeking (AS)	25	5	0.814
IV: Entertainment (ET)	25	5	0.925
IV: Escape (ES)	25	6	0.918
IV: Social Interaction (SI)	25	6	0.903
DV: Intensive Facebook Usage (IFU)	25	5	0.870
Overall Alpha			**0.977**

4.4 Inferential Analysis

4.4.1 Pearson Correlation Coefficient

A Pearson correlation analysis was performed to investigate the relationship between the five Facebook U&Gs (independent variables) and intensive Facebook usage (dependent variable). Table 4.9 shows the results of the correlation test obtained in IBM-SPSS 26. The p-value [Sig. (2-tailed)] shown in the second row is zero for all the independent variables. A p-value of less than 0.05 (typically ≤ 0.05) was considered a statistically significant linear relationship between the variables (Andrade, 2019). In addition, the R-values (Pearson Correlation) shown in the first row are all positive, ranging from 0.596 to 0.673 (see Figure 4.1). According to Guilford's rule of thumb, a correlation coefficient value (r) of between 0.50 and 0.69 is considered a moderate and substantial correlation in terms of the strength of the relationship (see Table 3.2). As a result, the researcher concluded that all the independent variables in this study have significant, moderate, and positive relationships with intensive Facebook usage. Furthermore, the five alternative hypotheses (H1, H2, H3, H4, H5) were accepted (see Table 4.10).

Table 4.9 Pearson Correlation Analysis

		Information Seeking	Affection Seeking	Entertainment	Escape	Social Interaction
		(SumIS)	(SumAS)	(SumET)	(SumES)	(SumSI)
Intensive Facebook Usage (SumIFU)	**Pearson Correlation**	.604**	.673**	.640**	.610**	.596**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	265	265	265	265	265

* Pearson Correlation = R-value; Sig. (2-tailed) = p-value.

Table 4.10 Hypothesis Testing

	Alternative Hypotheses	Significance level	Conclusion
H1	There is a significant relationship between *information seeking* and intensive Facebook usage.	p = 0, p < 0.05 Statistically significance.	Accepted. Moderate relationship.
H2	There is a significant relationship between *affection seeking* and intensive Facebook usage.	p = 0, p < 0.05 Statistically significance.	Accepted. Moderate relationship.
H3	There is a significant relationship between *entertainment* and intensive Facebook usage.	p = 0, p < 0.05 Statistically significance.	Accepted. Moderate relationship.
H4	There is a significant relationship between *escape* and intensive Facebook usage.	p = 0, p < 0.05 Statistically significance.	Accepted. Moderate relationship.
H5	There is a significant relationship between *social interaction* and intensive Facebook usage.	p = 0, p < 0.05 Statistically significance.	Accepted. Moderate relationship.

Independent Variables

Information Seeking — **H1** — R-value 0.604 →

Affection Seeking — **H2** — 0.673 →

Dependent Variable

Entertainment — **H3** — 0.640 → Intensive Facebook Usage

Escape — **H4** — 0.610 →

Social Interaction — **H5** — 0.596 →
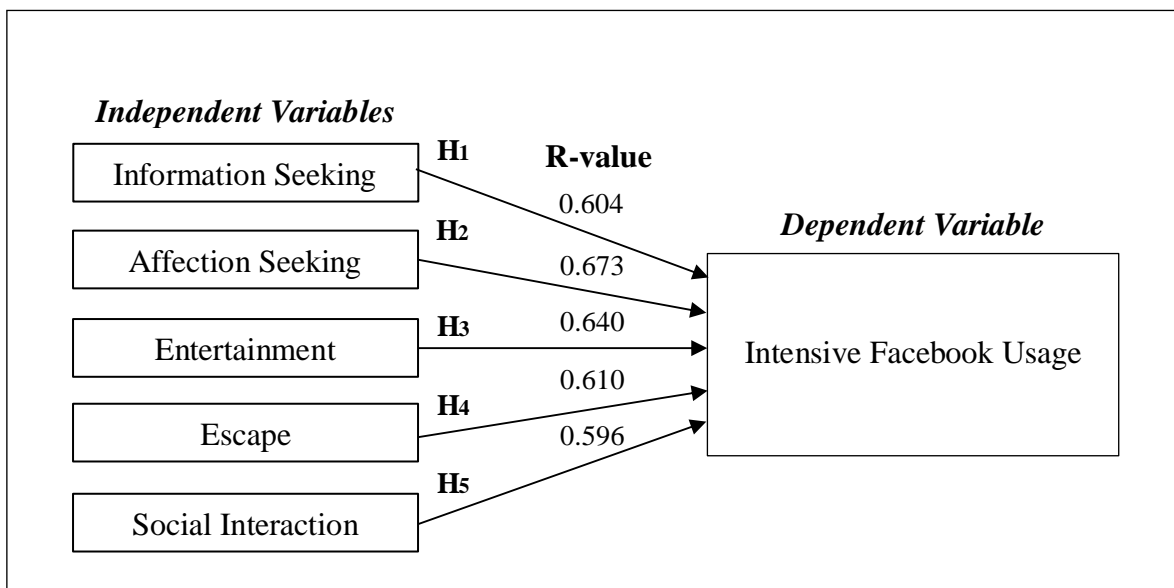
Figure 4.1: Pearson Correlation Analysis (Structural Model)

CHAPTER V: DISCUSSION AND CONCLUSION

5.1 Discussion of Major Findings

As discussed in the introductory part, the objective of this study was to examine the driving factors that motivate UTAR students to use Facebook. The five uses and gratifications developed came out as the motivations for UTAR students to use Facebook. In addition, the researcher aims to identify the intensity of Facebook use by UTAR students. Based on the results, the majority of UTAR students reported that they were very active Facebook users. Most of them use Facebook many times a day and spend an average of 30 minutes to an hour on Facebook every day. In order to determine the relationships between Facebook uses and gratifications with the intensive Facebook usage, five hypotheses were developed and tested. The findings showed that the five types of uses and gratification have a significant relationship with intensive Facebook usage. Therefore, they significantly supported the assumptions of the hypothesis testing. The following discussion section will further answer the three research questions through the results of this study and supporting materials from previous studies.

RQ1: What are the driving factors that motivate UTAR students to use Facebook?

When examining what drives UTAR students to use Facebook, five uses and gratifications were identified based on the descriptive analysis, with mean values ranging from 1.85 to 2.57. Since all items were measured using a 5-point Likert scale ranging from "Strongly Agree (1)" to "Strongly Disagree (5)", the lower the mean, the higher the degree of agreement reported by the respondents. The results show that the five Facebook uses and gratifications are significant driving factors that motivate UTAR students to use Facebook. The degree of significance among the motivations is quite noteworthy; information seeking

turned out to have the highest agreement among the 265 respondents, followed by entertainment, escape, social interaction, and affection seeking (See Table 4.7).

Information seeking exerts the highest agreement (M = 1.85, SD = .81) among the five factors. This illustrates that UTAR students tend to visit Facebook for updates on any useful or relevant information shared on their Facebook timeline or from the Facebook feeds. According to Basilisco and Cha (2015), the increasing use of Facebook as a source of entertainment is being covered as a source of potentially useful information. The mean of the four items was relatively low, and the two items with the highest agreement among the respondents were "I can get information through Facebook" (M =1.71, SD = .89) and "I can keep up to date with the latest news on Facebook" (M =1.78, SD = .97). This suggests that information seeking represents a key factor in motivating UTAR students to engage in online activities using Facebook in order to exchange information with their social connections and obtain information needed for socialization. The results are consistent with the findings of past researchers (Froget et al., 2013; Kwon et al., 2013; Basilisco & Cha, 2015; Hossain, 2019; Raza et al., 2020). They claimed that Facebook is primarily used for acquiring information as it is considered a medium for distributing multimedia content across the web.

The second factor with high agreement is *entertainment* (M = 2.04, SD = .80). The two key items were "It is entertaining" (M = 1.83, SD = .91) and "To have fun" (M = 1.84, SD = .95). This shows that UTAR students viewed Facebook as a source of entertainment and a platform for their youthful expression. Entertainment reflects the intentional use of something for the purpose of seeking pleasure (Ryan et al., 2014). Facebook is a tool for students to obtain enjoyment from socially passive activities such as exchanging information with friends, viewing user-generated content shared by their social connections (e.g., Photos, status updates), watching fun viral videos posted on their timelines, and playing games (Ryan et al., 2014; Basilisco & Cha, 2015). The results suggest that UTAR students crave to be

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entertained when using Facebook. Furthermore, the results are consistent with the findings of past researchers (Sheldon, 2008; Huang, 2011; Kwon et al., 2013; Park & Lee, 2014; Ryan et al., 2014; Sheldon et al., 2021). They revealed that entertainment was the primary motivation for students to use and rely on Facebook. Ryan et al. (2014) indicated that entertainment-related content on Facebook can motivate the users to return to the site more regularly. Park and Lee (2014) suggested that incorporating certain entertainment elements into the intervention programmes could increase the effectiveness of Facebook use in a campus setting.

The third factor, *escape* (M = 2.09, SD = .86), comprises six items measuring UTAR students' use of Facebook to get away from pressures and provide a form of pleasure. The two key items were "To take a break from work" (M = 1.87, SD = .97) and "To have fun or pleasure" (M = 1.92, SD = .99), showing that university students see Facebook as a way to distract from real-world tasks and have fun. Ryan et al. (2014) stated that Facebook use could become habitual or excessive, and some addicts use the site to escape from negative moods. The research findings are consistent with the findings of past researchers (Foregger, 2008; Sheldon, 2008; Papacharassi & Mendelson, 2011; Kwon et al., 2013). They revealed that people were motivated to use Facebook to escape from worries and problems for a sense of companionship. In response to daily stress, students often use Facebook intensively, where they can temporarily get away from offline problems, presumably hoping for relief and social support (Ryan et al., 2014; Frison & Eggermont, 2015). According to Papacharassi and Mendelson (2011), people who used Facebook more frequently formed a stronger affinity to the site, particularly when they used it to escape negative or unwanted emotions.

Social interaction (M = 2.19, SD = .88) is the fourth factor, which encompasses six items that measure UTAR students' willingness to use Facebook to interact with people and meet new people. The two items with the lowest means were "To connect with family and

friends" (M = 1.89, SD =1.01) and "To keep in touch with people when I cannot spare time in real life." (M = 1.97, SD =1.07). This means that UTAR students are always active in meeting new friends, connecting with others who share a common interest in the virtual world, and keeping in touch with acquaintances and old friends. The results are consistent with the findings of past researchers (Smock et al., 2011; Ryan et al., 2014; Xiong et al., 2018; Cheng et al., 2015; Hossain et al., 2019). Xiong et al. (2018) suggested that social interaction is one of the most central motivations for joining virtual communities. In addition, Ryan et al. (2014) reported that individuals tend to interact with their existing offline networks to maintain relationships. Gratifications for social interaction, such as recognition and affection, can motivate users to share common interests, and further strengthen social network connections (Cheng et al., 2015). Chat and likes are Facebook communication tools students use more often to support their interactions with their social connections (Smock et al., 2011; Hossain, 2019).

The last factor, *affection seeking* (M = 2.57, SD = .90), was also found to be a significant motivator for UTAR students to use Facebook. It comprises five items measuring how UTAR students use Facebook to share their problems and express concern, encouragement, solidarity, and friendship with others. The two items with the highest agreement among the students were "To help and encourage others" (M = 2.39, SD = 1.05) and "To express solidarity on issues that matter to me" (M = 2.47, SD = 1.07). This means that users are interested in seeking affection by expressing concern towards others on Facebook, and solidifying their desire to be compatible and connected with another human being. The research findings are consistent with the findings of past researchers (Quan-Haase & Young, 2010; Cheng et al., 2015; Menon & Meghana, 2021). They revealed that affection seeking is one of the key motivations for individuals to use Facebook. Cheng et al. (2015) stated that affection shows how feelings that arise in affinity relationships influence people's

media adoption, which can positively impact their media use for social interactions. Menon and Meghana (2021) reported that users might intend to get more "likes" and "shares" on the content they post on Facebook.

However, it was surprising that affection seeking exerts the least agreement compared to other factors, suggesting that UTAR students used Facebook less to express affection. This result is similar to the study of Quan-Haase and Young (2010), who reported that the communications on Facebook are less likely to facilitate deep affectionate exchanges and intimate conversations like instant messaging, but more likely to serve as a form of entertainment. Basilisco and Cha (2005) also stated that most people do not use Facebook as a platform to seek or receive social and emotional support.

RQ2: How intensely do UTAR students use Facebook?

After distributing the online questionnaire to 350 UTAR students, only 11 students told the researcher that they were not Facebook users. Therefore, 96.9% of the undergraduates who participated in this study were Facebook users. The researcher has excluded the non-Facebook users because the analysis for this study was based only on data from Facebook users. Despite the ubiquitous use of Facebook in today's modern world, there is no denying that students from higher education remain its main users (Carreon et al., 2019). Erlin et al. (2015) found that about 95% of university students who participated in their survey already had a Facebook account before entering the university. As suggested by Ellison et al. (2007), three Facebook intensity scales were utilized in this study to determine the intensity of Facebook use. As a result, self-reports of respondents' frequency of Facebook use, time spent using Facebook per day, and overall Facebook activity were obtained (see Table 5.1).

In terms of the *frequency of Facebook use*, the majority of UTAR students (114 respondents, 43%) reported that they spent many times on Facebook daily. In addition, 110 students (41.5%) also reported that they used Facebook almost daily. The results were consistent with the past researchers (Sheldon, 2008; Quan-Haase & Young, 2010; Froget et al., 2013; Mayoyo et al., 2015; Dhir & Tsai, 2017; Raza et al., 2020). Sheldon (2008) noted that over 50% of university students use social networking sites several times a day. Quan-Haase and Young (2010) found that 82% of university students reported logging into Facebook several times a day. Froget et al. (2013) found that the majority of Mauritian Facebook users (105 respondents, 26.8%) login to Facebook more than six times a day. In a study by Dhir and Tsai (2017), 43.2% of young adult Facebook users (161 respondents) reported using Facebook multiple times on an almost daily basis. Mayoyo et al. (2015) stated that 93.7% (134 respondents) of Kenya students surveyed have a Facebook account and 58% of them use it more than five times a day. Moreover, Raza et al. (2020) found that 62% of Pakistani university students (115 respondents) reported that they use Facebook many times almost every day.

According to Brailovskaia et al. (2018), 1.37 billion members use Facebook every day, and some of whom spend several hours a day on Facebook, occasionally losing control of their usage to establish social and psychological need to stay online. Data released by Statista (2022a) indicates that Facebook's daily active users reached 1.93 billion in the fourth quarter of 2021. This shows that the daily user of Facebook has been increasing year by year, and it is becoming more and more common for people to use Facebook on a daily basis.

In terms of *time spent using Facebook*, the majority of UTAR students (99 respondents, 37.4%) reported using Facebook for 30 minutes to 1 hour per day. The results were supported by the past studies (Froget et al., 2013; Ellison et al., 2014; Iosr et al., 2015; Moghavvemi et al., 2017; Raza et al., 2020). Froget et al. (2013) confirmed that in their

study, 53% of Malaysian university students (208 respondents) spent about 10 minutes to 2 hours on Facebook daily. In the study by Ellison et al. (2014), 94% of active Facebook users surveyed are from higher education institutions, and they spend approximately 60 to 90 minutes a day online interacting and conversing with their social connections. Iosr et al. (2015) reported that Filipino university students spent an average of 47 minutes on Facebook every day. In addition, Moghavvemi et al. (2017) reported that 27.4% of undergraduate students participated in their survey spent about 11 to 30 minutes engaging in the different features of Facebook per day. Raza et al. (2020) identified that 38% of the Malaysian students interviewed admitted they use Facebook daily for an average of 30 to 60 minutes.

The number of hours that students spend on Facebook demonstrates its pervasiveness (Carreon et al., 2019). In 2014, Facebook had about 100 million active users, half of whom spent at least 30 minutes a day on the site (Thuseethan & Kuhanesan, 2014). Statista (2022b) reported that as of January 2021, American users spent an average of 33 minutes a day on Facebook, making it the platform with the largest amount of time spent daily, followed by Twitter and TikTok. Users are willing to spend more time on Facebook not only because they enjoy watching entertaining content and sharing photos and videos with friends, but they primarily use Facebook to maintain relationships with friends on current events.

Lastly, the majority of UTAR students (87 respondents, 32.8%) reported that their *overall Facebook activity* was very active, and 77 of them were also active Facebook users. This shows that most of the samples in this study were active Facebook users. This result was supported by Dhir and Tsai (2017), who found that 34.3% of adolescent Facebook users (161 respondents) in their study reported that they were very active or active in using Facebook. Most university students are active Facebook users because Facebook proliferated in their lives for various purposes, such as fulfilling their need to socialize, learn, and interact in daily activities (Toker & Baturay, 2019). As of May 2021, Facebook is the

most used social media site, accounting for 71.8% of all social media visits, making it the leading social media platform in terms of social media site visits (Statista, 2022c). Xie and Karan (2019) noted that those who used Facebook more intensively were more addicted to it and reported a higher level of state anxiety without Facebook. Therefore, individuals were suggested to focus on their long-term goals in order to achieve their social and psychological needs rather than intensively using Facebook as a means to meet their short-term needs (Foroughi et al., 2019).

Table 5.1 Intensity of Facebook Use

	Items	Frequency	Percentage (%)
1.	**Frequency of Facebook Use**		
	Many times daily	114	43
	Almost daily	110	41.5
	Once in 2 – 3 days	28	10.6
	Once a week	7	2.6
	Once a month	6	2.3
2.	**Time Spent Using Facebook (Per Day)**		
	Less than 30 minutes	50	18.9
	30 minutes – 1 hour	99	37.4
	1 – 2 hours	47	17.7
	2 – 3 hours	44	16.6
	More than 3 hours	25	9.4
3.	**Overall Facebook Activity**		
	Very active	87	32.8
	Active	77	29.1
	Neutral	56	21.1
	Less active	36	13.6
	Very inactive	9	3.4

RQ3: What are the relationships between information sharing, affection seeking, entertainment, escape, and social interaction with the intensive Facebook usage?

*H1. There is a significant relationship between **information seeking** and intensive Facebook usage.*

The first relationship is related to information seeking and the intensive Facebook usage. The correlation between them was found to be significant and positive (r = .604, p < 0.05), thus H1 was accepted. The result is consistent with the studies of Kwon et al. (2013), Balog et al. (2015) and Hamid et al. (2016). They stated that students use Facebook to obtain information related to their families, friend circles, and campus activities. Hamid et al. (2016) argued that an individual's information-seeking behavior is influenced by how social media fulfills the information. According to Ellison et al. (2011) and Kwon et al. (2013), information seeking topped other motivations regarding Facebook use because most students use Facebook to get to know their friends and get the information needed for socialization. In addition, the past researchers identified information seeking as a significant gratification that university students or young adults sought from using Facebook (Papacharissi & Mendelson, 2011; Smock et al., 2011; Dhaha & Igale, 2013; Park & Lee, 2014; Nelson, 2015).

*H2. There is a significant relationship between **affection seeking** and intensive Facebook usage.*

The second relationship is related to affection seeking and intensive Facebook usage. The correlation between them was found to be significant and positive (r = .673, p < 0.05), thus H2 was accepted. The findings were closely associated with previous research conducted by Menon and Meghana (2021), who found affection seeking to be a significant gratification factor in their study. They indicated that users are interested in sharing content on Facebook to get the affection of their friends or colleagues. Furthermore, affection seeking was also recognized as one of the key motivations in the past studies on photo-

tagging gratification on Facebook (Dhir et al., 2017) and photo-sharing gratifications on Facebook (Malik et al., 2016), Instagram (Araujo, 2014), and Twitter (McKinney et al., 2012). Basalingappa et al. (2016) noted that the users' intention is more likely to get more likes, comments, and shares on the content they post on Facebook. However, the mean value of affection seeking was the highest in the present study, suggesting that Facebook is less used to express affection. According to Quan-Haase and Young (2010), communication on Facebook is unlikely to support deep conversations but rather to have fun as a form of entertainment.

*H3. There is a significant relationship between **entertainment** and intensive Facebook usage.*

The third hypothesis regarding the effect of entertainment on intensive Facebook usage shows a significant and positive relationship ($r = .640$, $p < 0.05$), thus H3 was accepted. The finding was consistent with previous research that suggested entertainment as a significant factor in motivating students to use Facebook, and it is also important for general SNS use (Sheldon, 2008; Kwon et al., 2013, Alhabash et al., 2014; Alhabash & McAlister, 2015, Park & Lee, 2014; Basilisco & Cha, 2015). Users' need for entertainment and the fun factor in Facebook play an influential role in their reliance on Facebook (Park & Lee, 2014). In addition, Dhir and Tsai (2017) found that entertainment was the strongest predictor of the intensity of Facebook use across adolescents and young adults. Likewise, Foregger (2008) found that interpersonal habitual entertainment is a predictor of time spent on Facebook.

*H4. There is a significant relationship between **escape** and intensive Facebook usage.*

The relationship between escape and intensive Facebook usage is significant and positive, thus supporting the H4 ($r = .610$, $p < 0.05$). The result was supported by the studies of Smock et al. (2011) and Huang et al. (2017), who applied the media system dependency

theory (MSD) and found that people use social media, particularly Facebook, to escape from reality or relieve stress. In addition, the users use this medium to share their pleasures, happiness, and experiences with family and friends. Prior researchers also found that escape is one of the important gratifications of SNS use, especially it seems to be more prominent on Facebook (Quan-Haase & Young, 2010; Papacharissi & Mendelson, 2011; Kwon et al., 2013). Quan-Haase and Young (2010) argued that university students see Facebook use as a form of pastime, and it is almost a hobby and habit in their hectic daily lives. Moreover, Kwon et al. (2013) highlighted that university students use Facebook to escape from real life or the real world, possibly related to the concerns and issues they encountered. This is supported by the study of Papacharissi and Rubin (2000) who found that people with a higher desire to escape concerns and issues were more likely to use the Internet in place of face-to-face communication.

*H5. There is a significant relationship between **social interaction** and intensive Facebook usage.*

The last hypothesis related to social interaction was supported, revealing that social interaction has a significant positive effect on intensive Facebook usage ($r = .596$, $p < 0.05$), thus H5 was accepted. This result was supported by the study of Ellison and Vitak (2015) who stated that people generally use SNS to support their existing real-life interactions. Facebook is well suited to social interaction in the virtual world because its communicative features help individuals develop social interactions within the network (Al-Jabri et al., 2015; Raza et al., 2020). Commenting, chatting, and private messaging are ideal features for social interaction needs, as they enable more direct one-to-one communication (Smock et al., 2011). In addition, 55% of youths use social networking sites to meet new people, make friends, and keep in touch with existing ones (Lenhart & Madden, 2007). Therefore, Facebook acts as a source for students to develop social interactions (Antoci et al., 2012).

5.2 Limitations and Recommendations for Future Research

The current study has some limitations that can help open up new avenues for future research on the same topic, and they need to be addressed in future studies. First, the 265 respondents in this study are limited to UTAR students, most of whom are concentrated below the age of 25. Therefore, taking a single university as a sample might limit the generalizability of research findings, thereby cannot truly represent and apply to the entire undergraduate population of Malaysia. In order to verify the research findings, future studies could collect data from other universities in order to recruit more representative samples. Moreover, the research findings could not be generalized and applicable to adults or older Facebook users because the sample was limited to university students with less heterogeneity. Future researchers could use a more heterogeneous sample of students from different educational institutions and age groups in order to obtain generalizable results. They can also take into account the perspectives of other Facebook users over 25, such as parents and teachers. In addition, since this study is limited to Malaysia, it might not be possible to generalize to a larger Asian population and make comparisons with Western countries.

Secondly, limited studies adopted the U&G theory for Facebook research in Malaysia. Most of the studies and journals cited in this study are from other countries. As a result, they may not have given an ideal picture of the research findings concerning the Malaysia context.

Thirdly, the collected data might not represent UTAR students' actual motives for using Facebook since the data in this study were self-reported rather than direct measures of Facebook usage. This subjective measurement could be affected by the honesty of the respondents, because they might misreport demographic profiles or behavioral. In order to

acquire a wider variety of motives, future research could apply more techniques to study the various features of Facebook.

Furthermore, the non-probability sampling technique utilized in this study has its inherent limitations. The present study promoted the online survey only on limited platforms, which will result in data collection that may be biased towards specific user groups. Therefore, future researchers must take caution in extrapolating the research results to other contexts or cultural settings. The research findings might not be generalized to a larger population because the participants were recruited through a purposive random sampling technique. However, the random sampling technique is commonly employed in SNSs related studies (Ellison et al., 2007; Alhabash et al., 2012; Park & Lee, 2014; Buehler, 2014; Cheng et al., 2015; Dhir & Tsai, 2017; Dhir et al., 2017; Hossain, 2019; Menon & Meghana, 2021). In addition, the use of cross-sectional design in this study cannot fully explain the causal inferences between the variables. Future researchers were encouraged to conduct longitudinal or repeated cross-sectional studies to examine the trends over time and acquire a clearer picture of intensive Facebook usage.

Additionally, the current study used only five Facebook U&Gs to examine their relationship with intensive Facebook usage. Future studies could thus incorporate a more comprehensive set of Facebook U&G to determine which ones play a significant role in predicting intensive Facebook usage. Future researchers were encouraged to explore additional gratifications in order to get a clear picture of the drivers that affect Facebook usage. For example, the technology gratification measure could be added, while the social, content, and process gratification measures could be expanded. They should also include additional items to adequately measure a construct and ensure its validity. However, all the items included in the Facebook U&G measures should be periodically reviewed and re-evaluated to ensure relevance to the current use of Facebook. Future researchers could

develop a new, reliable, and valid measurement of university students' motivations to use Facebook.

Lastly, future research could look into the intensity of usage of specific Facebook activities such as photo-tagging, photo-sharing, liking, commenting, etc. Thus, scholars would be able to obtain a clearer image of the nature of the complex tensions that exist in the computer-mediated world. Despite the limitations highlighted above, the current study significantly contributed to the existing research body.

5.3 Study Implications

This study has some theoretical and practical implications for both researchers and practitioners interested in the field of SNS research or computer-mediated communication:

5.3.1 Theoretical Implications

The five gratifications identified in this study were similar to those proposed in previous literature concerning U&G of Facebook usage (Park & Lee, 2014; Basilisco & Cha, 2015; Dhir & Tsai, 2017; Hossain, 2019; Kircaburun et al., 2020; Raza et al., 2020; Sheldon et al., 2021; Saeed & Ullah, 2021; Menon & Meghana, 2021). Consequently, the results of the study are significant because they provide theoretical implications for the further enhancement and applicability of the U&G theory. First, they broaden the U&G theory from focusing solely on the gratifications of a particular medium to examining gratifications that motivate students to use that medium. In addition, they offer a more nuanced method of employing U&G theory in SNS research and a more comprehensive picture of how people use Facebook intensively. They also reinforce the U&G theory by emphasizing that communication behaviours on SNS are goal-directed and purposeful at the core of active users.

The current study has provided new theoretical knowledge and understanding to several open research questions in the earlier IFU (Intensity of Facebook usage) literature. First, it highlights that while new media technologies have expanded their networks, the "active audience choosing media" remains a core concept. Secondly, this study has determined the correlation between Facebook U&G and IFU from the views of the different U&G classifications proposed by Stafford et al. (2004). Based on the classification, U&G can be divided into three categories: process, content, and social U&G. This classification is effective because it allows practitioners and scholars better understand why individuals utilize a specific medium, which U&Gs drive their primary interest, and the extent to which those particular U&Gs drive individual to utilize computer-mediated communication platforms (Dhir & Tsai, 2017). Therefore, the investigation of this study paved the path for addressing several inconsistencies in previous IFU literature. For instance, this study determined that content (i.e., information seeking) and process U&G (i.e., entertainment & escape) drive IFU among young Facebook users. The content and process U&G are particularly relevant to young people, especially university students, for reasons such as their desire to keep up with the latest information, their demand to get rid of pressure through entertainment, and their eagerness to establish self-identity or cognitive maturity.

5.3.2 Practical Implications

This study presents some significant practical implications for higher education institutions, instructors, administrators, managers, and various stakeholders of educational institutions, such as researchers, educators, and practitioners in various fields.

First, the research findings suggest that information seeking is a key driver that motivates students to use Facebook, thus encouraging *higher education institutions* to utilize Facebook as a learning tool. The institutions should optimize their Facebook pages

and make sure that relevant information related to campus events or activities is posted on a daily basis. In this way, students can keep their information up-to-date and stay connected to the campus through Facebook. Since students use Facebook to seek information, it is recommended that institutions host more talks, workshops, seminars, or forums to facilitate information sharing activities related to academics, career opportunities, personal development, and more. Additionally, as the findings suggest that university students are more likely to access information through Facebook, future *researchers* might consider verifying how instructors and educational administrators use Facebook in relation to school events or activities. This will allow for the validation and comparison of the popularity of Facebook use for information seeking needs, thereby developing beneficial policies and guidelines for schools and students.

Secondly, the 31 items developed to measure the five gratifications of Facebook usage can assist researchers and practitioners in discovering the motivations behind various forms of new media, such as online brand communities, user-generated content, and mobile instant messaging apps. The research methodology of this study can also be used as a guide for *researchers* who intend to develop instruments that are both reliable and valid. Digital communities such as social media marketplaces and e-commerce platforms have grown rapidly over the past few years, leading to more intense competition among platforms to boost engagement and retain users (Zahay, 2021). In part, this study could help media *practitioners*, such as website or social media designers, by suggesting five gratifications that they might want to consider in their designs.

In this study, the dominance of Gen Z (ages 10-25) in Facebook use reflects the fact that this generation has mastered the new media and is associated with it differently than older generations. Therefore, older generation *managers* are advised to seek ideas, expertise, and advice from younger peers or team members. *Practitioners* from various fields can also

look at the 31 items to understand the objectives behind students' use of Facebook. They should ensure that their organization's Facebook page entertains their followers and also engages in discussions with them. Regardless, a solid understanding of the situation will help an organization determine how Facebook can be used as part of its communication strategy.

Furthermore, the findings show that students utilize Facebook for social interaction purposes as well. Thus, *instructors* are encouraged to create public pages or private groups on Facebook where students can share their concerns and interact with others in a friendly manner. Besides, they can involve students in group assignments or projects with students from other countries or universities, thus increasing excitement and creativity to foster more social interactions. Allowing live streaming or live chat sessions in groups can also improve the perceived usefulness of Facebook, thereby increasing students' willingness to use it for social interaction. Any university that wishes to benefit from SNS should be humble and engaged without being overly professional in order to keep their groups or sites youthful, interesting, and fun (Lacka & Wong, 2021).

The study's findings demonstrated that entertainment is one of the major drivers that motivate intensive Facebook usage among university students, which have practical implications for educators. *Educators* who decide to use Facebook as a teaching tool should keep in mind that entertainment drives the intensive usage of the site. Therefore, they can make an effort to provide process U&G that are entertaining in nature. Moreover, given the positive correlation between entertainment and intensive Facebook usage, university *administrators* may arrange intervention programs or activities to capitalize on this correlation. Intervention programs, for example, encourage the use of Facebook in various groups on campus, such as student organizations, extracurricular activity groups, and residence halls. The administrators can incorporate entertainment components into the intervention programs to improve the efficiency of Facebook usage in a university setting.

5.4 Conclusion

Users who indulge in social networking sites and integrate them into their daily lives are diverse in terms of gender, age, ethnicity, educational level, and social status (Raza et al., 2020). Social networking sites provide a variety of features and services, enabling users to build personal profiles, share photos or thoughts, comment on their friends' posts, and receive feedback from various groups (Vogel et al., 2014). Consider these advantages, this study aims to examine the drivers that lead to the intensive Facebook usage among university students in Malaysia. The data was gathered from 265 UTAR students and analyze using IBM SPSS Statistics. The researcher found that information seeking, affection seeking, entertainment, escape, and social interaction are the key motivations that drive intensive Facebook usage among the UTAR students. The findings of this study contribute some valuable insights on the primary motivations for students' intensive use of Facebook.

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APPENDICES

<u>**Appendix A: Sources of the Items**</u>

Variables	Items	Description	Sources
Information Seeking (IS)	**IS1**	I can get information through Facebook.	Adapted and modified from Dhir and Tsai (2017)
	IS2	I can provide information to others through Facebook.	
	IS3	I can learn how to do things through Facebook.	
	IS4	I can keep up to date with the latest news on Facebook.	
Affection Seeking (AS)	**AS1**	To let people know I care about them.	Given by Quan-Haase and Young (2010); Modified from Menon and Meghana (2021)
	AS2	To help and encourage others.	
	AS3	To receive appreciation or social recognition.	
	AS4	To express solidarity on issues that matter to me.	
	AS5	To share my problems.	
Entertainment (EN)	**ET1**	It is entertaining.	Given by Sheldon (2008), Modified from
	ET2	To see other people's photos.	
	ET3	To have fun.	

	ET4	To read other people's profiles.	Sheldon et al. (2021)
	ET5	To see which people I know have joined Facebook.	
Escape (ES)	ES1	To pass time.	Given by Quan-Haase and Young (2010); Modified from Menon and Meghana (2021)
	ES2	To relieve my stress.	
	ES3	To have fun or pleasure.	
	ES4	To take a break from work.	
	ES5	To escape from reality.	
	ES6	To find new ways to entertain.	
Social Interaction (SI)	SI1	To connect with family and friends.	Given by Quan-Haase and Young (2010); Modified from Menon and Meghana (2021)
	SI2	To find people with similar interests.	
	SI3	To learn about the lives of others.	
	SI4	To make new friends.	
	SI5	To get exposed to a new way of life through online friends.	
	SI6	To keep in touch with people when I cannot spare time in real life.	
	IFU1	Facebook is part of my daily activities.	

Intensive Facebook Usage (IFU)	IFU2	I am proud to tell people I am on Facebook.	Given by Ellison et al. (2007); Modified from Su and Chan (2017)
	IFU3	I feel out of touch when I haven't logged into Facebook for a while.	
	IFU4	I feel I am a part of the Facebook community.	
	IFU5	I would be sorry if Facebook shuts down.	

A Study on the Determinants of
Intensive Facebook Usage among UTAR Students.

Dear respondent,

First and foremost, thank you for giving me your precious time to fill out this questionnaire. I am Ho Chao Yong (1901272), an undergraduate student of Bachelor of Communication (Hons) Journalism at Universiti Tunku Abdul Rahman (UTAR).

I am currently conducting my final year project with the research title "Determinants of Intensive Facebook Usage among UTAR Students". This study aims to examine the driving factors that motivate UTAR students to use Facebook. In addition, it intends to identify the uses and gratifications that drive intensive Facebook usage among UTAR students.

Your willingness to participate in this survey is greatly appreciated.

Thank you.

Instruction:

1. There are THREE (3) sections in this questionnaire. Please answer ALL questions which are needed in ALL sections.

2. This questionnaire will take you approximately 3-5 minutes to complete.

3. All information collected from this survey will be kept strictly private and confidential.

4. The findings of this survey will be used solely for academic purpose.

By participating in this study, your participation is voluntary and your information will be kept confidential and will only be used in this research.

o   Agree

Section A: Demographic Profile

This section aims to briefly understand the background of the respondents. Your answer will be kept strictly confidential.

1.	Gender		Male
			Female
2.	Age		18-20
			21-25
			25 above
3.	Level of study		Foundation
			Undergraduate
			Postgraduate

Section B: Intensity of Facebook use

This section contains 3 screening questions to determine that the respondent is eligible to participate in this survey.

1.	How often do you use Facebook?		Many times daily
			Almost daily
			Once in 2 – 3 days
			Once a week
			Once a month
2.	How much time do you spend on Facebook daily?		Less than 30 minutes
			30 minutes – 1 hour
			1 – 2 hours
			2 – 3 hours
			More than 3 hours
3.	How active are you using Facebook?		Very active
			Active
			Neutral
			Less active
			Very inactive

Section C: Determinants of Intensive Facebook Usage among UTAR Students.

This section seeks your opinion regarding the factors that motivate UTAR students' intensive Facebook usage. Please indicate the extent to which you agreed or disagreed with each statement using the 5-point Likert scale.

(1) Strongly Agree
(2) Agree
(3) Neither agree nor disagree
(4) Disagree
(5) Strongly Disagree

1. Intensive Facebook usage

The following statements are seeking your opinion regarding the intensive use of Facebook. Choose the best option that describes your response to each statement.

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Facebook is part of my daily activities.	1	2	3	4	5
2.	I am proud to tell people I am on Facebook.	1	2	3	4	5
3.	I feel out of touch when I haven't logged into Facebook for a while.	1	2	3	4	5
4.	I feel I am a part of the Facebook community.	1	2	3	4	5
5.	I would be sorry if Facebook shuts down.	1	2	3	4	5

2. **Information seeking**

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I can get information through Facebook.	1	2	3	4	5
2.	I can provide information to others through Facebook.	1	2	3	4	5
3.	I can learn how to do things through Facebook.	1	2	3	4	5
4.	I can keep up to date with the latest news on Facebook.	1	2	3	4	5

3. **Affection seeking**

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	To let people know I care about them.	1	2	3	4	5
2.	To help and encourage others.	1	2	3	4	5
3.	To receive appreciation or social recognition.	1	2	3	4	5
4.	To express solidarity on issues that matter to me.	1	2	3	4	5
5.	To share my problems.	1	2	3	4	5

4. <u>Entertainment</u>

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	It is entertaining.	1	2	3	4	5
2.	To see other people's photos.	1	2	3	4	5
3.	To have fun.	1	2	3	4	5
4.	To read other people's profiles.	1	2	3	4	5
5.	To see which people I know have joined Facebook.	1	2	3	4	5

5. <u>Escape</u>

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	To pass time.	1	2	3	4	5
2.	To relieve my stress.	1	2	3	4	5
3.	To have fun or pleasure.	1	2	3	4	5
4.	To take a break from work.	1	2	3	4	5
5.	To escape from reality.	1	2	3	4	5
6.	To find new ways to entertain.	1	2	3	4	5

6. Social interaction

I use Facebook because:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	To connect with family and friends.	1	2	3	4	5
2.	To find people with similar interests.	1	2	3	4	5
3.	To learn about the lives of others.	1	2	3	4	5
4.	To make new friends.	1	2	3	4	5
5.	To get exposed to a new way of life through online friends.	1	2	3	4	5
6.	To keep in touch with people when I cannot spare time in real life.	1	2	3	4	5

Your response has been recorded.