**INSTAGRAM ADOPTION AND IMPACT ON COMMUNICATION SKILLS : A STUDY OF UNIVERSITY STUDENTS IN KLANG VALLEY**

**A RESEARCH PROJECT IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF**

**BACHELOR OF CORPORATE COMMUNICATION (HONOURS)**

**FACULTY OF CREATIVE INDUSTRIES**

**UNIVERSITI TUNKU ABDUL RAHMAN**

**JUNE 2023**

# ACKNOWLEDGEMENTS

# DECLARATION

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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Date        : 15 September 2023

**Approval Form**

This research paper is attached here to, entitled 'Instagram Adoption and Impact on Communication Skills: A Study of University Students in Klang Valley 'prepared and submitted by Tamilarasi Tanabalan in partial fulfillment of the requirements for the Bachelor of Corporate Communication (HONS) is hereby accepted.

_____                    Date**:** _____

Supervisor

Encik. Raduan bin Sharif

**UNIVERSITI TUNKU ABDUL RAHMAN**

**FACULTY OF CREATIVE INDUSTRIES**

**Date: __15/09/2023_____**

**SUBMISSION OF FINAL YEAR PROJECT / DISSERTATION / THESIS**

**I, Tamilarasi Tanabalan (ID No: 19UJB03839) hereby certify that I have completed the final year project / dissertation / thesis\* titled "**Instagram Adoption and Impact on Communication Skills: A Study of University Students In Klang Valley**" under the supervision of Mr Raduan Bin Sharif from the Department of Media, Faculty of Creative Industries.**

**I understand that the University may upload the softcopy of my final year project in PDF to the UTAR Institutional Repository, which may be made accessible to the UTAR community and public.**

**Yours truly,**

_____ 工. _____

**(Tamilarasi Tanabalan)**

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# ABSTRACT

Social media is one of the vital things in everyone's life in this current century. Social media applications are used for various reasons such as socialising, shopping, and even education purposes. Social media has become a necessity instead of luxury with the rapid advancement of technology in every field. Due to the Covid-19 pandemic that occurred 2 years ago, a new way was found so that students and teachers can continue learning and teaching without having to see each other physically. Social media platforms such as Microsoft Teams, Google Meet, and Zoom were used to enable students to learn remotely while platforms such as Facebook, Instagram and Tik Tok entertained people and helped people to be socially active online. Even Though, the social media has helped students to study, due to the lack of face-to- face communication and team building activities, students lack good communication skills that are vital for their future. This study aims to investigate the negative effects of Instagram on students' communication skills, and the level of social media usage that affects the communication skills of students.

**CHAPTER 1**

**1.1.Background**

People use social media a lot due to its nature which is easy to use and is free of charge. According to Digital Malaysia 2022, the Kepios analysis indicates that social media users in Malaysia increased by 2.3 million which is 8.0 percent between the years 2021 and 2022. Digital Malaysia 2022 also stated that the number of social media users in Malaysia at the start of 2022 only was equivalent to 91.7 percent of the total population. This clearly indicates that social media has become a typical lifestyle for Malaysians, especially the youth.

Instagram is a social media platform owned by Meta Platforms that enables people to share any photos and videos. According to NapoleonCat, there were 14,726,800 million Instagram users in Malaysia as of the month of January 2023 and the second highest number of users are individuals aged 19-24 years old (2023). This proves that Instagram is very much popular among university students in Malaysia.

Although social media helps people in terms of providing information, connectivity with loved ones, and for leisure purposes. It tends to affect a person's communication skills as it is not a must for social media users to communicate face-to-face. It is important to have good communication skills to make sure one's opinions, ideas, and thoughts are voiced out in a proper manner.

There are many reasons why effective communication skills are important, such as it is in great demand in business. According to Kashyap, communication skills allow you to interact with people effectively and let you make your presence felt by the people present in a discussion or meeting. (2023). This goes to show that good communication skills are something that is unavoidable. Good communication skills also help one to enhance his/her professional image. Good communication shapes one' first impression on others. Being able to communicate effectively with people will help build trust, strengthen your professional relationships, boost teamwork, develop a sense of belongingness, and help you to become more productive (Kashyap,2023).

Social media does affect communications positively. One of the positive effects of social media on communication is that platforms such as Facebook, Instagram, and Twitter

allow people to broadcast their thoughts, feelings, and milestones to their friends and the general public instantaneously (Jacob,2021). Introverts find it more comfortable to express their feelings online rather than in face-to-face communication, thus social media helps them to communicate with others with confidence. Social media is very ideal to be used for informal communications among family and friends that do not require any form of professional communication skills. As people can constantly be in touch with their loved ones. Social media can influence communication skills positively as it allows its users to provide feedback about something instantly. As providing feedback, especially constructive feedback, is a vital aspect of good communication skills, social media provides the opportunity for people to give their feedback whether they like or dislike something.

Although social media helps people in terms of providing information, connectivity with loved ones, and for leisure purposes. However, It also tends to affect a person's communication skills negatively as it is not a must for social media users to communicate face-to-face.

The excessive usage of social media has brought detrimental effects on people especially students and their way of communicating with others. According to Jacob, people have forgotten how to listen to others because of using social media (2021). Listening is one of the vital aspects of good communication. Good listeners tend to understand the issue or point being spoken by others and give a proper opinion. Social media shortens the attention span of students as they can reply instantly. They might not fully understand the context of what is being said. The use of emojis in messages alters the real meaning of a message thus creating miscommunication. As students are very much used to instant messaging and instant replies, they will find it difficult to engage themselves in real-life conversations that might be longer as they cannot pay enough attention and listen to the other person due to their shorter attention span.  Another negative aspect of social media that affects students' communication skills is the lack of non-verbal cues. Effective communication involves both verbal and non-verbal communication. Non-verbal communication involves gestures, facial expressions, body language and eye contact. As communications on social media are often anonymous and do not require face-to-face communication, it definitely lacks the usage of non-verbal communication. Most people become uncomfortable when someone makes direct eye contact with them ( Jacob,2021). This is because they are not used to making eye contact with others on a daily basis. Youngsters nowadays struggle to excel in job interviews as they lack the proper non-verbal communication that is required of them. For example, maintaining proper

body language such as sitting up straight is very important in an interview, but youngsters might not know this as social media communication does not require any non-verbal gestures (Jacob, 2021).

In order to investigate the effects of Instagram usage on the communication skills of university students in Klang Valley, this research has come up with an exhaustive model by making reference to the Uses & Gratification Theory. Uses & Gratification Theory states that people are active in media and are not passive. This theory proposes that people choose to consume certain kinds of media because they expect to obtain specific gratifications as a result of those selections (Vinney, 2022).

This research will separate the theory into two parts as in why university students use Instagram and the gratifications they achieve by using it. These two parts will act as the individual variables of this research. By knowing why university students use Instagram, we can determine why they depend on Instagram a lot. By knowing the gratifications they achieve by using Instagram, we can determine how much it influences their behaviour. Therefore, this research trusts that these two independent variables can determine the effects of social media on the communication skills of university students.

**1.2.Research Audience**

This research will target University students around the Klang Valley area who are aged between 19-24 years old. Since Instagram is largely used by university students according to the statistics by NapoleonCat (2023), this research tends to target them as they will be suitable participants. Other than that, we choose the research region to be around the Klang Valley area, this is because it is the capital state of Malaysia and it also houses many universities, thus providing a lot of university students needed for this research. Therefore, by researching the target audience stated above, we can determine the Instagram usage behaviour of university students and how it affects their communication skills.

**1.3.Research Gap**

The research that studies on Instagram and its effect on the communication skills of students is still lacking in Malaysia according to the online search that was done for this research .Other than that, most of the research that studies on the effects of social media on students only focuses on selective or one particular social media rather than finding out which ones the students use the most. For example, the studies mostly only focus on Facebook and its effects. Other than Facebook, we must not ignore that other social media platforms also have significant impacts on the media behaviour of students. It is very important for the research to be up to date with the constantly changing social media preferences and trends. Since current students are more interested in using Instagram, it is vital for us to know the reasons for this shift in interest and how it impacts the students. Thus, determining the effects of Instagram on the communication skills of students must be a vital topic that needs to be researched. Generally, research conducted on the effects of Instagram using the uses & gratification theory is very limited and has failed to give a comprehensive framework on how different media influences people differently. In order to complete the gap among the studies, this research is done to find out the effects that Instagram has on the communication skills of University students

**1.4. Research Questions**

Since this research is done to study the effects of Instagram usage on the communication skills of university students, the research questions are :

RQ1: What are the factors that cause university students to use the 'Instagram' Application?

RQ2: What is the Instagram Usage Behaviour of University Students in Klang Valley?

RQ3: What are the effects of using 'Instagram' on the communication skills of university students?

**1.5.Research Objectives**

RO1: To find out the factors that cause university students to use the 'Instagram' Application.

RO2: To find out the Instagram Usage Behaviour of University Students in Klang Valley

RO3: To find out the effects of using 'Instagram' on the communication skills of university students.

**1.6.Significance of Study**

Since there is limited research on the effects of Instagram usage on communication skills in Malaysia using the uses & gratification theory, this research would help determine how the uses & gratification theory influences the Instagram usage of the university students in Klang Valley and how it affects their communication skills. These findings from this research can help us to understand the media usage behaviour of university students and understand better how to communicate with them and help educate the students on how social media is affecting their communication skills. The findings of this research strives to help give people a wider understanding to the public about the relationship between uses & gratification theory and the effects of Instagram usage on the communication skills of university students by explaining using an adequate theoretical framework which is clear and could make the arguments in this research valid. These research findings can also be referred to by future scholars for future studies on communication skills and Instagram usage.

**CHAPTER 2**

**Literature Review**

**2.1 Previous Researches on The Impact of Social Media Usage**

There is quite an amount of research done on the effects of social media usage by many scholars and each of them explains the effects from different aspects. The first research article by Wojdan et al (2020), explains the impact of social media on the lifestyle of young people. The research concluded that youngsters spend so much time per day on social media. It also mentioned that many young people tend to procrastinate on household chores and other duties because of their social media usage. According to Wojdan et al, 59% of respondents who are high school students are lacking sleep due to social media usage and 43 % of respondents have concentration issues in a conversation due to the same reason. Arguments among loved ones have also occurred to 36% of respondents caused by their use of social media. Finally, the research suggested that awareness must be increased among youngsters to educate them on the wide dangers lurking online as there are still some youngsters who are unaware of the online dangers that they might face. This proves that social media usage does have a significant impact on people.

The major contributing factors to the usage of social media by university students in Wuhan, China are privacy, convenience, and time spent (Athukorala, 2018). The researcher of this study suggests based on his/her findings that the privacy of social media users must be protected and that education institutions should incorporate media literacy education into their academic plans. This research explains the reasons why students use social media on a daily basis and how much it impacts their daily life.

Talakoub (2018) explains about the effect of mobile social networking as a supplementary strategy on EFL(English For Literature) Learners Writing Ability. This study shows that the participants of the study had a positive attitude towards mobile social networking-assisted writing as a supplementary strategy (Talakoub, 2018). The research also concludes that working together when writing can help students to be more creative and imaginative when they are writing. Students in the research also felt happier to be able to communicate with their friends and teacher outside of the classroom. It was also concluded that the students felt more confident in doing their work while being able to communicate

with others and also felt confident when using social media during their learning process. The study also concludes that getting instant feedback from the teacher and their friends helps to evaluate their work better. The researcher stated that in order to reduce the inaccuracies and to get a better result, teachers must make sure to identify any limitations and must be efficient in using social media. This study shows us that social media does have positive effects on students if it is used for the right purpose.

The positive impacts of social media are the sharing of opinions with others, the raising of awareness, the sharing of knowledge, the building of relationships, identity, reputation, and contacts, the improvement of social influence, and the development of other social skills (Abbas et al, 2019). The drastic advancement in technology has made it possible for many things to be done via social media thus being able to fulfil one's desires. The negative impacts of social media according to the research are depression, stress, anxiety, and other health problems (Abbas et al,2019). Online scams, cyberbullying, breach of privacy, and fake news can lead to one feeling totally miserable if they use social media excessively. The findings of this research also concluded one should balance their time on social media to avert the bad impacts from them. This study shows that social media has both positive and negative impacts on a person.

In another research done by Arikewuyo et al (2020) in Russia, the findings showed that the higher the jealousy, infidelity, and monitoring of romantic partners, the higher the conflict in a romantic relationship due to social media use. Jealousy, infidelity, and monitoring of romantic partners were the mediating variables in this research. This study shows that social media usage has a significant impact on the relationship between people.

The high dependency on social networking sites (SNS) needs to be balanced by society's readiness to face the Covid-19 content circulated on the platform (Handarkho et al, 2021). As fake news spreads really fast through social media, authorities must provide people with reliable information to counter the fake news. According to Handarkho et al (2021), the uncertainty affects users' tendency to disseminate Covid-19 information to their relatives and friends without clarifying the correctness. The authorities must make sure news spreading on social media can be trusted and must be approachable and open to communicating with the public to clarify their doubt. This study shows that social media is able to shape the perception of people on a certain news or issue and that miscommunication can occur on social media and the responsible authorities must take relevant actions to avoid it.

The increasing level of smartphone addiction negatively affects the communication skills, academic performance, and social lives of the medical and nursing students ( Celikkalp et al, 2020).    It was suggested that monitoring the smartphone usage of the students to avoid the negative effects on their communication skills is vital so that they can communicate with their patients better. The study also says that precautions must be taken to reduce smartphone addiction by increasing awareness, organising more sports and activities on campus for students to join, and providing counselling to students with a high level of addiction.

Social media usage has certain serious negative effects on youth such as cyberbullying, jeopardised privacy, scams, uncredible information, and distraction from studying (Bahadur, 2021). Even though social media provides easy and open access to important information, one has to be aware of social media since it is very unpredictable and is open to various threats, and students' work might be uncredible as the information that they use for their assignment might not be accurate.

In a research done on students in Saudi Arabia, it was concluded that social media helps students to gain more knowledge and find it more convenient that they access their study materials online (Nasrullah & Khan, 2019). It was also found that the usage of social media has enhanced the students' communication skills as they are able to communicate with teachers and others whenever they want. The students' social life expanded via social media as they were able to make a lot of new online friends. The negative impact that was found is that negative comments and rumours spread faster via social media creating emotional disturbances among some students. This study explains that using social media can be very helpful to students if used for good reasons.

Social media is able to influence the communication skills of the students when they want to learn a new skill or enhance a skill that they already have (Loreto,2022). It also influences the way students seek new knowledge related to their studies. The study also says that effective teaching and learning techniques are vital to develop good communication skills and that real-life experiences are very effective in learning. The study believes that the face-to-face approach is still a provocative way for students to learn their interpersonal communication skills.

Mass communication students do not necessarily find it difficult to write formal writing due to their social media usage and they are able to excel in writing when they are given the adequate amount of proper training by their lecturers to enhance their writing skills

(Salaudeen & Lawal, 2019) . The training given is said to limit the effect of their social media usage.

In a research done in Malaysia post the Covid-19 pandemic, it was found that when young adults receive positive feedback on their interactions regarding their health behaviour such as losing weight via Instagram, it increases their motivation to lose weight. The role of Instagram in this study was mainly to facilitate the process for changing health behaviour (Wilson et al., 2018) by providing a platform to search for health information and to engage in social interactions by seeking feedback and sharing knowledge (Razak et al, 2020). This study explains that social media, mainly Instagram, exposes youths to various health information and makes it easier for them to refer to the information and to communicate with others with ease regarding their health behaviour which in return influences them to have a healthier lifestyle given that the feedback they receive are positive.

Another research done by Devana and Afifah (2020) in Malaysia, it was concluded that the usage of Instagram vlogs to practise speaking English enhances the speaking skills of students. It is vital for the teachers to improve their knowledge on new and upcoming technologies and use it to educate the students. It was found in this research that students had increased levels of motivation when speaking English after the Instagram vlogs were used. This is because students are able to express their opinions, hopes,intentions and viewpoints with more imagination and creativity (Devana & Afifah, 2020). However, the use of technology for educational purposes must be monitored by the teachers to ensure students understand what is being taught and to ensure students are getting the adequate amount of knowledge so that they don't end up learning the wrong information.

**2.2 Previous Research on Communication Skills**

The study of communication skills was quite limited in the past. This research article by Huaman et al (2022), explains the importance of communication skills in education. The study concludes that it is vital to identify the different methods of communication aspects, as it determines the effectiveness of the information, knowledge and the experience that is being expressed to others. Knowing the right way to communicate, enhances the effectiveness of the content being shared with others. The study also says that good communication skills increase the self-efficacy and social skills of the students. Other than that, the study also says that good communication skills are signs of intelligence and self-development in a student. It helps the student to develop as an individual. Finally, the study informs that it is important for teachers to also have good communication skills as they are responsible for passing on the knowledge to students, thus it is vital for them to communicate with the students in an understandable way.

The research article by Rosdianti et al (2020) is studying the teachers' strategy in developing and measuring students' communication skills. The study concludes that communication skills are vital for students in order for them to understand their teachers better, and to broaden their social life in future. It also explains that there are many forms of communication skills such as written communication, body language, listening and interpreting and interacting with one's thoughts and ideas other than oral communication.

In conclusion, there are various forms of communication skills that a person needs to learn and master in order to build a strong and useful communication with others as communication is a process that happens daily. It is vital to have good communication as it enables one to deliver a message precisely to another.

**2.3 Previous Research on Uses & Gratification Theory on Social Media Usage**

The first research article by Hossain, (2018) is on the effects of uses and gratifications on social media: The Facebook Case with Multiple Mediator Analysis. This research explains that the increased popularity of social networking services in the virtual world has encouraged users to have a higher degree of gratification. Not to mention, social networking services desire to have a higher level of usage by their users. They also mentioned that the intention of social networking service use should not merely equate to obligating SNS users to stay with the current service provider but rather due to the greater level of gratification. Hence, it can be sure that Facebook users fundamentally seek different gratifications to fulfil their needs and wants. In summary, uses and gratification has a significant direct effect on the usage intention of Facebook and user habit and subjective norm are significant mediators in the relationship between U&G Theory and user intention.

The second research article by Hossain et al (2019) is entitled 'Can Liking Behaviour Lead to Usage Intention on Facebook : Uses and Gratification Theory Perspective. This research explains how U&G theory influences the liking behaviour on Facebook to boost continuous usage intentions in Facebook. The journal explains that there are three types of gratification that influence liking behaviour on Facebook, such as hedonic gratification which gives enjoyment, utilitarian gratification which is information-seeking gratification, and social gratification which gives social interaction. It was founded according to the research that the gratification with the most positive influence on the liking behaviour is utilitarian gratification. Social media users feel content when they receive useful information from Facebook posts. They also feel pleasurable when they view posts from other people. The journal also included how subjective norms lead to people liking other people's posts on Facebook. When people are pressured by the social context, they tend to act according to the expectations brought upon them. Subjective norms also have a positive effect on liking behaviour among users as they view other users on Facebook as essential. Other gratifications such as enjoyment and social interaction have less influence on users' liking behaviour, the author explained that this could have been due to the act of the participants who use Facebook during their leisure time and they just scroll through the posts but don't necessarily like the posts they view.

Another research by Muhammad.F studying the effects of Instagram on adolescence and young adults using U&G theory concluded that the adolescents and young adults who use Instagram receive multiple gratifications by using it such as social interaction, information seeking, entertainment, relaxation, communicatory utility, convenience utility, expression of opinion, information sharing, and surveillance/knowledge (Muhammad, 2018). The study also explains that Instagram usage has both advantages and disadvantages on its users. The positive gratifications would be enhancing the creativity of users as they can edit any photos/videos and even sell or promote products via Instagram and instant connectivity that allows its users to communicate with anyone wherever and whenever they want to. The negative gratifications/effects of Instagram on adolescents and young adults are the stress and depression they experience due to the comparison they make with their lifestyle and others' lifestyle when they are constantly using the application. The study urges that Instagram users must be completely mindful of their activities on Instagram.

In conclusion, Uses and Gratification theory is related to social media usage. Hence, the Uses and Gratification theory has to be used to study the effects of Instagram usage on the communication skills of university students. University students need to know what are the gratifications that can be received by using Instagram and how those gratifications can affect their communication skills.

**2.4 Theoretical Framework- Uses & Gratification Theory**

The model for this research was created using the Uses & Gratification Theory. Uses & Gratification theory is one of the important theories that studies the media usage behaviour of people. It states that the public are active members of the media , hence do not have a passive behaviour towards the media. The theory proposes that people choose to consume certain kinds of media because they expect to obtain specific gratifications as a result of those selections (Vinney, 2022). U&G theory describes the four main reasons/gratifications that influence people to use a particular media such as Cognitive needs, Affective & Integrative needs, Social Integrative needs, and Tension release needs. Cognitive needs / Surveillance is the need to acquire information and knowledge or improve understanding, Affective & Integrative needs / Identity is the need to have aesthetic/ emotional experiences and the need to strengthen confidence, status, or credibility. Social Integrative needs/ Relationships  are the need to strengthen relationships with friends/ family. Tension release needs/ Diversion is the need to relax and escape by lessening one's awareness of the self (Vinney, 2022).

Researchers have adopted the Uses & Gratifications theory in their research in order to learn the usage behaviour of their respondents towards social media. The uses & Gratifications theory helps to explain the various reasons people use social media and the different types of satisfaction that they get by using social media. As an example, (Hossain, 2018) used Uses & Gratification theory in a research to explain that the high popularity of social networking sites such as Facebook leads to its users having a higher degree of gratification. In addition to that, ( Hossain, 2019) has also adopted the Uses and Gratification theory in another research to explain which gratifications while using Facebook influences the liking behaviour among its users.

Uses and Gratifications theory has definitely played a pivotal role in both the research mentioned above to understand people's media usage behaviour, but both the researches only focus on one particular social media which is Facebook and did not use the Uses & Gratifications theory to discuss people 's usage behaviour and the gratifications they receive on other social media platforms such as Instagram and how it would influence them.

In this research, Uses and Gratifications theory will be used to determine the main reasons the University students use Instagram and what are the gratifications they receive by using Instagram and the effects of their Instagram usage on their communication skills.

# CHAPTER 3

**Methodology**

## 3.0 Introduction

In order to conduct this research successfully, certain procedures must be done precisely. It is vital to follow these procedures in order to study the impact of social media usage on the communication skills of university students In Klang Valley. In this chapter, I will be explaining about the research procedure such as the research approach, methods used to collect the data, the research population & sampling and the data analysis method used.

## 3.1 Research Approach

The research approach used for this research Is the Quantitative research approach in order to find the accurate answers to the research questions. The main advantage of using this approach is that the data from large samples can be processed and analysed using reliable and consistent procedures through this approach (Scribbr, 2023). This research aims to find out the effects of social media usage on the communication skills of university students in the Klang Valley area. The effects of social media usage on the students' communication skills will be measured and analysed using survey questionnaires. The same set of questions will be given to all the respondents.

The research method for this research was chosen based on the objectives of this research. The questions in the survey will be structured in a way that can help to achieve the following research objectives:

RO1: To find out the factors that cause university students to use the 'Instagram' Application.

RO2: To find out the Instagram Usage Behaviour of University Students in Klang Valley

RO3: To find out the effects of using 'Instagram' on the communication skills of university students

**3.3 Data Collection Method**

Since the quantitative research approach is used to fulfil the aim of this research, the data will be collected through statistics. In quantitative research, data will be collected via polls, surveys or questionnaires. The data for this research will be collected via online survey forms. The information from the data collected will then be explained using tables and graphs after being arranged in a numerical form.

In order for the respondents to answer the questions with ease, the survey questions will be divided into 3 categories. The same set of questions will be given to all respondents in order to get accurate results for the research. A questionnaire with  questions with regard to the effects of Instagram usage on the communication skills of University students in Klang Valley was created as the main data-collecting tool for this study. The questions for the first section were structured in a way that needed the respondents to answer questions using the nominal scale. A nominal scale is a measurement scale that normally deals with non-numeric (quantitative) variables or where numbers have no value (QuestionPro,2023), for example : Age. The second section of the questionnaire needed the respondents to answer using the nominal scale, ratio scale and ordinal scale. The ratio scale allows researchers to compare the intervals or differences while the ordinal scale reports the ranking and ordering of the data without actually establishing the degree of variation between them (QuestionPro,2023). For the third section, it requires the respondents to give their answer using the ordinal scale to determine whether they agree or disagree to a given statement.

The questionnaire was created using a Google form. This is because it is easier to circulate the questions to a large number of respondents at the same time.The questions regarding the effects of Instagram usage on the communication skills of students were adapted from the research done by Chavez et al (2020) to study the Impacts of Social Media Usage on the Effective Communication Skills of Grade 12 Fidelis Senior High Students .

The first part of the questionnaire focuses on the demographic information of the respondents such as their age, gender, race, their current University, and their current level of education. The second section of the questionnaire focuses on the Instagram usage behaviour of the respondents such as how many years they have been using Instagram, how many hours do they spend on Instagram, how often they use Instagram in their daily life, and the main

reason why they use Instagram and also focuses on the main reasons why the students use Instagram. The third section of the questionnaire is focused on the third objective of the research by asking questions related to examining the level of influence of Instagram on the communication skills of the respondents. The purpose of this section is to ask respondents about their communication skills and their thought process on how Instagram usage affects their communication skills.

A sample of the questions included in the questionnaire are as follows:

**-The use of Instagram resulted for me to show interest and attention to others**

Strongly Agree
Agree
Disagree
Strongly Disagree

**-The use of Instagram resulted for me to increase my confidence level in writing**

Strongly Agree
Agree
Disagree
Strongly Disagree

## 3.4  Population And Sampling

The research population for this study will be the university students in the Klang Valley area as they are the target audience for this particular research. The criterias that are required by the respondents to be a part of this research are: A) Must be aged from 19 to 24 years old, B)Must be university students who are currently studying in universities in Klang Valley.

The sampling method used to collect the sample from the population is the Simple Random sampling method. The simple random sampling method falls under Probability Sampling as through this sampling, the sample members of the population are chosen randomly. This sampling method is suitable to be used for this study as most of the university students use Instagram. Thus, the sample need not be selected on any specific basis.

According to the Department of Statistics Malaysia (2023), Klang Valley's population is 8,983,400. There are 1,335,900 young adults aged 19-24 years old in Klang Valley. Thus, the population of this research is definitely sufficient enough for the research. According to the Ministry of Higher Education, the population of public and private university students in Klang Valley is 567,347 (2022). Based on the sample size table by The Research Advisors, the required sample size for the population size of 567,347 is 107 samples. This is to ensure the reliability of the survey with 70% confidence level and 0.05 margin of error. 107 respondents are targeted to answer this questionnaire. The questionnaire will be randomly distributed to the university students regardless of their race and gender.

**Required Sample Size†**

from: **The Research Advisors**

| | | Confidence = 70.0% | | | | | Confidence = 99.0% | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Population Size** | | Degree of Accuracy/Margin of Error | | | | | Degree of Accuracy/Margin of Error | | | |
| | | 0.05 | 0.035 | 0.025 | 0.01 | | 0.05 | 0.035 | 0.025 | 0.01 |
| 10 | | 9 | 10 | 10 | 10 | | 10 | 10 | 10 | 10 |
| 20 | | 17 | 18 | 19 | 20 | | 19 | 20 | 20 | 20 |
| 30 | | 24 | 26 | 28 | 30 | | 29 | 29 | 30 | 30 |
| 50 | | 34 | 41 | 45 | 49 | | 47 | 48 | 49 | 50 |
| 75 | | 44 | 56 | 64 | 73 | | 67 | 71 | 73 | 75 |
| 100 | | 52 | 69 | 81 | 96 | | 87 | 93 | 96 | 99 |
| 150 | | 63 | 89 | 111 | 142 | | 122 | 135 | 142 | 149 |
| 200 | | 70 | 105 | 137 | 186 | | 154 | 174 | 186 | 198 |
| 250 | | 75 | 117 | 158 | 229 | | 182 | 211 | 229 | 246 |
| 300 | | 79 | 127 | 177 | 270 | | 207 | 246 | 270 | 295 |
| 400 | | 85 | 142 | 207 | 348 | | 250 | 309 | 348 | 391 |
| 500 | | 89 | 153 | 231 | 422 | | 285 | 365 | 421 | 485 |
| 600 | | 91 | 161 | 251 | 491 | | 315 | 416 | 490 | 579 |
| 700 | | 93 | 167 | 266 | 555 | | 341 | 462 | 554 | 672 |
| 800 | | 95 | 172 | 280 | 617 | | 363 | 503 | 615 | 763 |
| 900 | | 96 | 176 | 291 | 674 | | 382 | 541 | 672 | 854 |
| 1,000 | | 97 | 180 | 301 | 729 | | 399 | 575 | 727 | 943 |
| 1,200 | | 99 | 185 | 317 | 830 | | 427 | 636 | 827 | 1119 |
| 1,500 | | 100 | 191 | 334 | 963 | | 460 | 712 | 959 | 1376 |
| 2,000 | | 102 | 198 | 354 | 1147 | | 498 | 808 | 1141 | 1785 |
| 2,500 | | 103 | 202 | 367 | 1295 | | 524 | 879 | 1288 | 2173 |
| 3,500 | | 104 | 206 | 383 | 1520 | | 558 | 977 | 1510 | 2890 |
| 5,000 | | 105 | 210 | 396 | 1747 | | 586 | 1066 | 1734 | 3842 |
| 7,500 | | 106 | 213 | 406 | 1978 | | 610 | 1147 | 1960 | 5165 |
| 10,000 | | 106 | 215 | 412 | 2117 | | 622 | 1193 | 2098 | 6239 |
| 25,000 | | 107 | 217 | 422 | 2425 | | 646 | 1285 | 2399 | 9972 |
| 50,000 | | 107 | 218 | 426 | 2549 | | 655 | 1318 | 2520 | 12455 |
| 75,000 | | 107 | 219 | 427 | 2593 | | 658 | 1330 | 2563 | 13583 |
| 100,000 | | 107 | 219 | 428 | 2615 | | 659 | 1336 | 2585 | 14227 |
| 250,000 | | 107 | 219 | 429 | 2657 | | 662 | 1347 | 2626 | 15555 |
| 567,347 | | 107 | 219 | 429 | 2673 | | 663 | 1351 | 2642 | 16116 |
| 1,000,000 | | 107 | 219 | 429 | 2678 | | 663 | 1352 | 2647 | 16317 |
| 2,500,000 | | 107 | 219 | 430 | 2683 | | 663 | 1353 | 2651 | 16478 |
| 10,000,000 | | 107 | 219 | 430 | 2685 | | 663 | 1354 | 2653 | 16560 |
| 100,000,000 | | 107 | 219 | 430 | 2685 | | 663 | 1354 | 2654 | 16584 |
| 264,000,000 | | 107 | 219 | 430 | 2685 | | 663 | 1354 | 2654 | 16586 |

Table 3.1. The Sample Size Table

| University | No. of respondents |
|---|---|
| HELP University | 1 |
| MAHSA University | 1 |
| Putra Intelek International College | 1 |
| Sunway University | 1 |
| Tunku Abdul Rahman University of Management and Technology (TARUMT) | 59 |
| University Tunku Abdul Rahman (UTAR) | 39 |
| University Malaya (UM) | 3 |
| Universiti Kebangsaan Malaysia (UKM) | 1 |
| Universiti Teknologi Malaysia (UTM) | 1 |
| Total | 107 |

Table 3.2 The Universities of Respondents

**3.4 Data Analysis**

Descriptive Analysis

The descriptive analysis will be used to analyse part of the data collected once the respondents have answered the questionnaire. The data collected from the questionnaire will be analysed using the descriptive analysis method. The data collected from all three sections will be transferred into a spreadsheet. It will then be analysed using the SPSS ( Statistical Package for Social Science) software in order to be effective as SPSS will arrange the data collected into tables, bar graphs and pie charts for an easier understanding and it will also calculate the frequency, percentage, mean and standard deviation for all the data collected.

Cronbach's Alpha

A reliability test known as Cronbach's Alpha will be done on the questionnaire in order to determine the questionnaire's reliability.A higher number of Cronbach's Alpha for the questions indicates higher reliability. A pilot test is not required for this questionnaire as the questions are adopted from a previous research titled 'The Impacts of Social Media Usage on the Effective Communication Skills of Grade 12 Fidelis Senior High Students' by Chavez et al (2020) .

**Case Processing Summary**

|  |  | N | % |
|---|---|---|---|
| Cases | Valid | 107 | 57.8 |
|  | Excluded[a] | 78 | 42.2 |
|  | Total | 185 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Table 3.3 Case Processing Summary

**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .932 | .933 | 15 |

Table 3.4 Reliability Statistics

Table 3.5 Item Total Statistics

**Item-Total Statistics**

|  | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| B1 | 30.5794 | 55.246 | .747 | . | .925 |
| B2 | 30.6542 | 54.681 | .787 | . | .924 |
| B3 | 30.7664 | 57.294 | .605 | . | .929 |
| B4 | 30.7290 | 56.086 | .670 | . | .927 |
| B5 | 30.5047 | 55.064 | .716 | . | .926 |
| C1 | 30.5794 | 55.246 | .747 | . | .925 |
| C2 | 30.6355 | 54.706 | .788 | . | .924 |
| C3 | 30.7664 | 57.294 | .605 | . | .929 |
| C4 | 30.7290 | 56.086 | .670 | . | .927 |
| C5 | 30.5047 | 55.064 | .716 | . | .926 |
| D1 | 30.5888 | 56.320 | .619 | . | .929 |
| D2 | 30.3364 | 56.169 | .551 | . | .931 |
| D3 | 30.3738 | 56.519 | .562 | . | .930 |
| D4 | 30.3178 | 55.426 | .603 | . | .929 |
| D5 | 30.4019 | 55.941 | .643 | . | .928 |

## CHAPTER 4

**DATA ANALYSIS**

**4.0 Introduction**

In this chapter, all the data collected from the Survey Questionnaire will be distributed using tables and charts. By using the SPSS software, the information recorded will be analysed and discussed in-detail in this chapter.

**4.1 Demographic Information**

<u>4.1.1  Age</u>

Age
107 responses
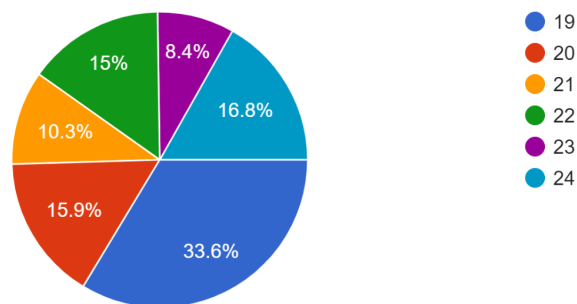


Graph 4.1 The Age of Respondents

Graph 4.1 shows the age of the respondents who have participated in the survey.The highest number of respondents who have participated are 36 respondents who are 19 years old with a percentage of 33.6%. The lowest number of respondents are 9 respondents who are 23 years old with a percentage of 8.4 percent.

4.1.2 Gender

Gender
107 responses
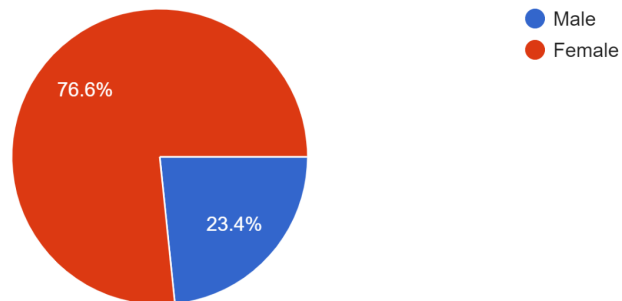


Graph 4.2 Gender of respondents

According to graph 4.2, 25 male respondents and 82 female respondents have completed this survey with a percentage of 23.4% and 76.6% respectively.

4.1.3 Race
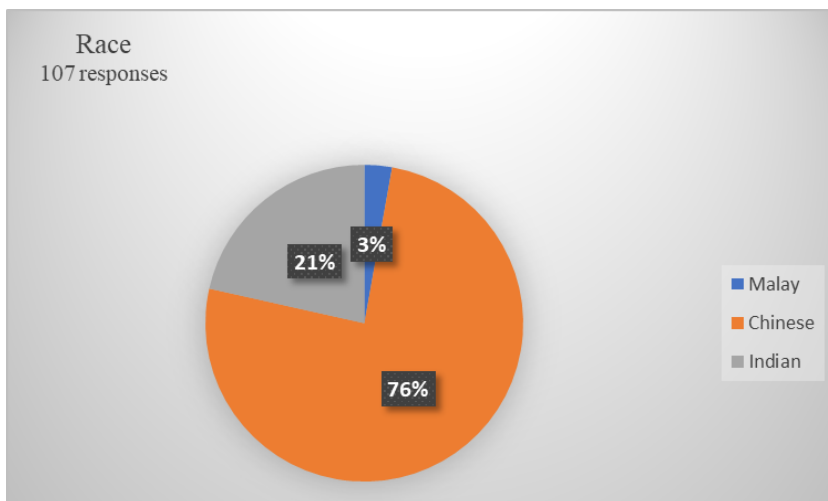


Graph 4.3 The Race of Respondents

All three races, Malay, Chinese, and Indian have participated in this survey. The lowest number of respondents are Malay with a frequency of 3 and a percentage of 2.8%. The highest number of respondents are Chinese with a frequency of 81 and percentage of 75.7%.

A moderate number of Indians have also participated in this survey with a frequency of 23 and percentage of 21.5%.

4.1.4 Current Level of Education

Current level of Education
107 responses



- Matriculation/Foundation/Diploma/STPM
- Degree
- Masters Degree

50%

49.1%
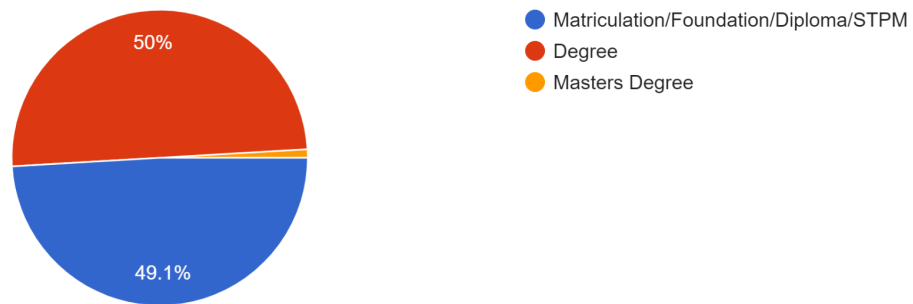
Graph 4.4 The Current level of education of respondents

The highest number of respondents who have participated in this survey are Degree students, with a frequency of 54 and percentage of 50.5%. The lowest number of respondents are Master Degree students with a frequency of 1 and percentage of 0.9%. 52 students with a percentage of 48.6% who are doing their Matriculation/ Foundation/Diploma/STPM have also participated in this survey.

4.1.5 Which University are You From?
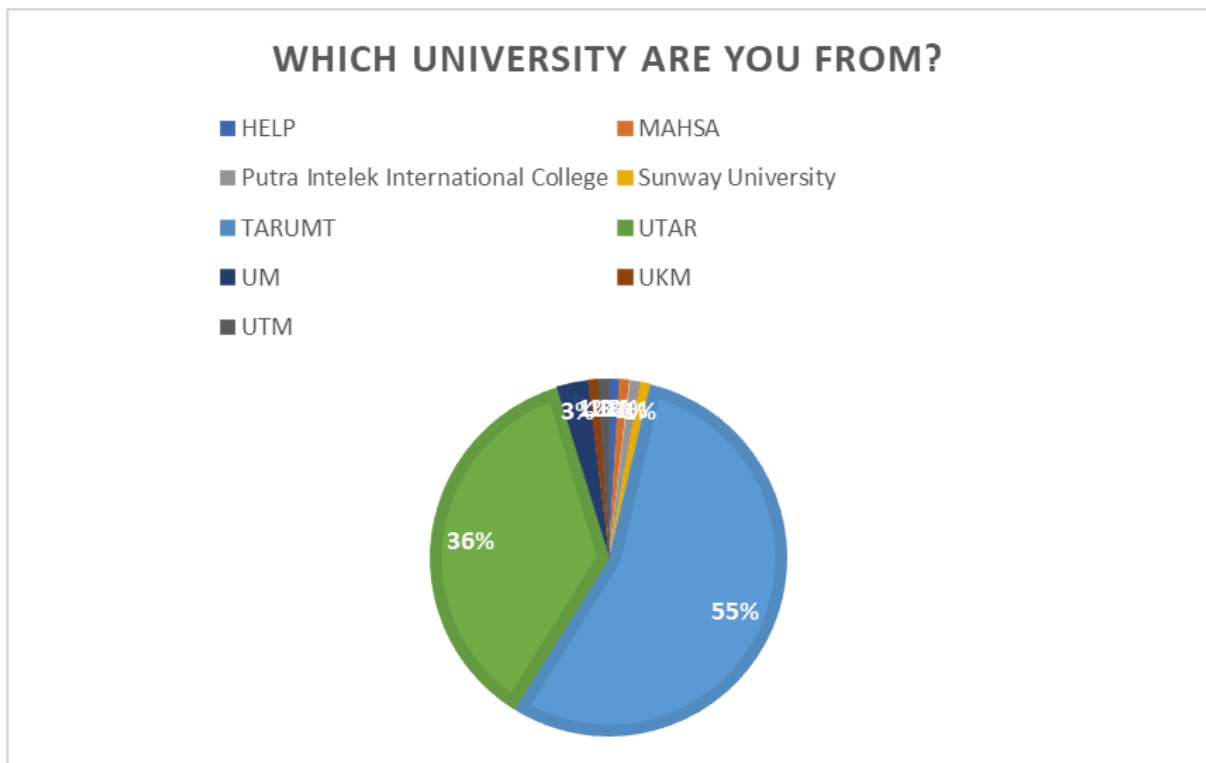


Graph 4.5 The Respondents Universities

The highest number of respondents are from Tunku Abdul Rahman University of Management and Technology (TARUMT) with a frequency of 59 and percentage of 55% , followed by respondents from University Sungai Long with a percentage of 36% (39 respondents). There are 3 respondents from University Malaya (UM) with a percentage of 3%. There are only 1 respondent from each of the rest of the universities such as HELP, Sunway University, Putra Intelek International College, Universiti Teknologi Malaysia (UTM), Universiti Kebangsaan Malaysia (UKM), and MAHSA.

**4.2 Instagram Usage Behaviour**

<u>4.2.1 How many years have you been using Instagram?</u>
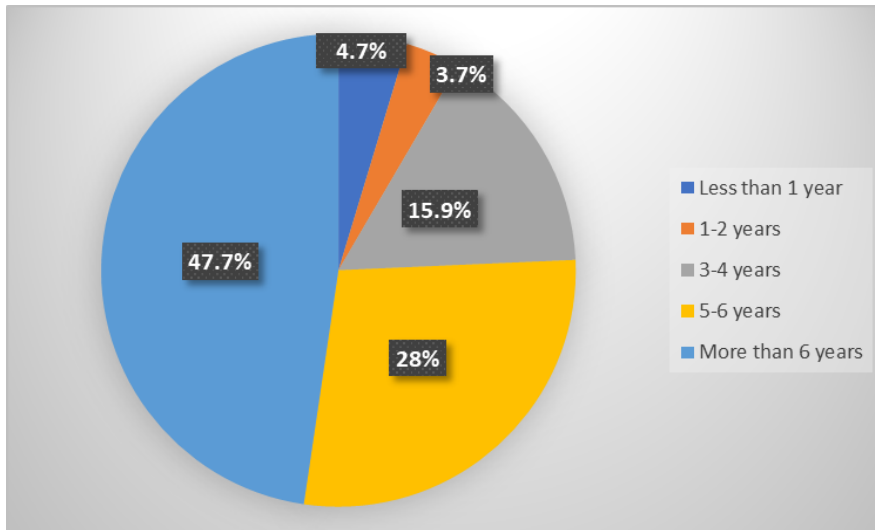


Graph 4.6 How many years have you been using Instagram

**A1**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Less than 1 year | 5 | 2.7 | 4.7 | 4.7 |
|  | 1-2 years | 4 | 2.2 | 3.7 | 8.4 |
|  | 3-4 years | 17 | 9.2 | 15.9 | 24.3 |
|  | 5-6 years | 30 | 16.2 | 28.0 | 52.3 |
|  | More than 6 years | 51 | 27.6 | 47.7 | 100.0 |
|  | Total | 107 | 57.8 | 100.0 |  |
| Missing | System | 78 | 42.2 |  |  |
| Total |  | 185 | 100.0 |  |  |

Table 4.1 Frequency table for how many years have you been using Instagram

According to graph 4.6 and table 4.1, the majority of respondents with a frequency of 51 and percentage of 47.7 percent have been using Instagram for more than 6 years. A very few of them have been using Instagram for 1-2 years with a frequency of 4 and a percentage of 3.7%. 5 people have been using it for less than 1 year (4.7%), 30 people have been using it for 5-6 years (28%) and 17 people have been using it for 3-4 years (15.9%).

4.2.2 How often do you check your Instagram?
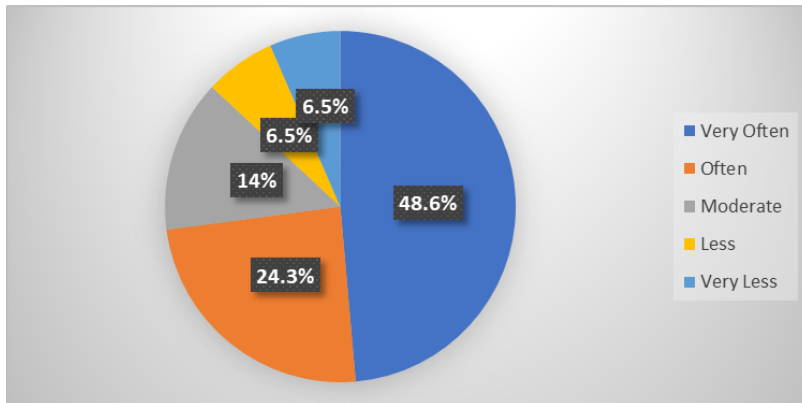


Graph 4.7 How often do you use Instagram?

**A2**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very often | 52 | 28.1 | 48.6 | 48.6 |
| | Often | 26 | 14.1 | 24.3 | 72.9 |
| | Moderate | 15 | 8.1 | 14.0 | 86.9 |
| | Less | 7 | 3.8 | 6.5 | 93.5 |
| | Very less | 7 | 3.8 | 6.5 | 100.0 |
| | Total | 107 | 57.8 | 100.0 | |
| Missing | System | 78 | 42.2 | | |
| Total | | 185 | 100.0 | | |

Table 4.2 How Often do you use Instagram?

The highest number of respondents with a frequency of 52 and percentage of 48.6% use Instagram very often. 26 people ( 24.3%) use Instagram often, and 15 people (14%) use Instagram moderately. Instagram is being used less and very less by 7 people (6.5%).

4.2.3 Which device do you normally use to check Instagram?
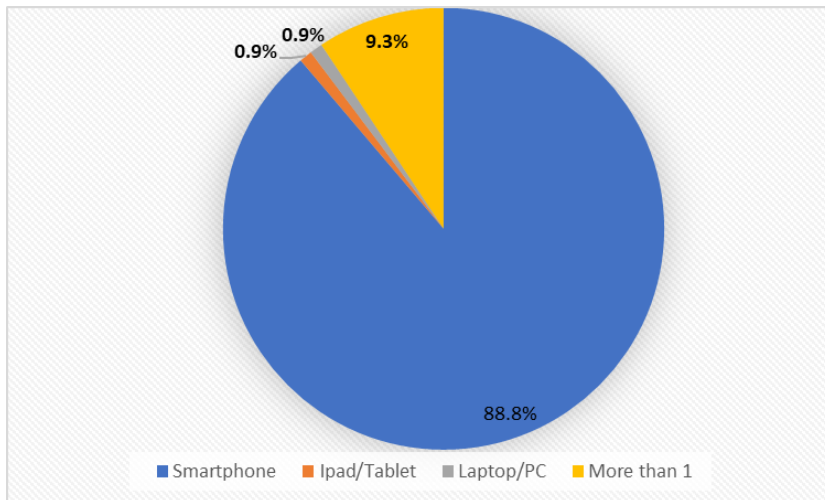


Graph 4.8 Which device do you normally use to check Instagram?

**A3**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Smartphone | 95 | 51.4 | 88.8 | 88.8 |
| | Ipad/tablet | 1 | .5 | .9 | 89.7 |
| | Laptop/Pc | 1 | .5 | .9 | 90.7 |
| | More than 1 | 10 | 5.4 | 9.3 | 100.0 |
| | Total | 107 | 57.8 | 100.0 | |
| Missing | System | 78 | 42.2 | | |
| Total | | 185 | 100.0 | | |

Table 4.3 Which device do you normally use to check Instagram?

95 people (88.8%) use their smartphones to check their Instagram. 10 people (9.3%) use more than 1 of the devices to check their Instagram.

4.2.4 How many hours per day do you spend on Instagram?
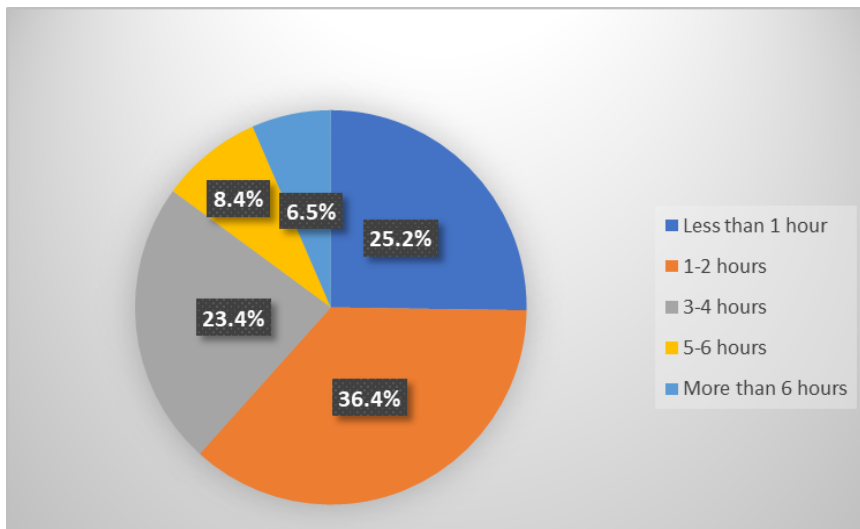


Graph 4.9 How many hours per day do respondents spend on Instagram?

**A4**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Less than 1 hour | 27 | 14.6 | 25.2 | 25.2 |
| | 1-2 hours | 39 | 21.1 | 36.4 | 61.7 |
| | 3-4 hours | 25 | 13.5 | 23.4 | 85.0 |
| | 5-6 hours | 9 | 4.9 | 8.4 | 93.5 |
| | More than 6 hours | 7 | 3.8 | 6.5 | 100.0 |
| | Total | 107 | 57.8 | 100.0 | |
| Missing | System | 78 | 42.2 | | |
| Total | | 185 | 100.0 | | |

Table 4.4 How many hours per day do respondents spend on Instagram?

The maximum number of respondents (39 people,36.4%) spend 1-2 hours on their Instagram per day while the minimum number of respondents (7 people, 6.5%) spends more than 6 hours on their Instagram per day. 27 people (25.2%) spend less than 1 hour on Instagram, 25 people (23.4) spend 3-4 hours on Instagram, and 9 people (8.4%) spend 5-6 hours on Instagram.

4.2.5 How do you spend your leisure time other than using Instagram?

How do you spend your leisure time other than using Instagram?
107 responses
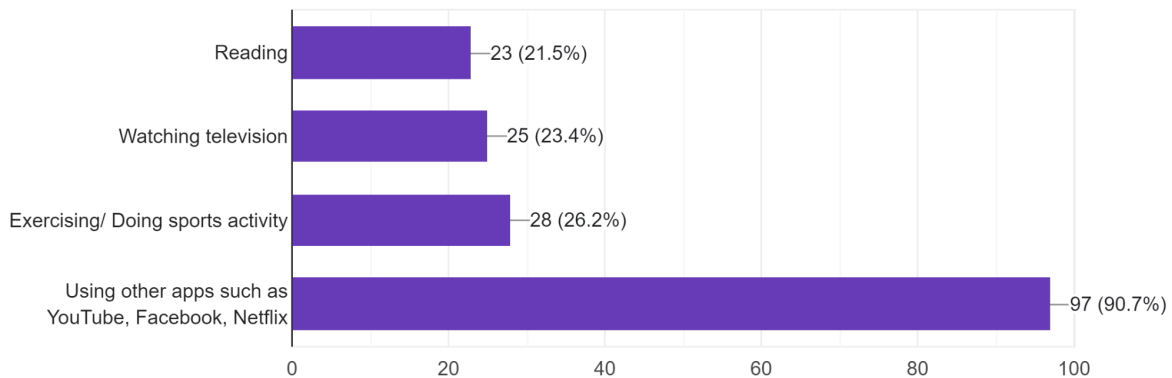


Graph 4.10 How do respondents spend their leisure time other than using Instagram?

**A5**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Reading | 3 | 1.6 | 2.8 | 2.8 |
| | Watching television | 3 | 1.6 | 2.8 | 5.6 |
| | Using social media | 53 | 28.6 | 49.5 | 55.1 |
| | More than one | 48 | 25.9 | 44.9 | 100.0 |
| | Total | 107 | 57.8 | 100.0 | |
| Missing | System | 78 | 42.2 | | |
| Total | | 185 | 100.0 | | |

Table 4.5 How do respondents spend their leisure time other than using Instagram?

The maximum number of respondents (49.5%)  use other social media such as Youtube, facebook and Netflix in their leisure time. The activities done by least of the respondents are watching television (2.8%) and reading (2.8%). Around 26.2% of people exercise or do sports activity to pass their free time. 44.9% of respondents do more than one activity from the list.

4.2.6 What is the main reason for your Instagram usage?

What is the main reason for your Instagram usage?
107 responses

| Category | Value |
|---|---|
| Surveillance/News | 40 (37.4%) |
| Acquire new information or knowledge | 52 (48.6%) |
| Sharing personal experience with others | 51 (47.7%) |
| Communicating with family, friends and loved ones | 73 (68.2%) |
| Entertainment/ Diversion from stress | 88 (82.2%) |
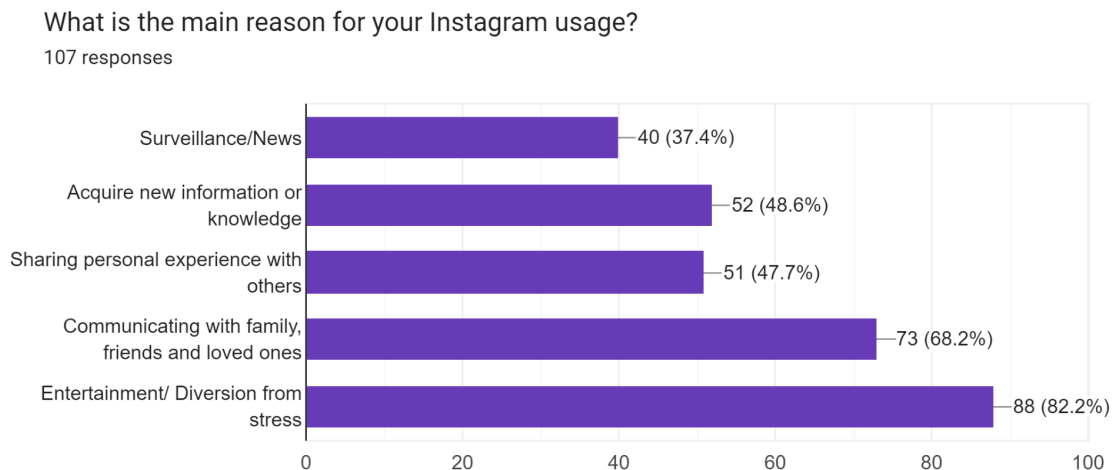
Graph 4.11 What is the main reason for respondents' Instagram usage?

### A6

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Acquire new information or knowledge | 3 | 1.6 | 2.8 | 2.8 |
| | Sharing personal experience with others | 2 | 1.1 | 1.9 | 4.7 |
| | Communicating with family, friends and loved ones | 5 | 2.7 | 4.7 | 9.3 |
| | Entertainment/ Diversion from stress | 11 | 5.9 | 10.3 | 19.6 |
| | More than one | 86 | 46.5 | 80.4 | 100.0 |
| | Total | 107 | 57.8 | 100.0 | |
| Missing | System | 78 | 42.2 | | |
| Total | | 185 | 100.0 | | |

Table 4.6 What is the main reason for respondents' Instagram usage?

The highest number of respondents (10.3%) use Instagram as a source of entertainment or diversion from stress. The lowest number of respondents use Instagram for news or surveillance. 4.7% of respondents communicate with their family,friends and loved ones using Instagram. 2.8% of respondents acquire new information or knowledge using Instagram while 1.9 % share their personal experience with others via Instagram. A majority of respondents have more than one reason for their Instagram usage.

## 4.3 Instagram Usage and Communication Skills

4.3.1 Verbal Skills

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|------|-------|---------|---------|---------|---------|---------|---------|---------|
| B1 | The use of Instagram resulted for me to give constructive feedback on important discussions | 12.1 | 65.4 | 15.9 | 6.5 | 2.1682 | .72014 | 2 |
| B2 | The use of Instagram resulted for me to give time for others to respond and clarify on important matters | 16.8 | 62.6 | 15.0 | 5.6 | 2.0935 | .73373 | 4 |
| B3 | The use of Instagram resulted for me to show interest and attention to others specially during discussion | 19.6 | 65.4 | 12.1 | 2.8 | 1.9813 | .65849 | 5 |
| B4 | The use of Instagram resulted for me to participate in disseminating information effectively and my style of communicating the message is clear and simple | 19.6 | 63.6 | 12.1 | 4.7 | 2.0187 | .71350 | 3 |
| B5 | The use of | 14.0 | 53.3 | 27.1 | 5.6 | 2.2430 | .76283 | 1 |

| | Instagram resulted for me to improve my verbal skills | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

Table 4.7 The Effect of Instagram usage on the verbal skills of respondents

According to table 4.7 there are 5 items that studies the effect of Instagram usage on the verbal skills of respondents. The items are indicated as B1-B5. B5 is in the first rank as it has the highest mean value of 2.2430 and a standard deviation of  .76283. Majority of respondents (53.3%) agreed that the usage of their Instagram has improved their verbal skills. A very few number respondents (5.6%) strongly disagreed that Instagram has improved their verbal skills. 27.1% of respondents disagreed with the statement while 14 % strongly agreed with the statement.

B1 is 2nd in ranking with a mean value of 2.1682 and a standard deviation of .72014. Highest number of respondents (65.4%) agreed that their use of Instagram resulted in them giving constructive feedback on important discussions. A very low percentage of respondents (6.5%) strongly disagreed that Instagram usage resulted in them giving constructive feedback during discussions. 15.9% of respondents disagreed with the statement while 12.1% of respondents strongly agreed to the statement.

B4 ranks third in the list with a mean value of 2.0187 and a standard deviation of .71350. Most of the respondents (63.6%) agreed that their usage of Instagram resulted in them participating in disseminating information effectively and their style of communicating the message is clear and simple. Least of respondents (4.7%) strongly disagreed that their usage of Instagram resulted in them disseminating information effectively and that their style of communicating has become more clearer and simple. 19.6% of respondents strongly agreed to the statement while 12.1% of respondents disagreed with the statement.

B2 is the fourth in the rank with a mean value of 2.0935 and a standard deviation of .73373. Majority of respondents (62.6%) agreed that their usage of Instagram resulted in them giving time for others to respond and clarify on important matters. Lowest number of respondents (5.6%) strongly disagreed that their usage of instagram resulted in them giving time for others to respond and clarify on important matters . 16.8% of respondents strongly agreed with the statement while 15% disagreed with the statement.

B3 ranks last in the list with a mean value of 1.9813 and a standard deviation .65849. Most of the respondents (65.4%) agreed that their usage of instagram resulted in them showing interest and attention to others specially during discussions. The least number of respondents (2.8%) strongly disagreed that their usage of Instagram resulted in them showing interest and attention to others specially during discussions. 19.6% of respondents strongly agreed with the statement while 12.1% of respondents disagreed with the statement

4.3.2 Non-Verbal Skills

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|------|-------|--------------------|-----------|--------------|-----------------------|------|--------------------|--------------|
| C1 | The use of Instagram resulted for me to easily recognize the emotions of someone while communicating to others | 12.1 | 65.4 | 15.9 | 6.5 | 2.1682 | .72014 | 2 |
| C2 | The use of Instagram resulted for me to pay attention on careful gestures and facial expressions during face-to-face interaction | 15.9 | 62.6 | 15.9 | 5.6 | 2.1121 | .73108 | 3 |
| C3 | The use of Instagram resulted for me to not distract audience by using needless gestures and such | 19.6 | 65.4 | 12.1 | 2.8 | 1.9813 | .65849 | 5 |
| C4 | The use of Instagram resulted for me to maintain professional posture during formal meetings and presentations | 19.6 | 63.6 | 12.1 | 4.7 | 2.0187 | .71350 | 4 |
| C5 | The use of Instagram | 14.0 | 53.3 | 27.1 | 5.6 | 2.2430 | .76283 | 1 |

| | resulted for me to improve my non-verbal skills | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

Table 4.8 The Effect of Instagram usage on the non- verbal skills of respondents

C5 ranked first place in the list with the highest mean value of 2.2430 and a standard deviation of .76283. Majority of respondents (53.3%) agreed that their use of Instagram has resulted in them improving their non-verbal skills. Minority of respondents ( 5.6%) strongly disagreed that their Instagram usage has improved their non-verbal skills. 27.1% of respondents disagreed with the statement while 14% of respondents strongly agree with the statement.

C1 is the 2nd item in the list with a mean value of 2.1682 and a standard deviation of .72014. Most of the respondents (65.4%) agreed that their usage of Instagram resulted in them to easily recognize the emotions of someone while communicating to others. Least of the respondents (6.5%) strongly disagreed that their Instagram usage has helped them to easily recognize people's emotions while communicating with them. 15.9% of respondents disagreed with the statement while 12.1% strongly agreed with the statement.

C2 ranks third in the list with a mean value of 2.1121 and a standard deviation of .73108. Majority of respondents (62.6%) have agreed that their Instagram usage has resulted in them to pay attention to careful gestures and facial expressions during face-to -face interactions. Minority of respondents (5.6%) have strongly disagreed that Instagram helped to pay attention to gestures and facial expressions during a conversation.

C4 ranks fourth in the list with a mean value of 2.0187 and a standard deviation of .71350. Most of the respondents (63.6%) agreed that their usage of Instagram has resulted in them maintaining professional posture during formal meetings and presentations. Least of the respondents (4.7%) strongly disagreed that Instagram has helped them to maintain professional posture during meetings and presentations. 19.6% of respondents have agreed with the statement while 12.1% of respondents have disagreed with the statement.

C3 is ranked last in the list with a mean value of 1.9813 and a standard deviation of .65849 . Majority of respondents (65.4%) have agreed that their usage of Instagram has resulted in them to not distract the audience by using needless gestures and such. Minority of

respondents (2.8%) have strongly disagreed that their use of Instagram has helped them to not distract others using needless gestures and such. 19.6% of respondents have strongly agreed with the statement and 12.1% of respondents have disagreed with the statement.

### 4.3.3 Written Skills

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|---|---|---|---|---|---|---|---|---|
| D1 | The use of Instagram resulted for me to gain the ability of gathering written information from different sources professionally | 16.8 | 54.2 | 25.2 | 3.7 | 2.1589 | .74161 | 5 |
| D2 | The use of Instagram resulted for me to increase my confidence level in writing | 12.1 | 44.9 | 32.7 | 10.3 | 2.4112 | .83500 | 2 |
| D3 | The use of Instagram resulted for me to become more conscious about grammar structure and spellings by exposing me to writings with good grammar structures and spellings | 10.3 | 50.5 | 30.8 | 8.4 | 2.3738 | .78336 | 3 |
| D4 | The use of Instagram resulted for me to become more conscious about punctuations when I write by exposing me to writings with good | 13.1 | 41.1 | 35.5 | 10.3 | 2.4299 | .84800 | 1 |

| | punctuations | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| D5 | The use of Instagram resulted for me to improve my writing skills | 9.3 | 54.2 | 29.0 | 7.5 | 2.3458 | .75364 | 4 |

Table 4.9 The Effect of Instagram usage on the writing skills of respondents

D4 is the first item in the list with the highest mean value of 2.4299 and a standard deviation of .84800.Majority of respondents (41.1%) agreed that their Instagram usage resulted in them becoming more conscious about punctuations when they write by exposing them to writings with good punctuations. Minority of respondents (10.3%) strongly disagreed that Instagram has made them more punctuation conscious by exposing them to writings with good punctuation. 35.5% of respondents disagreed with the statement while 13.1% of respondents strongly agree with this statement.

D2 ranks 2nd in the item list with the mean value of 2.4112 and a standard deviation of .83500. Majority of respondents (44.9%) agreed that their usage of Instagram has resulted in them increasing their confidence level in writing. Minority of respondents (10.3%) strongly disagree that their confidence level in writing has increased because of Instagram. 32.7% of respondents disagree with the statement while 12.1% of respondents strongly agree with the statement.

D3 is in the third place in the list with the mean value of 2.3738 and a standard deviation of .78336. Most of the respondents (50.5%) agreed that their usage of Instagram has resulted in them becoming more conscious about grammar structure and spellings by exposing them to writings with good grammar structures and spellings. Least number of respondents (8.4%) have strongly disagreed that Instagram has made them more grammar and spelling conscious by exposing them to writings with good grammar structures and spellings. 30.8% of respondents disagree with the statement while 10.3% have strongly agreed with the statement.

D5 is the fourth item in ranking with a mean value of 2.3458 and a standard deviation of .75364. Majority of respondents (54.2%) agreed that their usage of Instagram has resulted

in them improving their writing skills. Minority of respondents (7.5%) strongly disagreed that Instagram has helped them to improve their writing skills. 29% of respondents disagree with the statement while 9.3% of respondents strongly agree with the statement.

D1 is the last item in ranking with a mean value of 2.1589 and a standard deviation of .74161. Most of the respondents (54.2%) agreed that their usage of Instagram resulted in them gaining the ability of gathering written information from different sources professionally. Least number of students (3.7%) strongly disagreed that Instagram had helped them to gain the ability to gather written information professionally from different sources. 25.2% of respondents disagreed with the statement while 16.8% of respondents strongly agreed with the statement.

# CHAPTER 5

**DISCUSSION AND CONCLUSION**

## 5.0 Introduction

      In this chapter, the results that were obtained from the data analysis done in the previous chapter will be discussed in a more in-depth manner. It will also explain the limitations that were faced in this research , the recommendations for conducting research in future, and the conclusion of the entire research.

## 5.1 Major Findings

5.1.1 The effect of Instagram on the verbal skills of university students

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree\ (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|---|---|---|---|---|---|---|---|---|
| B1 | The use of Instagram resulted for me to give constructive feedback on important discussions | 12.1 | 65.4 | 15.9 | 6.5 | 2.1682 | .72014 | 2 |
| B2 | The use of Instagram resulted for me to give time for others to respond and clarify on important matters | 16.8 | 62.6 | 15.0 | 5.6 | 2.0935 | .73373 | 4 |
| B3 | The use of Instagram resulted for me to show interest and attention to others specially | 19.6 | 65.4 | 12.1 | 2.8 | 1.9813 | .65849 | 5 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | during discussion | | | | | | | |
| B4 | The use of Instagram resulted for me to participate in disseminating information effectively and my style of communicating the message is clear and simple | 19.6 | 63.6 | 12.1 | 4.7 | 2.0187 | .71350 | 3 |
| B5 | The use of Instagram resulted for me to improve my verbal skills | 14.0 | 53.3 | 27.1 | 5.6 | 2.2430 | .76283 | 1 |

According to the results obtained from chapter 4, the Instagram usage of students have positive impacts on their verbal skills. A vast majority of students have agreed to the statements that were questioned to them regarding Instagram's impact on their verbal skills such as being able to give constructive feedback, give others time to respond and clarify, show interest during discussion, disseminate information effectively in a clear & simple way and improve verbal skills.

This result also comes in line with the previous study by Devana & Afifah that discusses the effect of Instagram on speaking skills. The study mentioned that students have increased level of motivation when speaking English after using Instagram vlogs to help them. The reason for this is that the students are able to express their opinions, hopes, intentions and viewpoints with more imagination and creativity (Devana & Afifiah, 2020). In addition to that, another research by Nasrullah & Khan states that social media such as Instagram enhances students' communication skills as their social life is expanded online as they make many new friends via online instantly. The respondents of this research are able to improve their verbal skills by using Instagram.

5.1.2 The effect of Instagram on the non- verbal skills of university students

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|------|-------|--------------------|-----------|--------------|------------------------|------|--------------------|--------------|
| C1 | The use of Instagram resulted for me to easily recognize the emotions of someone while communicating to others | 12.1 | 65.4 | 15.9 | 6.5 | 2.1682 | .72014 | 2 |
| C2 | The use of Instagram resulted for me to pay attention on careful gestures and facial expressions during face-to-face interaction | 15.9 | 62.6 | 15.9 | 5.6 | 2.1121 | .73108 | 3 |
| C3 | The use of Instagram resulted for me to not distract audience by using needless gestures and such | 19.6 | 65.4 | 12.1 | 2.8 | 1.9813 | .65849 | 5 |
| C4 | The use of Instagram resulted for me to maintain professional posture during formal meetings and presentations | 19.6 | 63.6 | 12.1 | 4.7 | 2.0187 | .71350 | 4 |
| C5 | The use of Instagram resulted for me to improve my non-verbal | 14.0 | 53.3 | 27.1 | 5.6 | 2.2430 | .76283 | 1 |

| | skills | | | | | | | |
|---|---|---|---|---|---|---|---|---|

Table 4.8 The Effect of Instagram usage on the non- verbal skills of respondents

According to the results obtained, it was found that the usage of Instagram by university students has positive impacts on the non-verbal skills of university students. Majority of students have agreed that their Instagram usage has caused them to easily recognize people's emotions while communicating with others, pay attention to gestures and facial expressions during a conversation, avoid unnecessary gestures during a conversation, maintain professional posture during formal meetings and presentations, and improve their non-verbal skills.

These results are in line with the previous study done by Loreto (2022) on the impact of social media on communication skills. It is stated that social media influences the communication skills of students in the process of learning a new skill or enhancing skills they already possess and the approach of a student seeking for information that is related to their studies or life. In this case, Instagram has influenced university students to sharpen their non-verbal skills that are vital for their studies, when they actively seek out information that is related to non-verbal skills.

5.1.3 The effect of Instagram on the written skills of university students

| Code | Items | Strongly Agree (%) | Agree (%) | Disagree (%) | Strongly Disagree (%) | Mean | Standard Deviation | Mean Ranking |
|---|---|---|---|---|---|---|---|---|
| D1 | The use of Instagram resulted for me to gain the ability of gathering written information from different sources professionally | 16.8 | 54.2 | 25.2 | 3.7 | 2.1589 | .74161 | 5 |
| D2 | The use of Instagram resulted for me to increase my confidence level in writing | 12.1 | 44.9 | 32.7 | 10.3 | 2.4112 | .83500 | 2 |
| D3 | The use of Instagram resulted for me to become more conscious about grammar structure and spellings by exposing me to writings with good grammar structures and spellings | 10.3 | 50.5 | 30.8 | 8.4 | 2.3738 | .78336 | 3 |
| D4 | The use of Instagram resulted for me to become more conscious about punctuations when I write by exposing me to writings with good | 13.1 | 41.1 | 35.5 | 10.3 | 2.4299 | .84800 | 1 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | punctuations | | | | | | | |
| D5 | The use of Instagram resulted for me to improve my writing skills | 9.3 | 54.2 | 29.0 | 7.5 | 2.3458 | .75364 | 4 |

Table 4.9 The Effect of Instagram usage on the writing skills of respondents

According to the results above, the Instagram usage of students has impacted their writing skills positively. Most of the university students have agreed that Instagram has helped them to gain the ability to gather written information from various sources professionally, increase their confidence in writing, be more conscious about grammar and spelling when writing , be more conscious about punctuations when writing and improve their writing skills.

This is in line with the previous research done by Talakoub on the effect of mobile social networking as a supplementary strategy on the English For Literature (EFL) learners writing ability. It was stated that using social media during the learning process of students, increased their confidence in writing and instant feedback on their writing makes the evaluation better. Moreover, as stated by Loreto (2022) previously,social media such as Instagram influences the process of learning & enhancing new skills and the approach of students seeking for information on their studies, thus, in this case Instagram has helped to sharpen the writing skills of students by exposing them to good examples of writings.

**5.2 Limitations**

The limitations that were faced during this research was that the respondents for this research lacked racial diversity since 75.7% of the respondents were chinese. The number of Malay and Indian respondents are very much lower compared to the Chinese respondents. Since Malaysia is an multiracial country, it is important to get an equal amount of responses from all the three races to have a higher reliability and accuracy in the results.

Other than that, the second limitation for this research is the sample size of the research. It was mentioned in chapter 3 that the overall population of university students in Klang Valley is 567,347, but the sample size for this research was only 107 students which is only 0.02% of the population. Thus, the results of this study were not able to represent all the university students in Klang Valley.

**5.3 Recommendations**

As studies on the effects of Instagram on communication skills are rare in Malaysia, further research must be done as it is very important for the general public to gain more information on how social media such as Instagram can shape their perceptions and thoughts on their communication skills. This research can also be further extended to study how Instagram can affect the communication skills of the public when communicating with people who belong to a different race. Since Malaysia is a multiracial country, it is crucial to learn how social media can affect the public's communication skills while engaging in a conversation with someone who has a different racial identity. Other than that, since this research is constrained to the university students around the Klang Valley area, it must be expanded to university students in all states throughout the country. In addition to that, university students must always refer to their lecturers or other credible referent place when they acquire communication skills via social media like Instagram so that they are aware whether whatever they have learned is right or wrong and are guided to the right pathway. Lastly, the government must take relevant actions to make sure only useful and credible information is being shared by online content creators to combat the spread of unworthy information.

**5.4 Conclusion**

In conclusion, this study aims to find out the effect of Instagram usage on the communication skills of university students with the help of the Uses and Gratification theory and it was found that Instagram does have a significant impact on the communication skills of the university students.Various previous researches that explains the effect of social media such as Instagram on public, communication skills and uses gratifications theory were referred to carry out this research. After conducting a survey among the University students in Klang Valley, it was found out that Instagram has a positive impact on communication skills such as the verbal ,non-verbal and writing skills of the students. This study successfully has helped to identify in what way Instagram has helped students under each communication skill. It was concluded that Instagram can be a very useful tool for university students to sharpen their communication skills if they use it to pursue the particular knowledge and skills that they need. If the students are concerned about their communication skills, they can use Instagram as a medium to learn more about it, given that they are willing to search for references and examples that can help them via Instagram.

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# APPENDICES

## Faculty of Creative Industries

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

**Supervisor / Reviewer:** _____ **Mr Raduan Bin Sharif**

_____

**Student's Name**       **:** _____ **Tamilarasi A/P Tanabalan**_____

**Student ID**         **:** _____**1903839**_____

**Programmme**       **: Bachelor of Communication (HONS) Corporate Communication**_____

**Research Project Title:** ___ Instagram Adoption and Impact on Communication Skills:A Study of University Students in Klang Valley

_____

_____

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**Instruction:**

**Please score each descriptor based on the scale provided below:**

 **(1 = very poor, 2 = poor, 3 = average, 4 = good and 5 = very good)**

| Abstract (5%) | Score | Convert |
|---|---|---|
| 1. **Adequately describes the entire project** | | |
| 2. **States clearly the research problem** | | |
| 3. **Describe briefly and clearly the approach/methodology of the study** | | |
| 4. **Highlights the outcomes/significance of the study** | | |
| **Sum** | | |
| **Subtotal (sum / 4)** | | |

**Remark:**

| Introduction (10%) | Score | Convert |
|---|---|---|
| 1. **Fitting introduction to the subject of the study** | | |
| 2. **Concepts/definitions well explained** | | |
| 3. **Scope of study well described** | | |

| | Score | Convert |
|---|---|---|
| **4.    Statement of the research problem/research questions** | | |
| **Sum** | | |
| Subtotal (sum / 2) | | |
| **Remark:** | | |
| **Literature Review (15%)** | **Score** | **Convert** |
| **1.        Latest research/work done in the area of study** | | |
| **2.        Explication of theories used** | | |
| **3.        Constructive discussion on publications in relation to the topic of study** | | |
| **Sum** | | |
| Subtotal (sum *1) | | |

| | Score | Convert |
|---|---|---|
| **Remark:** | | |
| **Methodology (10%)** | **Score** | **Convert** |
|    1.   **Research method explained clearly(inclusive of clear explanation of sampling techniques used, where applicable only)** | | |
|    2.   **Appropriate research design/framework/questionnaire** | | |
| **Sum** | | |
| **Subtotal (sum * 1)** | | |
| **Remark:** | | |
| **Findings & Analysis (20%)** | **Score** | **Convert** |

| | | |
|---|---|---|
| **1.**      **Data analysis is appropriate** | | |
|    **2.**   **Data analysis is detailed** | | |
|    **3.**   **Pertinent use of diagrams/tables/graphs, correlated with content/Analysis** <br><br> **supported by evidence** | | |
|    **4.**   **Clear interpretation, well explained** | | |
| **Sum** | | |
| **Subtotal (sum \* 1)** | | |
| **Remark:** | | |
| **Discussion & Conclusion (15%)** | **Score** | **Convert** |
| **1.**      **Appropriate; related to the objective of the study** | | |
| **2.**      **Shortcomings of the study & recommendations for future study** | | |
| **3.**      **Conclusion is apt, clear** | | |
| **Sum** | | |

| | | |
|---|---|---|
| **Subtotal (sum * 1)** | | |
| **Remark:** | | |
| **Language & Organization (15%)** | **Score** | **Convert** |
| 1.    **Correct use of English and technical language** | | |
| 2.    **APA format is followed** | | |
| 3.    **Comprehensiveness of content and presentation** | | |
| **Sum** | | |
| **Subtotal (sum * 1)** | | |
| **Remark:** | | |

| Presentation (10%) | Score | Convert |
|---|---|---|
| **1. Ability to answer questions from the panel (4 Marks)** | | |
| **2. Presentation delivery is clear (4 Marks)** | | |
| **3. Body language (2 Marks)** | | |
| **Subtotal (sum * 1)** | | |
| **Remark:** | | |
| | | |
| **TOTAL** | | |
| | | **100%** |
| **Penalty: maximum 10 marks for late submission or poor attendance for consultation with supervisor** | | |

| | FINAL MARK | |
|---|---|---|
| | | 100% |

**\*\*Overall Comments:**

**Signature:** _____            **Date:**
**//2023**_____

**Turnitin Report**



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**9**

< 1% match (Internet from 03-Aug-2023)

http://eprints.utar.edu.my/5139/1/FYP_(CHEW_%26_TIANG).pdf

**10**

< 1% match (Internet from 03-Aug-2023)

http://eprints.utar.edu.my/5132/1/FYP_FULL_CONTENT.pdf

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http://eprints.utar.edu.my/5062/1/BRAND_LOYALTY_DETERMINANTS_OF.pdf

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http://eprints.utar.edu.my/2158/1/Determinant_Influencing_Life_Insurance_Consumption.Final.02 .01.2016.pdf

**13**

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**Survey Questionnaire**

# ENHANCING COMMUNICATION SKILLS. A CASE STUDY ON THE UNIVERSITY STUDENTS IN KLANG VALLEY AND THEIR EXPERIENCE WITH INSTAGRAM USAGE

Dear Respondents,

I am a Bachelor of Corporate Communication (Honours) student from University Tunku Abdul Rahman (UTAR). I am currently conducting a survey for my final year project titled 'Enhancing Communication Skills. A Case Study on The University Students In Klang Valley and Their Experience With Instagram Usage'.

The purpose of this study is to find out the factors that cause university students in Klang Valley to use Instagram, the Instagram usage behaviour of university students and the effects of using Instagram on the communication skills of university students. This research will help the public to understand the Instagram usage behaviour of university students and how it effects their communication skills.

This questionnaire consists of THREE (3) sections, Section 1,2 and 3. Please answer all the questions provided to you. It will only take 10-15 minutes for you to complete this survey. The responses provided will be kept strictly PRIVATE AND CONFIDENTIAL as it will only be used solely to assist me on my research.

PERSONAL DATA PROTECTIONS STATEMENT

Please be informed that accordance with Personal Data Protection Act 2010 ('PDPA') came into force on 15 November 2013, therefore University Tunku Abdul Rahman (UTAR) is hereby bound to make notice and require consent in relation to collection, recording, storage, usage, and retention of personal data.

If you have doubts or inquiry, please do not hesitate to contact me :
Tamilarasi Tanabalan
Email : tamilarasitanabalan@1utar.my

* Indicates required question

1. Email *

_____

Section 1 : Demographic Information

2. Age *

   *Mark only one oval.*

   - ⬭ 19
   - ⬭ 20
   - ⬭ 21
   - ⬭ 22
   - ⬭ 23
   - ⬭ 24

3. Gender *

   *Mark only one oval.*

   - ⬭ Male
   - ⬭ Female

4. Race *

   *Mark only one oval.*

   - ⬭ Malay
   - ⬭ Chinese
   - ⬭ Indian
   - ⬭ Other: _____

5. Current level of Education *

*Mark only one oval.*

- ◯ Matriculation/Foundation/Diploma/STPM
- ◯ Degree
- ◯ Masters Degree

6. Which University are you from? *

_____

Section 2 ( Instagram Usage Behaviour)

7. How many years have you been using Instagram? *

*Mark only one oval.*

- ◯ Less than 1 year
- ◯ 1-2 years
- ◯ 3-4 years
- ◯ 5-6 years
- ◯ More than 6 years

8. How often do you check your Instagram? *

*Mark only one oval.*

- ◯ Very often
- ◯ Often
- ◯ Moderate
- ◯ Less
- ◯ Very less

9. Which device do you normally use to check Instagram? *

   *Mark only one oval.*

   ◯ Smartphone

   ◯ Ipad/Tablet

   ◯ Laptop/PC

10. How many hours per day do you spend on Instagram? *

    *Mark only one oval.*

    ◯ Less than 1 hour

    ◯ 1-2 hours

    ◯ 3-4 hours

    ◯ 5-6 hours

    ◯ More than 6 hours

11. How do you spend your leisure time other than using Instagram? *

    *Tick all that apply.*

    ☐ Reading

    ☐ Watching television

    ☐ Exercising/ Doing sports activity

    ☐ Using other apps such as YouTube, Facebook, Netflix

12. What is the main reason for your Instagram usage? *

    *Tick all that apply.*

    ☐ Surveillance/News

    ☐ Acquire new information or knowledge

    ☐ Sharing personal experience with others

    ☐ Communicating with family, friends and loved ones

    ☐ Entertainment/ Diversion from stress

Section 3 ( Instagram usage and Communication skills)

**Verbal Skills**

13. The use of Instagram resulted for me to give constructive feedback on important *
    discussions

    *Mark only one oval.*

    ◯ Strongly agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly disagree

14. The use of Instagram resulted for me to give time for others to respond and *
    clarify on important matters

    *Mark only one oval.*

    ◯ Strongly Agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly Disagree

15. The use of Instagram resulted for me to show interest and attention to others *
    specially during discussion

    *Mark only one oval.*

    ◯ Strongly Agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly Disagree

16. The use of Instagram resulted for me to participate in disseminating information effectively and my style of communicating the message is clear and simple

*Mark only one oval.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

17. The use of Instagram resulted for me to improve my verbal skills *

*Mark only one oval.*

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

**Non-Verbal Skills**

18. The use of Instagram resulted for me to easily recognize the emotions of someone while communicating to others                                                                        *

*Mark only one oval.*

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. The use of Instagram resulted for me to pay attention on careful gestures and facial expressions during face-to-face interaction *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

20. The use of Instagram resulted for me to not distract audience by using needless gestures and such *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

21. The use of Instagram resulted for me to maintain professional posture during formal meetings and presentations *

*Mark only one oval.*

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

22. The use of Instagram resulted for me to improve my non-verbal skills *

*Mark only one oval.*

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

**Written Skills**

23. The use of Instagram resulted for me to gain the ability of gathering written information from different sources professionally

*Mark only one oval.*

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

24. The use of Instagram resulted for me to increase my confidence level in writing *

*Mark only one oval.*

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

| | A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|---|
| 1 | Timestamp | Email address | Age | Gender | Race | Current level of Educat | Which University are y | How many yea |
| 3 | 7/27/2023 23:00:18 | tanckweng@1utar.my | 21 | Male | Chinese | Degree | UTAR | 5-6 years |
| 4 | 7/27/2023 23:01:53 | riyassyni09@1utar.my | 22 | Female | Indian | Degree | UTAR (sungai long) | 5-6 years |
| 5 | 7/27/2023 23:42:58 | weiweic299@gmail.co | 23 | Female | Chinese | Degree | UTAR SG LONG | More than 6 ye |
| 6 | 7/27/2023 23:56:26 | shelbygui01@gmail.cc | 22 | Female | Chinese | Degree | UTAR | More than 6 ye |
| 7 | 7/28/2023 0:31:46 | rina1747@1utar.my | 22 | Female | Chinese | Degree | UTAR | More than 6 ye |
| 8 | 7/28/2023 0:51:54 | annetan0330.at@gma | 24 | Female | Chinese | Degree | UTAR | 5-6 years |
| 9 | 7/28/2023 7:16:55 | ranjitafmac1999@gma | 24 | Female | Indian | Matriculation/Foundati | Putra Intelek Internatio | Less than 1 ye |
| 10 | 7/28/2023 9:21:47 | alicemacaroon.wy@1u | 22 | Female | Chinese | Degree | UTAR | Less than 1 ye |
| 11 | 7/28/2023 10:12:30 | mis.78@1utar.my | 23 | Female | Chinese | Degree | UTAR | 3-4 years |
| 12 | 7/28/2023 20:16:35 | 2203251@1utar.my | 19 | Female | Chinese | Degree | UTAR | 1-2 years |
| 13 | 7/29/2023 0:02:53 | devvasrasu@1utar.my | 24 | Male | Indian | Degree | Universiti Tunku Abdul | More than 6 ye |
| 14 | 8/3/2023 12:59:05 | cads2710@gmail.com | 22 | Female | Indian | Degree | UTAR | More than 6 ye |
| 15 | 8/8/2023 2:13:14 | joltms00@gmail.com | 23 | Female | Chinese | Degree | University Tunku Abdu | 5-6 years |
| 16 | 8/9/2023 16:28:14 | lucaslim68@1utar.my | 22 | Male | Chinese | Degree | Universiti Tunku Abdul | 5-6 years |
| 17 | 8/14/2023 21:13:08 | tjcrimson1209@gmail. | 23 | Female | Indian | Degree | Utar Sungai Long | 3-4 years |
| 18 | 8/21/2023 21:25:36 | harini1007.hm@gmail. | 21 | Female | Indian | Degree | uter | More than 6 ye |
| 19 | 8/21/2023 21:26:08 | 27.meena@1utar.my | 21 | Female | Indian | Degree | UTAR | 3-4 years |
| 20 | 8/21/2023 21:26:17 | enpei0920@gmail.com | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 21 | 8/21/2023 21:26:32 | thanxuyang0319@gm | 20 | Male | Chinese | Degree | TARUMT | 5-6 years |
| 22 | 8/21/2023 21:26:40 | teesy-wk22@student.t | 20 | Female | Chinese | Degree | Tarumt | More than 6 ye |
| 23 | 8/21/2023 21:26:46 | tangzy-wk22@student | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 24 | 8/21/2023 21:27:12 | ginniekky-wk22@stude | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 25 | 8/21/2023 21:27:29 | norasilaban3@gmail.o | 19 | Female | Malay | Matriculation/Foundati | TARUMT | More than 6 ye |
| 26 | 8/21/2023 21:27:30 | jeffleelkh2004@gmail. | 19 | Male | Chinese | Matriculation/Foundati | Tunku Abdul Rahman | More than 6 ye |
| 27 | 8/21/2023 21:28:23 | yongyl-wk22@student | 19 | Female | Chinese | Matriculation/Foundati | tarumt | 5-6 years |
| 28 | 8/21/2023 21:28:26 | chsnrs-wk22@student | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 29 | 8/21/2023 21:28:52 | pdee54321@gmail.co | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 30 | 8/21/2023 21:29:38 | liewmy-wk22@student | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 31 | 8/21/2023 21:29:59 | reshnivk-wk22@stude | 19 | Female | Indian | Matriculation/Foundati | TARUMT | More than 6 ye |
| 32 | 8/21/2023 21:30:18 | siewrul03@gmail.con | 20 | Female | Chinese | Matriculation/Foundati | Tarumt | 5-6 years |
| 33 | 8/21/2023 21:30:23 | adrianlim0818@gmail. | 19 | Male | Chinese | Matriculation/Foundati | Tarumt | More than 6 ye |
| 34 | 8/21/2023 21:30:42 | yapweiying0207@gma | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 35 | 8/21/2023 21:30:50 | jiaru041112@gmail.co | 19 | Female | Chinese | Matriculation/Foundati | Tunku Abdul Rahman | 3-4 years |
| 36 | 8/21/2023 21:31:18 | taylw-wb22@student.t | 24 | Female | Chinese | Matriculation/Foundati | TARUMT | 3-4 years |
| 37 | 8/21/2023 21:31:19 | gamingstar099@gmail | 19 | Male | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 38 | 8/21/2023 21:31:40 | lowxl-wk22@student.ta | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 39 | 8/21/2023 21:32:34 | johanmdtmfd-wk22@s | 20 | Male | Malay | Matriculation/Foundati | Tunku Abdul Rahman | 5-6 years |
| 40 | 8/21/2023 21:33:18 | ngxj-wk22@student.ta | 19 | Female | Chinese | Matriculation/Foundati | Tarumt | 3-4 years |
| 41 | 8/21/2023 21:33:18 | kslim-wk22@student.t | 19 | Female | Chinese | Degree | TARUMT | More than 6 ye |
| 42 | 8/21/2023 21:34:08 | loijh-wk22@student.ta | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 43 | 8/21/2023 21:34:35 | adamljy-wk22@stude | 20 | Male | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 44 | 8/21/2023 21:34:44 | ongqs-wk22@student. | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 45 | 8/21/2023 21:34:53 | hueixlant@gmail.com | 19 | Female | Chinese | Matriculation/Foundati | tarumt | Less than 1 ye |
| 46 | 8/21/2023 21:35:55 | kueksx-wk22@student | 21 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 47 | 8/21/2023 21:36:11 | evaaltaniulma@gmail. | 22 | Female | Chinese | Degree | Tarumt | 5-6 years |
| 48 | 8/21/2023 21:36:56 | petsuann823@gmail.c | 19 | Female | Chinese | Matriculation/Foundati | Tunkul Abdul Rahman | More than 6 ye |
| 49 | 8/21/2023 21:37:44 | amberteng5450@gma | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 50 | 8/21/2023 21:37:50 | limhawkhai@gmail.co | 20 | Male | Chinese | Matriculation/Foundati | TARUMT | 1-2 years, 3-4 |
| 51 | 8/21/2023 21:38:13 | naomiteoh26@gmail.c | 19 | Female | Chinese | Matriculation/Foundati | TARUMT KL | More than 6 ye |
| 52 | 8/21/2023 21:40:08 | ivygyx-wk22@student. | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 53 | 8/21/2023 21:40:27 | ameliangxuanli@gmai | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 54 | 8/21/2023 21:41:02 | tuyw-wp14@student.tz | 24 | Female | Chinese | Degree | TARUMT | More than 6 ye |
| 55 | 8/21/2023 21:42:22 | jasonzhou0000@gmai | 21 | Male | Chinese | Degree | tarumt | More than 6 ye |
| 56 | 8/21/2023 21:42:24 | yingchen030119@gm | 20 | Male | Chinese | Matriculation/Foundati | TARUMT | 3-4 years |
| 57 | 8/21/2023 21:42:51 | kikhee011004@gmail. | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | 3-4 years |
| 58 | 8/21/2023 21:46:21 | eehueychua2004@gm | 19 | Female | Chinese | Matriculation/Foundati | tarumt | More than 6 ye |
| 59 | 8/21/2023 21:47:54 | baohui0328@gmail.co | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 60 | 8/21/2023 21:48:15 | lingyongywi@gmail.co | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 61 | 8/21/2023 21:50:44 | chongjx-wk22@studer | 19 | Female | Chinese | Matriculation/Foundati | TAR UMT | 3-4 years |
| 62 | 8/21/2023 22:04:20 | zhienonce@gmail.com | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 63 | 8/21/2023 22:05:46 | lokeky-wk22@student. | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 64 | 8/21/2023 22:06:35 | chlonslyy-wk22@stude | 20 | Female | Chinese | Matriculation/Foundati | TARUmT | More than 6 ye |
| 65 | 8/21/2023 22:07:38 | nghinfoong@gmail.cor | 20 | Male | Chinese | Matriculation/Foundati | Taruc | More than 6 ye |
| 66 | 8/21/2023 22:09:04 | lowkw-wk22@student. | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 67 | 8/21/2023 22:10:32 | chanwh-wk22@studer | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 68 | 8/21/2023 22:15:54 | emilykw-wk22@stude | 19 | Female | Chinese | Matriculation/Foundati | TAR UMT | More than 6 ye |
| 69 | 8/21/2023 22:20:29 | vincentfoo0705@gmai | 19 | Male | Chinese | Matriculation/Foundati | tarumt | More than 6 ye |
| 70 | 8/21/2023 22:35:27 | ddbaiu23@gmail.com | 24 | Female | Indian | Degree | TAR UMT | 5-6 years |
| 71 | 8/21/2023 23:26:47 | huiyeeyty0315@gmail. | 21 | Female | Chinese | Degree | Tarumt | 3-4 years |
| 72 | 8/21/2023 23:42:34 | mandykwan2f6@gmail | 22 | Female | Chinese | Degree | TARUMT | More than 6 ye |
| 73 | 8/21/2023 23:47:49 | muhammaddsb-wk22 | 24 | Male | Malay | Matriculation/Foundati | TAR UMT | 5-6 years |
| 74 | 8/21/2023 23:49:56 | venkatesrao@graduat | 24 | Male | Indian | Degree | UTMKL | More than 6 ye |
| 75 | 8/21/2023 23:53:16 | matthewsjs-wk22@stu | 19 | Male | Chinese | Matriculation/Foundati | TARUMT | 3-4 years |
| 76 | 8/21/2023 23:53:48 | lowyw-wk22@student. | 20 | Female | Chinese | Matriculation/Foundati | TARUMT | More than 6 ye |
| 77 | 8/22/2023 9:08:43 | wongsa-wk22@studer | 19 | Female | Chinese | Matriculation/Foundati | TARUMT | 1-2 years |
| 78 | 8/22/2023 15:11:26 | doojz-wk20@student.t | 21 | Female | Chinese | Degree | TARC | More than 6 ye |
| 79 | 8/22/2023 22:37:33 | chongkj-wk22@studer | 20 | Male | Chinese | Matriculation/Foundati | TARUMT | 5-6 years |
| 80 | 8/25/2023 17:44:06 | smartly27@1utar.my | 23 | Female | Indian | Degree | UTAR Sungai Long | 3-4 years |
| 81 | 8/25/2023 17:53:44 | howezmi@1utar.my | 22 | Male | Chinese | Degree | UTAR | More than 6 ye |
| 82 | 8/25/2023 18:45:51 | ngzhiyi0116@gmail.co | 21 | Female | Chinese | Degree | UTAR | More than 6 ye |
| 83 | 8/25/2023 19:13:50 | yinin.low@1utar.my | 22 | Female | Chinese | Degree | UTAR | 3-4 years |
| 84 | 8/25/2023 23:20:15 | mokxueying@gmail.co | 21 | Female | Chinese | Degree | University Tunku Abdu | 5-6 years |
| 85 | 8/26/2023 6:34:43 | kongsy1002@gmail.cc | 22 | Female | Chinese | Degree | UTAR | 5-6 years |
| 86 | 8/26/2023 12:12:38 | alex1996@1utar.my | 24 | Female | Chinese | Degree | UTAR | 1-2 years |
| 87 | 8/26/2023 16:30:49 | reginateoh40@gmail.c | 23 | Female | Chinese | Degree | utar | Less than 1 ye |
| 88 | 8/26/2023 18:36:14 | ziwei01@1utar.my | 22 | Female | Chinese | Degree | UTAR | 3-4 years |
| 89 | 8/26/2023 20:33:08 | 1790171931@1utar.m | 22 | Male | Chinese | Degree | UTAR | Less than 1 ye |
| 90 | 8/26/2023 20:48:12 | linyetan20@1utar.my | 24 | Female | Chinese | Degree | UTAR | More than 6 ye |
| 91 | 8/26/2023 22:43:54 | runner11042000@gm | 23 | Male | Indian | Degree | Mahsa | 5-6 years |
| 92 | 8/27/2023 15:55:44 | ksfeng22@gmail.com | 21 | Female | Chinese | Degree | Uter | More than 6 ye |
| 93 | 8/28/2023 8:48:52 | wongksoln69420@1ut | 20 | Male | Chinese | Degree | Universiti Tunku Abdul | 1-2 years |
| 94 | 8/28/2023 9:03:57 | szezhin@1utar.my | 21 | Female | Chinese | Degree | Universiti Tunku Abdul | 3-4 years |
| 95 | 8/28/2023 12:06:40 | elaineyee@1utar.my | 19 | Female | Chinese | Matriculation/Foundati | UTAR | More than 6 ye |
| 96 | 8/28/2023 13:18:45 | logapriya0524@gmail. | 23 | Female | Indian | Degree | Universiti Tunku Abdul | More than 6 ye |
| 97 | 8/28/2023 18:06:49 | simwj0902@1utar.my | 23 | Male | Chinese | Degree | UTAR | 5-6 years |
| 98 | 8/28/2023 21:40:19 | junlnlai449@1utar.my | 19 | Male | Chinese | Matriculation/Foundati | UTAR | 5-6 years |
| 99 | 8/30/2023 16:26:18 | nisshakine02@gmail.co | 24 | Female | Indian | Degree | University Tunku Abdu | More than 6 ye |
| 100 | 8/30/2023 16:36:48 | epriyangah@gmail.cor | 24 | Female | Indian | Degree | UM | 5-6 years |
| 101 | 8/30/2023 18:12:10 | suhashiny97@gmail.co | 24 | Female | Indian | Degree | Sunway University | More than 6 ye |
| 102 | 8/30/2023 20:26:16 | hema06devan@gmail. | 24 | Female | Indian | Degree | University of Malaya | 5-6 years |
| 103 | 8/30/2023 22:38:49 | risshitharan16@gmail. | 22 | Male | Indian | Degree | Universiti Tunku Abdul | 3-4 years |
| 104 | 8/30/2023 22:48:04 | gkchandi170801@gm | 22 | Female | Indian | Degree | UTAR | More than 6 ye |
| 105 | 8/31/2023 12:25:40 | sindhuleo22@gmail.co | 24 | Female | Indian | ders Degree | Ukm | 5-6 years |
| 106 | 8/31/2023 12:31:19 | peiyileei9@1utar.my | 24 | Female | | ee | UTAR | 5-6 years |
| 107 | 8/31/2023 12:32:39 | kalaivanisulvarajan@g | 24 | Female | Indian | ee | University Malaya | More than 6 ye |
| 108 | 8/31/2023 12:37:48 | miladurai10@gmail.co | 24 | Female | Indian | rriculation/Foundati | Universe Tunku Abdul | More than 6 ye |

**Raw Data**

ENHANCING COMMUNIC...USAGE   (Responses)

| # | I (w often do you che...) | J (Which device do you n) | K (How many hours per d) | L (How do you spend you) | M (What is the main reas) | N (The use of Instagram) | O (The use of Instagram r) | P (The use of Instagr) |
|---|---|---|---|---|---|---|---|---|
| 7 | ten | Smartphone | 1-2 hours | Using other apps such | Communicating with fa | Agree | Agree | Strongly Agree |
| 8 | ten | Smartphone | 1-2 hours | Using other apps such | Acquire new informatic | Agree | Agree | Agree |
| 9 | sa | Smartphone | Less than 1 hour | Exercising/ Doing spor | Acquire new informatic | Disagree | Agree | Strongly Disagree |
| 10 | ry less | Smartphone | Less than 1 hour | Using other apps such | Acquire new informatic | Strongly disagree | Strongly Disagree | Strongly Disagree |
| 11 | ten | Smartphone | 1-2 hours | Reading, Using other a | Surveillance/News, Ac | Agree | Strongly Agree | Strongly Agree |
| 12 | ry less | Smartphone | Less than 1 hour | Using other apps such | Sharing personal expe | Disagree | Disagree | Agree |
| 13 | sa | Smartphone | 1-2 hours | Using other apps such | Entertainment/ Diversi | Disagree | Disagree | Disagree |
| 14 | ten | Smartphone | More than 6 hours | Watching television | Surveillance/News, Ac | Agree | Agree | Strongly Agree |
| 15 | ten | Smartphone | 3-4 hours | Reading, Exercising/ D | Surveillance/News, Ac | Agree | Agree | Agree |
| 16 | oderate | Smartphone | 3-4 hours | Using other apps such | Surveillance/News, Sh | Strongly disagree | Disagree | Strongly Agree |
| 17 | ry often | Smartphone | 1-2 hours | Using other apps such | Sharing personal expe | Strongly agree | Strongly Agree | Strongly Agree |
| 18 | ry often | Smartphone | 3-4 hours | Reading, Using other a | Sharing personal expe | Agree | Agree | Agree |
| 19 | ry often | Smartphone | More than 6 hours | Using other apps such | Entertainment/ Diversi | Strongly agree | Agree | Agree |
| 20 | ry often | Smartphone | 3-4 hours | Watching television, E | Surveillance/News, Ac | Agree | Strongly Agree | Agree |
| 21 | ry often | Smartphone | 3-4 hours, 5-6 hours | Watching television, E | Surveillance/News, Ac | Agree | Agree | Agree |
| 22 | ry often | Smartphone | 3-4 hours | Watching television, U | Surveillance/News, En | Agree | Agree | Agree |
| 23 | ry often | Smartphone | 3-4 hours | Watching television, U | Acquire new informatic | Strongly agree | Agree | Agree |
| 24 | ry often | Smartphone | 1-2 hours | Watching television, U | Surveillance/News, Ac | Agree | Agree | Agree |
| 25 | ry often | Smartphone | More than 6 hours | Using other apps such | Acquire new informatic | Agree | Agree | Agree |
| 26 | ry often | Smartphone | 5-6 hours | Using other apps such | Surveillance/News, Ac | Strongly agree | Strongly Agree | |
| 27 | ry often, Often | Smartphone | 1-2 hours | Using other apps such | Sharing personal expe | Agree | Agree | Agree |
| 28 | ry often | Smartphone | 1-2 hours | Exercising/ Doing spor | Surveillance/News, Sh | Agree | Agree | Agree |
| 29 | ry often | Smartphone | Less than 1 hour | Using other apps such | Surveillance/News, Ac | Strongly agree | Strongly Agree | Agree |
| 30 | ten | Smartphone | More than 6 hours | Watching television | Communicating with fa | Agree | Agree, Disagree | Agree |
| 31 | oderate | Smartphone, Laptop/P | Less than 1 hour, 3-4 h | Using other apps such | Surveillance/News, Ac | Agree | Agree | Agree |
| 32 | ry often | Smartphone | 1-2 hours | Using other apps such | Surveillance/News, Co | Disagree | Disagree | Agree |
| 33 | ry often, Often | Smartphone | 1-2 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree | Strongly Agree |
| 34 | ry often | Smartphone | 3-4 hours | Exercising/ Doing spor | Surveillance/News, Ac | Agree | Agree | Agree |
| 35 | ten | Smartphone, Laptop/P | 1-2 hours | Reading, Watching tel | Communicating with fa | Agree | Agree | Agree |
| 36 | ry less | Smartphone | Less than 1 hour | Using other apps such | Entertainment/ Diversi | Disagree | Agree | Disagree |
| 37 | oderate | Smartphone, Laptop/P | 1-2 hours | Using other apps such | Surveillance/News, En | Agree | Agree | Agree |
| 38 | ten, Moderate | Smartphone | 1-2 hours | Using other apps such | Entertainment/ Diversi | Disagree | Disagree | Agree |
| 39 | ten | Smartphone, Ipad/Tab | Less than 1 hour | Exercising/ Doing spor | Surveillance/News, Ac | Agree | Agree | Strongly Agree |
| 40 | ry often | Smartphone | Less than 1 hour | Using other apps such | Sharing personal expe | Agree | Agree | Strongly Agree |
| 41 | oderate | Smartphone | 1-2 hours | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 42 | ry often | Smartphone | 1-2 hours | Reading | Sharing personal expe | Strongly agree | Agree | Agree |
| 43 | ten | Smartphone | 5-6 hours | Watching television, E | Surveillance/News, Ac | Agree | Agree | Agree |
| 44 | ry often | Smartphone | Less than 1 hour | Using other apps such | Sharing personal expe | Disagree | Agree | Agree |
| 45 | ry less | Smartphone | Less than 1 hour | Using other apps such | Communicating with fa | Strongly disagree | Disagree | Disagree |
| 46 | ry often | Smartphone | 3-4 hours | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 47 | oderate | Smartphone | 3-4 hours | Watching television, U | Surveillance/News, Sh | Agree | Strongly Agree | Agree |
| 48 | ry often | Smartphone | 3-4 hours | Using other apps such | Sharing personal expe | Agree | Strongly Agree | Strongly Agree |
| 49 | ry often | Smartphone | 1-2 hours | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 50 | ry often | Smartphone | 1-2 hours, 3-4 hours | Watching television, E | Surveillance/News, Ac | Agree | Agree | Agree |
| 51 | ry often | Smartphone, Ipad/Tab | 1-2 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree | Agree |
| 52 | ry often | Smartphone | 3-4 hours | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 53 | ry often | Smartphone | 1-2 hours | Reading, Watching tel | Acquire new informatic | Agree | Agree | Agree |
| 54 | ry often | Smartphone | 1-2 hours | Reading, Using other a | Sharing personal expe | Disagree | Disagree | Agree |
| 55 | oderate | Smartphone | Less than 1 hour | Reading, Exercising/ D | Surveillance/News, Ac | Strongly disagree | Strongly Disagree | Agree |
| 56 | ry often | Smartphone | 3-4 hours | Exercising/ Doing spor | Surveillance/News, Ac | Disagree | Disagree | Agree |
| 57 | ry often | Smartphone | 1-2 hours, 3-4 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree, Disagree | Agree |
| 58 | ry often | Smartphone, Laptop/P | 3-4 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree | Agree |
| 59 | ry often | Smartphone | 3-4 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree | Agree |
| 60 | ry often | Smartphone | Less than 1 hour | Exercising/ Doing spor | Surveillance/News, Co | Strongly agree | Strongly Agree | Strongly Agree |
| 61 | ry often | Smartphone | 1-2 hours | Using other apps such | Surveillance/News, Ac | Agree | Disagree | Agree |
| 62 | ten | Smartphone | 1-2 hours | Watching television, U | Sharing personal expe | Agree | Agree | Strongly Agree |
| 63 | ten | Smartphone | 3-4 hours | Watching television, U | Sharing personal expe | Agree | Agree | Disagree |
| 64 | ry often | Smartphone | Less than 1 hour | Using other apps such | Acquire new informatic | Agree | Agree | Agree |
| 65 | ry often | Smartphone, Ipad/Tab | 3-4 hours | Exercising/ Doing spor | Surveillance/News, Ac | Agree | Agree | Agree |
| 66 | ry often | Smartphone, Laptop/P | 1-2 hours | Watching television, U | Sharing personal expe | Disagree | Agree | Agree |
| 67 | ten | Smartphone | 5-6 hours | Using other apps such | Sharing personal expe | Agree | Agree | Agree |
| 68 | sa | Smartphone | Less than 1 hour | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 69 | ry often | Smartphone | More than 6 hours | Using other apps such | Communicating with fa | Agree | Agree | Agree |
| 70 | ten | Smartphone | 1-2 hours | Reading | Acquire new informatic | Agree | Agree | Agree |
| 71 | sa | Smartphone | Less than 1 hour | Using other apps such | Sharing personal expe | Agree | Strongly Agree | Agree |
| 72 | ry often | Smartphone | 1-2 hours | Using other apps such | Acquire new informatic | Agree | Agree | Agree |
| 73 | oderate | Smartphone | 1-2 hours | Reading, Exercising/ D | Acquire new informatic | Disagree | Agree | Agree |
| 74 | ten | Smartphone, Ipad/Tab | 1-2 hours | Watching television, E | Surveillance/News, Ac | Agree | Agree | Agree |
| 75 | ten | Smartphone | 1-2 hours | Using other apps such | Acquire new informatic | Agree | Agree | Agree |
| 76 | ry often | Smartphone | More than 6 hours | Using other apps such | Acquire new informatic | Agree | Strongly Agree | Strongly Agree |
| 77 | ten | Smartphone | 1-2 hours | Reading | Acquire new informatic | Agree | Agree | Disagree |
| 78 | oderate | Smartphone | Less than 1 hour | Using other apps such | Communicating with fa | Agree | Agree | Disagree |
| 79 | ry often | Smartphone | 1-2 hours | Exercising/ Doing spor | Surveillance/News, Ac | Agree | Agree | Agree |
| 80 | ry less | Smartphone | Less than 1 hour | Reading, Using other a | Surveillance/News, Ac | Strongly disagree | Strongly Disagree | Strongly Disagree |
| 81 | sa | Smartphone | Less than 1 hour | Using other apps such | Entertainment/ Diversi | Agree | Agree | Agree |
| 82 | ry often | Smartphone | 3-4 hours | Watching television, E | Surveillance/News, Sh | Agree | Agree | Agree |
| 83 | ry often | Smartphone | 3-4 hours | Using other apps such | Acquire new informatic | Agree | Strongly Agree | Strongly Agree |
| 84 | sa | Smartphone | Less than 1 hour | Reading, Watching tel | Sharing personal expe | Strongly disagree | Strongly Disagree | Disagree |
| 85 | oderate | Smartphone | Less than 1 hour | Reading, Using other a | Communicating with fa | Disagree | Disagree | Disagree |
| 86 | oderate | Smartphone | Less than 1 hour | Using other apps such | Entertainment/ Diversi | Strongly disagree | Strongly Disagree | Disagree |
| 87 | ry less | Laptop/PC | Less than 1 hour | Using other apps such | Entertainment/ Diversi | Disagree | Disagree | Disagree |
| 88 | ry often | Smartphone | 5-6 hours | Using other apps such | Communicating with fa | Strongly agree | Strongly Agree | Strongly Agree |
| 89 | ry less | Smartphone | Less than 1 hour | Using other apps such | Acquire new informatic | Disagree | Agree | Agree |
| 90 | ten | Smartphone | 1-2 hours | Using other apps such | Sharing personal expe | Disagree | Agree | Agree |
| 91 | ry often | Smartphone | More than 6 hours | Using other apps such | Entertainment/ Diversi | Agree | Agree | Agree |
| 92 | oderate | Smartphone | Less than 1 hour | Using other apps such | Entertainment/ Diversi | Agree | Agree | Agree |
| 93 | ry often | Smartphone | 1-2 hours | Reading, Using other a | Entertainment/ Diversi | Agree | Strongly Disagree | Disagree |
| 94 | ry often | Ipad/Tablet | 1-2 hours | Using other apps such | Surveillance/News, Ac | Agree | Agree | Strongly Agree |
| 95 | ten | Smartphone | 1-2 hours | Using other apps such | Surveillance/News, Sh | Agree | Agree | Agree |
| 96 | oderate | Smartphone | 5-6 hours | Watching television | Entertainment/ Diversi | Agree | Strongly Agree | Strongly Agree |
| 97 | ten | Smartphone | Less than 1 hour | Reading, Exercising/ D | Surveillance/News, Ac | Strongly agree | Strongly Agree | Strongly Agree |
| 98 | ry often | Smartphone | 1-2 hours | Reading, Using other a | Surveillance/News, Ac | Agree | Agree | Agree |
| 99 | ry often | Smartphone | 1-2 hours | Exercising/ Doing spor | Acquire new informatic | Strongly agree | Strongly Agree | Strongly Agree |
| 100 | ry often | Smartphone | 3-4 hours | Reading, Watching tel | Surveillance/News, Ac | Strongly agree | Strongly Agree | Strongly Agree |
| 101 | ten | Smartphone | 1-2 hours | Watching television, E | Communicating with fa | Agree | Disagree | Agree |
| 102 | ry often | Smartphone | 3-4 hours | Watching television, U | Acquire new informatic | Agree | Agree | Disagree |
| 103 | oderate | Smartphone | 1-2 hours | Exercising/ Doing spor | Sharing personal expe | Agree | Agree | Agree |
| 104 | ry often | Smartphone | 5-6 hours | Reading, Exercising/ D | Surveillance/News, Ac | Agree | Agree | Agree |
| 105 | ten | Smartphone | Less than 1 hour | Reading, Exercising/ D | Acquire new informatic | Agree | Agree | Agree |
| 106 | sa | Smartphone | Less than 1 hour | Reading, Watching tel | Communicating with fa | Agree | Agree | Agree |
| 107 | ten | Smartphone | 1-2 hours | Reading, Watching tel | Communicating with fa | Disagree | Agree | Agree |
| 108 | oderate | Smartphone | Less than 1 | ...ther apps such | Acquire new informatic | Strongly agree | Strongly Agree | Strongly Agree |

# ENHANCING COMMUNIC...USAGE  (Responses)

| | Q | R | S | T | U | V | W | X |
|---|---|---|---|---|---|---|---|---|
| 1 | use of Instagram | The use of Instagram | The use of Instagram | The use of Instagram | The use of Instagram | The use of Instagram | The use of Instagram | The use of Instagram |
| 7 | ee | Agree | Agree | Strongly Agree | Strongly Agree | Strongly Agree | Agree | Strongly Agree |
| 8 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 9 | ngly agree | Strongly agree | Disagree | Agree | Strongly Disagree | Strongly Agree | Agree | Agree |
| 10 | ngly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree |
| 11 | ngly agree | Disagree | Agree | Strongly Agree | Disagree | Disagree | Strongly Disagree | Strongly Agree |
| 12 | agree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree |
| 13 | agree | Agree | Agree | Agree | Agree | Agree | Agree | Disagree |
| 14 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 15 | agree | Disagree | Agree | Agree | Agree | Disagree | Disagree | Agree |
| 16 | ee | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree |
| 17 | ngly agree | Strongly agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Disagree |
| 18 | ngly agree | Strongly agree | Disagree | Disagree | Disagree | Strongly Agree | Agree | Strongly Agree |
| 19 | ee | Agree | Agree | Disagree | Disagree | Disagree | Disagree | Disagree |
| 20 | ee | Agree | Agree | Agree | Strongly Agree | Agree | Agree | Agree |
| 21 | ee | Agree | Agree | Agree | Agree | Strongly Agree | Strongly Agree | Disagree |
| 22 | ngly agree | Agree | Disagree | Agree | Agree | Disagree | Agree | Agree |
| 23 | ngly agree | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 24 | ee | Agree | Disagree | Disagree | Agree, Disagree | Agree, Disagree | Agree, Disagree | Agree, Disagree |
| 25 | ee | Agree | Agree, Disagree | Agree, Disagree | Agree | Agree | Agree | Agree, Disagree |
| 26 | ee | Strongly agree | Strongly Agree | Agree | Agree | Agree | Agree | Agree |
| 27 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 28 | ee | Agree | Strongly Agree | Strongly Agree | Disagree | Disagree | Agree | Strongly Agree |
| 29 | ee | Agree | Strongly Agree | Strongly Agree | Agree | Agree | Agree | Agree |
| 30 | ee | Agree | Agree | Disagree | Agree | Agree, Disagree | Agree | Disagree |
| 31 | ee | Strongly agree | Disagree | Disagree | Agree | Disagree | Agree | Strongly Agree |
| 32 | ngly agree, Agree | Disagree | Disagree | Disagree | Agree | Strongly Disagree | Disagree | Agree |
| 33 | ee | Disagree | Strongly Agree | Disagree, Strongly Dis | Disagree | Strongly Disagree | Strongly Disagree | Strongly Agree |
| 34 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 35 | ee | Disagree | Disagree | Disagree | Agree | Agree | Agree | Agree |
| 36 | ee | Disagree | Agree | Strongly Disagree | Agree | Strongly Agree | Disagree | Disagree |
| 37 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 38 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 39 | ngly agree | Agree | Strongly Agree | Disagree | Agree | Disagree | Agree | Agree |
| 40 | ee | Disagree | Agree | Agree | Disagree | Agree | Agree | Agree |
| 41 | ee | Disagree | Agree | Disagree | Agree | Agree | Agree | Disagree |
| 42 | ee | Disagree | Agree | Agree | Disagree | Disagree | Agree | Agree |
| 43 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 44 | ngly agree | Agree | Agree | Agree | Agree | Disagree | Disagree | Disagree |
| 45 | agree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree |
| 46 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 47 | agree | Disagree | Agree | Agree | Agree | Disagree | Disagree | Agree |
| 48 | ee | Agree | Agree | Disagree | Agree | Disagree | Disagree | Agree |
| 49 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 50 | ngly agree | Strongly agree | Agree | Strongly Disagree | Disagree | Disagree | Agree | Agree |
| 51 | ee | Disagree | Agree | Disagree | Disagree | Disagree | Disagree | Disagree |
| 52 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 53 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 54 | agree | Disagree | Disagree | Disagree | Agree | Disagree | Disagree | Disagree |
| 55 | ngly agree | Disagree | Strongly Agree | Strongly Agree | Disagree | Disagree | Agree | Disagree |
| 56 | ee | Agree | Disagree | Disagree | Disagree | Disagree | Agree | Agree |
| 57 | ngly agree, Agree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree, Disagree | Disagree |
| 58 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 59 | ee | Agree | Agree, Disagree | Disagree | Agree | Disagree | Agree | Disagree |
| 60 | ee | Agree | Strongly Agree | Disagree | Agree | Agree | Disagree | Agree |
| 61 | ee | Agree | Agree | Agree | Disagree | Agree | Agree | Strongly Agree |
| 62 | ngly agree | Agree | Agree | Strongly Agree | Strongly Agree | Strongly Agree | Agree | Agree |
| 63 | ngly Disagree | Strongly agree | Strongly Agree | Agree | Strongly Agree | Strongly Agree | Agree | Strongly Agree |
| 64 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 65 | ngly agree, Agree | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 66 | ee | Strongly agree | Strongly Agree | Agree | Agree | Strongly Agree | Agree | Strongly Agree |
| 67 | ee | Agree | Disagree | Disagree | Agree | Disagree | Disagree | Agree |
| 68 | ngly agree | Strongly agree | Agree | Disagree | Disagree | Agree | Agree | Strongly Agree |
| 69 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 70 | ee | Agree | Disagree | Disagree | Agree | Agree | Agree | Disagree |
| 71 | ngly agree | Disagree | Agree | Strongly Agree | Disagree | Disagree | Disagree | Agree |
| 72 | ee | Agree | Agree | Agree | Agree | Agree | Disagree | Disagree |
| 73 | ngly agree | Strongly Disagree | Agree | Agree | Strongly Agree | Disagree | Disagree | Agree |
| 74 | ee | Strongly agree | Agree | Strongly Agree | Disagree | Agree | Agree | Strongly Agree |
| 75 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 76 | ngly agree | Strongly agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| 77 | agree | Disagree | Agree | Disagree | Strongly Disagree | Disagree | Disagree | Agree |
| 78 | agree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree |
| 79 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 80 | ngly Disagree | Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree |
| 81 | ee | Disagree | Agree | Agree | Disagree | Disagree | Disagree | Agree |
| 82 | ee | Disagree | Agree | Agree | Disagree | Disagree | Disagree | Agree |
| 83 | ee | Agree | Strongly Agree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Agree |
| 84 | agree | Strongly Disagree | Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree |
| 85 | agree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree |
| 86 | ngly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree |
| 87 | agree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree |
| 88 | ngly agree | Strongly agree | Strongly Agree | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Agree | Strongly Disagree |
| 89 | ee | Agree | Disagree | Disagree | Agree | Disagree | Agree | Agree |
| 90 | ee | Agree | Disagree | Disagree | Agree | Agree | Disagree | Agree |
| 91 | ngly agree | Agree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree |
| 92 | ee | Agree | Agree | Agree | Strongly Agree | Strongly Agree | Strongly Agree | Agree |
| 93 | ngly Disagree | Strongly Disagree | Agree | Disagree | Agree | Strongly Disagree | Strongly Agree | Disagree |
| 94 | ee | Agree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree |
| 95 | ee | Agree | Agree | Agree | Disagree | Agree | Agree | Agree |
| 96 | ngly agree | Agree | Strongly Agree | Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| 97 | ngly agree | Strongly agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| 98 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 99 | ngly agree | Strongly agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 100 | ngly agree | Strongly agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree |
| 101 | agree | Agree | Agree | Agree | Agree | Strongly Disagree | Agree | Agree |
| 102 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 103 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 104 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 105 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Agree |
| 106 | ee | Disagree | Disagree | Disagree | Disagree | Disagree | Disagree | Agree |
| 107 | ee | Disagree | Strongly Agree | Disagree | Disagree | Disagree | Disagree | Agree |
| 108 | ee | Agree | Agree | Agree | Agree | Agree | Agree | Disagree |

# ENHANCING COMMUNIC...USAGE   (Responses)

| | Y | Z | AA | AB | AC | AD | AE | AF |
|---|---|---|---|---|---|---|---|---|
| 1 | The use of Instagram r | The use of Instagram r | The use of Instagram r | The use of Instagram resulted for me to improve my writing skills | | | | |
| 2 | Agree | Disagree | Disagree | Disagree | | | | |
| 3 | Agree | Agree | Agree | Agree | | | | |
| 4 | Disagree | Agree | Agree | Agree | | | | |
| 5 | Agree | Disagree | Disagree | Agree | | | | |
| 6 | Agree | Agree | Agree | Agree | | | | |
| 7 | Agree | Agree | Agree | Strongly Agree | | | | |
| 8 | Agree | Agree | Agree | Agree | | | | |
| 9 | Strongly Agree | Agree | Strongly Agree | Agree | | | | |
| 10 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 11 | Agree | Agree | Strongly Agree | Agree | | | | |
| 12 | Disagree | Disagree | Disagree | Disagree | | | | |
| 13 | Disagree | Agree | Agree | Agree | | | | |
| 14 | Disagree | Disagree | Disagree | Disagree | | | | |
| 15 | Disagree | Agree | Agree | Agree | | | | |
| 16 | Strongly Agree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 17 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 18 | Strongly Agree | Strongly Agree | Strongly Agree | Agree | | | | |
| 19 | Disagree | Disagree | Disagree | Disagree | | | | |
| 20 | Agree | Agree | Agree | Agree | | | | |
| 21 | Agree | Agree | Agree | Agree | | | | |
| 22 | Strongly Disagree | Disagree | Disagree | Agree | | | | |
| 23 | Agree | Agree | Strongly Agree | Agree | | | | |
| 24 | Agree, Disagree | Agree, Disagree | Agree, Disagree | Agree, Disagree | | | | |
| 25 | Agree | Agree | Agree | Agree | | | | |
| 26 | Strongly Agree | Disagree | Agree | Agree | | | | |
| 27 | Disagree | Disagree | Disagree | Strongly Disagree | | | | |
| 28 | Agree | Agree | Agree | Agree | | | | |
| 29 | Agree | Agree | Agree | Agree | | | | |
| 30 | Disagree | Agree | Agree | Agree | | | | |
| 31 | Agree | Agree | Disagree | Disagree | | | | |
| 32 | Agree | Strongly Agree | Strongly Agree | Agree | | | | |
| 33 | Agree | Agree | Agree | Strongly Agree | | | | |
| 34 | Agree | Disagree | Agree | Agree | | | | |
| 35 | Disagree | Disagree | Disagree | Disagree | | | | |
| 36 | Agree | Strongly Agree | Strongly Agree | Agree | | | | |
| 37 | Agree | Agree | Agree | Agree | | | | |
| 38 | Agree | Agree | Agree | Agree | | | | |
| 39 | Agree | Agree | Agree | Agree | | | | |
| 40 | Strongly Agree | Disagree | Agree | Agree | | | | |
| 41 | Agree | Disagree | Disagree | Agree | | | | |
| 42 | Disagree | Disagree | Agree | Disagree | | | | |
| 43 | Agree | Agree | Agree | Agree | | | | |
| 44 | Disagree | Disagree | Disagree | Disagree | | | | |
| 45 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 46 | Disagree | Agree | Disagree | Agree | | | | |
| 47 | Agree | Agree | Agree | Agree | | | | |
| 48 | Agree | Agree | Agree | Agree | | | | |
| 49 | Agree | Agree | Agree | Agree | | | | |
| 50 | Disagree | Disagree | Agree | Agree | | | | |
| 51 | Disagree | Disagree | Disagree | Disagree | | | | |
| 52 | Agree | Agree | Disagree | Agree | | | | |
| 53 | Agree | Agree | Agree | Agree | | | | |
| 54 | Disagree | Disagree | Disagree | Disagree | | | | |
| 55 | Disagree | Disagree | Disagree, Strongly Dis | Strongly Disagree | | | | |
| 56 | Agree | Disagree | Disagree | Agree | | | | |
| 57 | Disagree | Disagree | Agree, Disagree | Disagree | | | | |
| 58 | Agree | Agree | Agree | Agree | | | | |
| 59 | Disagree | Disagree | Disagree | Disagree | | | | |
| 60 | Disagree | Agree | Strongly Agree | Disagree | | | | |
| 61 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 62 | Strongly Agree | Strongly Agree | Strongly Agree, Agree | Agree | | | | |
| 63 | Disagree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 64 | Agree | Agree | Agree | Agree | | | | |
| 65 | Agree | Agree, Disagree | Disagree | Disagree | | | | |
| 66 | Strongly Agree | Strongly Agree | Disagree | Strongly Agree | | | | |
| 67 | Agree | Disagree | Disagree | Disagree | | | | |
| 68 | Strongly Agree | Agree | Disagree | Strongly Agree | | | | |
| 69 | Agree | Agree | Agree | Agree | | | | |
| 70 | Agree | Strongly Agree | Strongly Agree | Agree | | | | |
| 71 | Disagree | Agree | Agree | Agree | | | | |
| 72 | Disagree | Agree | Agree | Disagree | | | | |
| 73 | Disagree | Agree | Agree | Disagree | | | | |
| 74 | Strongly Agree | Agree | Agree | Strongly Agree | | | | |
| 75 | Agree | Agree | Agree | Agree | | | | |
| 76 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 77 | Agree | Agree | Disagree | Agree | | | | |
| 78 | Disagree | Agree | Agree | Disagree | | | | |
| 79 | Agree | Agree | Agree | Agree | | | | |
| 80 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 81 | Agree | Agree | Agree | Agree | | | | |
| 82 | Disagree | Agree | Disagree | Disagree | | | | |
| 83 | Agree | Strongly Agree | Strongly Disagree | Agree | | | | |
| 84 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 85 | Disagree | Agree | Agree | Agree | | | | |
| 86 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 87 | Disagree | Disagree | Disagree | Disagree | | | | |
| 88 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 89 | Disagree | Agree | Strongly Disagree | Agree | | | | |
| 90 | Agree | Agree | Agree | Agree | | | | |
| 91 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 92 | Agree | Disagree | Agree | Agree | | | | |
| 93 | Strongly Disagree | Strongly Disagree | Strongly Disagree | Strongly Disagree | | | | |
| 94 | Agree | Agree | Agree | Agree | | | | |
| 95 | Agree | Agree | Agree | Agree | | | | |
| 96 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 97 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 98 | Agree | Agree | Agree | Agree | | | | |
| 99 | Agree | Agree | Agree | Agree | | | | |
| 100 | Strongly Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 101 | Disagree | Agree | Agree | Agree | | | | |
| 102 | Agree | Disagree | Disagree | Agree | | | | |
| 103 | Agree | Agree | Agree | Agree | | | | |
| 104 | Agree | Strongly Agree | Strongly Agree | Strongly Agree | | | | |
| 105 | Agree | Agree | Agree | Agree | | | | |
| 106 | Disagree | Agree | Agree | Agree | | | | |
| 107 | Strongly Agree | Strongly Agree | Strongly Agree | Agree | | | | |
| 108 | Disagree | Disagree | Disagree | Disagree | | | | |