



THE RELATIONSHIP BETWEEN SOCIAL ANXIETY, SOCIAL MEDIA USE AND
RESILIENCE AMONG UNIVERSITY STUDENTS IN MALAYSIA

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The relationship between social anxiety, social media use and resilience among university
students in Malaysia

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Abstract

This study investigates relationships between social anxiety, social media use and resilience among university students in Malaysia. The objectives include examining associations between social anxiety and social media use and resilience. Employing a quantitative research design, 187 participants were purposively sampled through an online survey. Utilizing Microsoft Excel and SPSS, the analysis revealed a notable connection between social media usage and social anxiety, aligning with established literature. Unexpectedly, no substantial correlation emerged between social media use and resilience. This unexpected finding prompts further exploration into specific aspects of social media interactions and content that contribute to social anxiety. Future research should delve into specific aspects of social media interactions contributing to social anxiety and explore additional factors influencing the intricate connection between resilience and social media use in the university context.


Keywords: Social anxiety, resilience, social media use, university students.

DECLARATION

I declare that the material contained in this paper is the end result of our 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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List of Abbreviations

Abbreviations

1. LSAS Liebowitz Social Anxiety Scale
2. BRS Brief Resilience Scale
3. SMUIS Social Media Use Integration Scale

Chapter I

Introduction

Background of study

Social anxiety is a well-established psychological construct that refers to a persistent fear of social situations and performance (Schneier et al., 2011). It is characterised by intense physical and emotional symptoms, such as sweating, trembling, rapid heartbeat, and feelings of shame or embarrassment (Stein & Stein, 2008). Social anxiety causes significant distress and impairment in social and other areas of functioning (American Psychiatric Association, 2013). Though this phenomenon could be experienced by any age range or experience, the prevalence of this condition is inevitable, and it is on high rise among university students. There are many studies over the decades that observed and studied social anxiety among students which yielded many contributing factors, especially due to the rapid exposure of technology. More precisely, the high usage and dependency of social media has propelled the targeted young adults to fall victim to social anxiety, as easily as ever. According to Kuss and Griffiths (2017), excessive social media use, also known as problematic social media use, is a relatively new area of research that has gained attention in recent years. It refers to the excessive or problematic use of social media platforms, which can lead to negative impacts on mental health, well-being, and social relationships (Andreassen et al., 2017). Excessive social media use has been linked to a range of negative outcomes, including increased social anxiety, decreased self-esteem, depression, and social isolation (Lin et al., 2016).

Social anxiety is a prevalent mental health concern among Malaysians, affecting up to 10% of the population (Tan et al., 2019). In Malaysia, the relationship between the ever-rising dependency on social media usage and social anxiety is a rising concern among the society. Although these two domains have received increasing attention in recent years, Malaysian

young adults are still victims of the deteriorating poor psychosocial well-being (Cheng et al., 2015). It is associated with a range of negative outcomes, including impaired social and occupational functioning, low self-esteem, and poor quality of life. Similarly, excessive social media use is a growing concern in Malaysia, with studies reporting that up to 70% of Malaysians use social media daily (Cheung et al., 2020).

Given the strong influence social media plays in the lives of university students, whether it's for personal entertainment or formal education, its prevalence at the time being is undebatable. Hence, an important ability that can considerably help in this case is resilience. Smith et al. (2008) defines resilience as a multidimensional construct that refers to an individual's ability to adapt to stress, adversity, and trauma, and to maintain positive functioning and well-being in the face of adversity (Smith et al., 2008). Resilience is an important factor in promoting mental health and well-being and has been associated with a range of positive outcomes, including better physical health, academic and occupational success, and social relationships (Masten, 2014). Thus, when students have better resilience, they are expected to still maintain a positive functioning manner and also balance their well-being when exposed to social media and social anxiety. This could also be a driving factor that balances the relationship between social anxiety and usage of social media to promote a better well-being among university students. Although there have been many studies discussing the relationship of social media and social anxiety, there is a dearth of research that encapsulates these two domains along with the study of resilience and how it affects each other. Besides, the relationship between social anxiety, social media use, and resilience among university students in Malaysia has not been adequately investigated. Moreover, the COVID-19 pandemic has led to increased social isolation and reliance on social media for social interaction, highlighting the

importance of understanding the relationship between social anxiety, social media use, and resilience among university students in Malaysia.

To unveil these relationships, the cognitive-behavioural therapy (CBT) model is a widely used framework for treating social anxiety and promoting resilience (Hofmann, 2017). This model suggests that social anxiety is maintained by negative and unrealistic thoughts about oneself, others, and social situations. CBT aims to identify and challenge these negative thoughts and replace them with more realistic and positive beliefs. By doing so, individuals can reduce their social anxiety and promote resilience.

More specifically, the hot cross bun model is a specific CBT technique that can help individuals identify the relationships between their thoughts, emotions, physical sensations, and behaviours (Padesky, 1994). The model suggests that these four domains are interconnected and that changes in one domain can influence the others. By understanding these relationships, individuals can identify and challenge negative thoughts and behaviours that contribute to social anxiety and develop more adaptive coping strategies that promote resilience. Moreover, this method is employed to distinguish our emotions, thoughts in our mind, behaviours and physical reactions towards an event or stimuli. More importantly, all of this is done while considering how they are related to truly understanding a situation. Through these steps and awareness, there is a clearer picture of a problem or event leading to more responsible understanding, acceptance and most importantly, resilience.

Given the importance of resilience in promoting positive outcomes and reducing the negative impact of social anxiety and excessive social media use, there is a growing interest in understanding the complex relationship between these factors (Lee et al., 2020). This relationship is complex and dynamic and is influenced by a range of individual, social, and environmental factors (Flett et al., 2019). By understanding the complex relationship,

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researchers and practitioners can develop more effective interventions to promote resilience and reduce the negative impact of social anxiety and excessive social media use.

Overall, this study aims to investigate the relationship between social anxiety, social media use, and resilience, and to explore how the hot cross bun model can be used to promote resilience and reduce the negative impact of social anxiety and excessive social media use. By doing so, the study has the potential to inform the development of more effective interventions to promote mental health and well-being in individuals with social anxiety and excessive social media use.

Problem statement

The fear of being evaluated could hinder students from learning, part of learning takes place in the trials and errors, however, socially anxious individuals could be avoiding this learning process altogether by not even attempting (Cooper & Brownell, 2020). Luan et al. (2022) found that students with social anxiety have low confidence and negative self-evaluation, which hinders them from participating in academic and social activities. Indirectly, university students have great difficulty overcoming setbacks as they feel less confident in their abilities.

Social anxiety can significantly impair the functioning of university students by hindering them from taking on opportunities to challenge their abilities and skills, which otherwise would be beneficial to them (Acar & Senormanci, 2017). Socially anxious individuals typically engage in avoidance behaviour when faced with anxiety-provoking situations, which causes them to procrastinate the tasks due to excessive concern about others' evaluation of them (Ji & Lee, 2017). Emotions experienced by socially anxious individuals during social situations can be difficult to manage as anxious feelings gradually manifest into

physical reactions such as sweating profusely, racing heartbeat, and feeling sick (Chen et al., 2019). It is a cyclical process that only worsens as time progresses, and the only way seems to stop it is by 'escaping' the situation and not dealing with the challenging situation (Kim & Lee, 2018).

University students are greatly affected as the impairment in attention, concentration, and meeting deadlines ultimately impacts their academic progress (Acar & Senormanci, 2017). These characteristics of social anxiety are problematic for university students. In the study by Kessler (2003), individuals with social anxiety were found to be associated with a low probability of employment, low productivity, high financial dependency, impaired functioning in both work, social and romantic relationships, and overall poor quality of life. Students' experience of social anxiety in university does not diminish, and the detrimental effects could be carried lifelong (Luan et al., 2022). Moreover, Arditte et al. (2016) emphasized individuals with higher social anxiety possess a much higher risk for depression, substance abuse, and even suicidal ideation.

Research suggests that the reinforcing properties of social media use, which provide temporary relief from anxiety-provoking situations, can lead to an increase in the frequency of social media use over time (Andreassen et al., 2017). This is due to the fact that engaging in avoidant behavior (such as social media use) can become the default response to anxiety, leading to a "snowball effect" in which the behavior is reinforced repeatedly (Elhai et al., 2017). In addition, Błachnio et al. (2016) found that individuals may turn to social media as a temporary relief from social situations, as they can appear to be unavailable when engaged in social media. Therefore, social media use can become a habitual and maladaptive coping mechanism that reinforces avoidance behavior and exacerbates social anxiety (Tanis & Postmes, 2019).

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However, increasing usage of social media among university students could worsen the impairment among university students such as procrastinate more due to spend more time on social media, reinforcement of negative self-evaluation by comparing others on social media, involve in unwanted financial situation due to social media influence, engage in less social interactions, more on social media which can cause social skill deficit and increase social anxiety indirectly ((citation)). In addition, excessive social media use is associated with feelings of low self-esteem, loneliness, and decrease sense of self-worth (citation). In sum, social media use is harmful to functioning among university students.

Research has shown that increasing social media use is associated with various negative outcomes for university students. One such outcome is a higher level of procrastination, which can have a negative impact on academic performance (Junco & Clem, 2021). Additionally, social media use can lead to negative self-evaluation and lower self-esteem as a result of social comparison (Fardouly et al., 2018). Another negative outcome associated with excessive social media use is higher levels of financial strain, potentially due to the influence of social media advertising and the promotion of consumer culture (Rose & Dhandayudham, 2019). Furthermore, students who spend more time on social media report lower levels of face-to-face social interaction, which can contribute to social isolation and decreased social skills (Henderson et al., 2019). Finally, excessive social media use has also been linked to increased levels of social anxiety among university students (Berryman et al., 2018). Overall, these findings suggest that social media use can have detrimental effects on the well-being and functioning of university students.

Low resilience among university students can lead to a variety of problems, including increased susceptibility to stress and feeling overwhelmed (Berg et al., 2019). This can negatively impact academic performance and overall well-being. Individuals with low

resilience may experience loneliness due to fewer social ties and infrequent social activities, leading to heightened reactions to stress exposure and reduced coping abilities. Moreover, low resilience is associated with higher maladaptive coping strategies such as substance abuse (Berg et al., 2019). When combined with excessive or prolonged social media use, these factors put university students at higher risk for more serious mental health issues such as depression, anxiety, and even suicide (Vannucci et al., 2016). Symptoms of low resilience may include difficulty coping with stress, feeling overwhelmed or unable to manage tasks, social withdrawal or isolation, feelings of loneliness or worthlessness, and engaging in unhealthy behaviors such as substance abuse or self-harm (Berg et al., 2019; Vannucci et al., 2016).

Past studies have shown that courage can moderate social anxiety (Buckley et al., 2021). However, there have been mixed results in studies examining the relationship between resilience and social anxiety among university students (Mortazavi et al., 2020; Tanaka et al., 2019). Studies have suggested that gradual exposure to anxiety-provoking situations is an effective way to reduce fear and increase one's capacity to withstand difficult situations (Kevorkian et al., 2019; McGrath et al., 2018). Additionally, the ability to bounce back from adversity, or resilience, has been shown to be an important factor in overcoming difficult challenges in life (Luthar et al., 2018; Windle et al., 2021).

Therefore, there is a need to conduct this study to examine the relationship between resilience, social media use and social anxiety among university students. to further understand the relationship between these variables. Among the past research in the Malaysian context, there is currently a lack of research on resilience, social media use and social anxiety which could lead to gaps in our understanding. Therefore, the aim of this study is to investigate the relationship between resilience, social media use and social anxiety among university students in Malaysia.

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Research Objective

1. To examine the relationship between social anxiety and social media use.
2. To examine the relationship between social anxiety and resilience.
3. To examine the relationship between social media use and resilience.
4. To predict social anxiety by using social media use and resilience

Research Questions

1. Is there a significant relationship between social anxiety and social media use?
2. Is there a significant relationship between social anxiety and resilience?
3. Is there a significant relationship between social media use and resilience?
4. Do social media use and resilience predict social anxiety?

Research Hypotheses

- H1: There is a significant relationship between social anxiety and social media use.
- H2: There is a significant relationship between social anxiety and resilience.
- H3: There is a significant relationship between social media use and resilience.
- H4: There is a significant prediction of social anxiety by social media use and resilience.

Significance of study

Theoretical significance

The theoretical implications of this study within the framework of Lazarus' Transactional Model are noteworthy, particularly in the exploration of cognitive appraisal in a digital context. By applying Lazarus' model to the experiences of university students with social media, this research enriches our understanding of how individuals appraise online situations as either harmful, threatening, or challenging. This research modestly extends the model's application by shedding light on the influence of perceived resilience in coping with social anxiety triggered by digital experiences. Additionally, the study contributes to the theoretical landscape by examining the interactive dynamics of cognitive appraisal, coping strategies, and emotional responses within the specific context of social media use, thus providing a nuanced perspective to understanding how university students navigate digital stressors.

The study also incorporated the Hot Cross Bun Model. While Lazarus' model primarily informed the exploration of cognitive appraisal and coping dynamics, the Hot Cross Bun Model complemented the investigation by providing a multi-dimensional perspective on how thoughts, emotions, behavior, and physical sensations interconnect. This dual-theoretical approach allowed for a more comprehensive understanding of the complexities involved in the relationship between social anxiety, resilience, and social media use among university students.

Practical significance

This study may offer some insights for various stakeholders. University administrators can consider small-scale interventions informed by the findings, such as brief awareness campaigns and integrating basic resilience-building components into existing programs. The negative correlation between social anxiety and resilience underscores the importance of resilience-building initiatives, possibly through highlighting importance of resilience during orientation

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programs or extracurricular activities. Mental health practitioners can draw upon the study's insights to tailor interventions that recognize the effect of social media on the mental well-being of university students. Moreover, the research support existing intervention for challenges linked to social media use by using cognitive-behavioral strategies and resilience-focused approaches. Students themselves can benefit by developing increased awareness of their social media use and its potential impact on mental health. Encouraging small, practical steps such as setting personal screen time limits and cultivating positive online interactions within peer groups can contribute to a healthier digital experience.

Conceptual Definition

Social Anxiety – defined as the apprehension in social situations that could lead to humiliation or shame, such as encountering unfamiliar people, or going on a date, where there is a possibility of receiving disapproval from others (American Psychological Association, 2023).

Social Media Use - Social media use can be understood as how often, how long, and how intensely individuals engage with social media platforms and their features (Lin et al., 2016).

Resilience - the ability to effectively cope with challenging life situations by being mentally, emotionally, and behaviourally flexible and adaptable to internal and external pressures. This adaptability leads to positive outcomes in the face of difficult circumstances (American Psychological Association, 2023).

Operational Definition

Liebowitz Social Anxiety Scale (LSAS)

The LSAS was developed by Liebowitz (1987) to measure social anxiety. It consists of 24 items that assess the extent of anxiety and avoidance experienced in different social situations, such as speaking in public, eating in front of others, and initiating conversations. A score of 60 on the LSAS used as a cut off score in non-clinical population to indicate high social anxiety symptoms (Gutierrez et al., 2020).

Social Media Use Integration Scale (SMUIS)

The SMUIS is a self-report instrument developed by Lee and Robbins (2015) to measure social media use. The scale consists of nine items that assess the extent to which individuals integrate social media into their daily lives, such as checking social media first thing in the morning, using social media during meals, and feeling anxious or irritated when unable to access social media. A score of 3.50 or higher on the SMUIS indicates a high level of integration of social media in an individual's life (Liu et al., 2018).

Brief Resilience Scale (BRS)

Smith et al. (2008) developed BRS, which is a self-rating tool designed to assess an individual's capacity to recover from difficult situations. The scale consists of six items, three positive worded items, and three negative worded items. There is no established cut off score for the BRS, as it is typically used as a continuous measure of resilience. However, higher scores on the BRS generally indicate greater resilience (Smith et al., 2008).

Chapter II

Literature Review

2.1 Social Anxiety

2.1.1 Social Anxiety

Social anxiety is a condition that has been extensively studied, with researchers exploring its prevalence and various factors that contribute to its development and maintenance. Kim et al. (2020) discovered that individuals with social anxiety tend to have higher levels of fear of negative evaluation and lower levels of self-compassion. Meanwhile, Alden and Taylor (2020) highlighted attentional biases (cognitive factor) as significant contributors to social anxiety. Attentional bias pertains to an individual's tendency to fixate excessively on certain elements while ignoring others. Furthermore, meta-analysis conducted by Alden et al. (2021) found that individuals with higher levels of social anxiety tend to engage in avoidant coping strategies.

2.1.2 Social Anxiety among Undergraduate students in Malaysia

Several studies have investigated the prevalence and impact of social anxiety among undergraduate students in Malaysia. Tan et al. (2020) found that social anxiety was prevalent among 22.6% of undergraduate students, with female students more likely to experience it than male students. Additionally, Tan et al. (2021) discovered that social anxiety was associated with lower academic performance and higher levels of psychological distress. Similarly, Yap et al. (2020) found that social anxiety was associated with lower levels of academic motivation

and higher levels of academic procrastination. Lastly, a study by Lim et al. (2020) revealed that social anxiety is linked with higher level of loneliness and lower levels of social support.

2.2 Social Media Use

2.2.1 Social Media Use

The widespread use of social media platforms in recent years has prompted numerous studies investigating its impact on mental health and overall well-being. Studies have found negative consequences associated with social media use. For instance, Lin et al. (2021) found usage of social media is associated with higher level of depression and anxiety. Comparably, Huang et al. (2021) discovered that social media use is lined with more sleep disturbance and fatigue, while Wu et al. (2020) reported that social media use was linked to increased feelings of social isolation.

2.2.2 Social Media Use among Undergraduate students in Malaysia

Several studies have investigated social media use among undergraduate students in Malaysia, highlighting its widespread prevalence and various associations with negative outcomes. Yusof et al. (2020) found that almost all undergraduate students in Malaysia used social media, with Facebook being the most used platform. In addition, the study also reported that social media use was linked to higher levels of psychological distress and lower academic performance among students. Similarly, Abdul Rahman et al. (2020) found that social media use was associated with higher levels of academic procrastination among undergraduate students in Malaysia. Moreover, Lim et al. (2021) discovered that excessive social media use was associated with higher levels of social anxiety among undergraduate students in Malaysia. Lastly, a study by Yusof et al. (2021) reported that social media use was associated with lower levels of psychological well-being among undergraduate students in Malaysia.

2.3 Resilience

2.3.1 Resilience

Resilience is a critical ability that allows individuals to adapt and recover from stress and adversity. To better understand the factors associated with resilience, several studies have been conducted. According to Masten et al. (2020), positive relationships and social support are crucial in fostering resilience. Additionally, Bonanno (2020) emphasized the significance of cognitive flexibility and positive emotion regulation strategies in promoting resilience. Windle et al. (2020) found that resilience was positively correlated with self-esteem and optimism. Finally, Mancini et al. (2021) highlighted the role of social support and positive emotion regulation in promoting resilience among older adults.

2.3.2 Resilience among Undergraduate students in Malaysia

Several studies were conducted in relation to resilience among undergraduate students in Malaysia. Chin and Ramli (2021) found that resilience was associated with better mental health and academic achievement among undergraduate students. The study highlighted the importance of social support and positive coping strategies in promoting resilience among students. Similarly, Abdullah et al. (2020) found that higher levels of resilience were associated with lower levels of psychological distress among undergraduate students in Malaysia. Additionally, Kamarudin et al. (2021) found that resilience was associated with higher levels of academic self-efficacy and lower levels of academic stress among undergraduate students in Malaysia. The positive relationship between resilience and mental health was further supported by Rahim et al. (2021), who found that higher levels of resilience were associated with lower levels of depression and anxiety among undergraduate students in Malaysia.

2.4 Social Anxiety and Social Media Use

Several studies have investigated the relationship between social anxiety and social media use. A meta-analysis by Wang et al. (2020) found a small but significant correlation between social anxiety and social media use. Alabi and Ajayi (2021), Davis et al. (2019), Ye et al. (2019), and Weinstein et al. (2021) all found evidence suggesting that there is a positive association between social anxiety and the use of social media. Meanwhile, Hunt et al. (2020) found social media use only partly mediates between social anxiety and self-esteem among students.

However, some studies have produced different results. For example, a study by Wang and colleagues (2021) found that social media use was not significantly related to social anxiety among Chinese adolescents. Additionally, a study by Błachnio and Przepiorka (2021) found that while there was a positive relationship between social anxiety and social media use, this relationship was weaker in individuals who had higher levels of self-esteem. Similarly, Kim and colleagues (2020) found that social media use did not significantly predict social anxiety among Korean university students. These studies suggest that the relationship between social anxiety and social media use may vary depending on cultural and individual factors, such as self-esteem.

According to some research, using social media may predict social anxiety. For example, longitudinal research by Lin et al. (2019) unveiled a spike in social media usage predicted an elevation in social anxiety symptoms, such as fear of lacking out, social ill comparison, and poor self-evaluation, over time among university students. Similarly, the findings of Zhao et al.'s (2020) study showed that social media addiction predicted social anxiety symptoms among adolescents. Additionally, Wang et al. (2020) show individuals with higher levels of social anxiety prone to use social media more often as they may find it less

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challenging to communicate through social media platforms rather than face-to-face interactions. This finding is similar across various of social medias such as Instagram, Facebook, Instagram, Twitter, and Snapchat (Ye et al., 2019)

Other studies have found that social anxiety may lead to increased social media use. For instance, a study by Huang and Leung (2019) found that individuals with higher levels of social anxiety reported using social media more frequently as a coping strategy. Furthermore, research conducted by Oksman and Turtiainen (2021) indicated that there was a positive association between social anxiety and social media usage among young adults. Similarly, Vannucci et al. (2018) found that social anxiety is associated with greater use of social media, specifically in seeking social support and validation. These studies suggest that individuals with social anxiety may use social media as a coping strategy to alleviate negative thoughts and emotions.

Overall studies have explored the connection between social anxiety and social media use and have produced mixed findings. The nature of the relationship may depend on cultural and individual factors, such as self-esteem, social comparison, self-worth, fear of missing out, and the desire for social connection. Social media use has been linked to predicting social anxiety symptoms over time and may lead to addictive behaviour (Alabi & Ajayi, 2021; Zhao et al., 2020). Conversely, individuals with social anxiety may use social media as a coping strategy to alleviate negative thoughts and emotions. Seeking social support and validation through social media is one way that individuals with social anxiety may use the platform (Vannucci et al., 2018). Overall, the relationship between social anxiety and social media use is intricate and can be influenced by a variety of cultural and individual factors.

2.5 Social Anxiety and Resilience

Several studies have investigated the mediation role of resilience in social anxiety and various outcomes. Jones et al. (2020), Blumenthal et al. (2019), Davis et al. (2019), and Shetty et al. (2020) explored the relationship between social anxiety, resilience, and different outcomes in different populations. Resilience was found to partially mediate the relationship between social anxiety with these various outcomes. For instance, Jones et al. (2020) found resilience to be the mediator between social anxiety and subjective well-being, while Blumenthal et al. (2019) found resilience to mediate the relationship between social anxiety and academic performance among college students. Additionally, Davis et al. (2019) reported that resilience mediated the relationship between social anxiety and adaptive coping strategies, while Shetty et al. (2020) found resilience to mediate the relationship between social anxiety and quality of life among college students.

The relationship between social anxiety and resilience has been explored in several studies, with mixed results. Some studies have found that higher levels of resilience are associated with lower levels of social anxiety among university and college students, as reported by Frazier et al. (2019), Alyousefi-Van Dijk et al. (2021), and Oshio et al. (2018). Similarly, a study by Homan and colleagues (2020) found that higher levels of resilience predicted lower levels of social anxiety among adults. However, a few studies, such as those conducted by Amirpour and Najafi (2020) and Alisic et al. (2020), found no significant relationship between resilience and social anxiety in university students. Likewise, a study by Judd and colleagues (2022) found no significant association between resilience and social anxiety among adolescents. Interestingly, a study by Nouri and colleagues (2021) found that higher levels of resilience were positively associated with higher levels of social anxiety among individuals with chronic illness.

Overall, the relationship between resilience and social anxiety appears to be complex and may vary depending on the population studied and other factors. Nevertheless, higher levels of resilience may help buffer the negative impact of social anxiety on various outcomes, including well-being, academic performance, coping strategies, and quality of life.

2.6 Social Media Use and Resilience

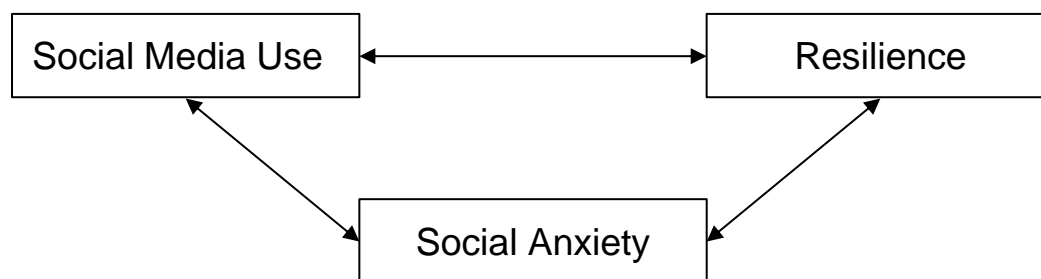
Several studies have investigated the relationship between resilience and usage of social media. Tandoc et al. (2019) and Gao et al. (2020) found a positive association between social media use and resilience. However, Turel and Serenko (2019) reported a negative relationship between social media use and resilience among university students, with problem-focused coping partially mediating the association. Similarly, Best and Manktelow (2020) suggested that social media use can reduce resilience by promoting negative self-evaluation and social comparison. However, the findings on the relationship between social media use and resilience have been mixed. For example, Lin et al. (2021) and Steers et al. (2019) found no significant association between social media use and resilience among adolescents.

Huang et al. (2021), Wang et al. (2020), and Chen et al. (2021) found that social support partially mediated the relationship between social media use and resilience by providing emotional and practical assistance to individuals, which helps them cope with challenges and stressful situations. Similarly, Kim and Lee (2021) found that the relationship between social media use and resilience was partially mediated by self-esteem and social comparison among university students. The study showed that social media use can affect an individual's self-esteem and lead to social comparison with others, which can subsequently impact their level of resilience.

Overall, these studies shows that the relationship between resilience and social media use is complicated and is be influenced by other contributing factors like context of social media, coping strategies, and social media use context. While some literature shows a more positive outlook of relationship between social media use and resilience, others find a negative association or no significant relationship. Further research is needed to clarify the nature of the relationship.

2.7 Conceptual Framework

Figure 1. The conceptual framework of “Social Media Use, Resilience, and Social Anxiety among University Students in Malaysia”



This research aims to study social media use, and resilience as predictors of social anxiety among university students in Malaysia. In this research, the outcome variable is social anxiety while the predictor variables are social media use and resilience. The correlation model and regression model between social media use, resilience, and social anxiety will be identified using the quantitative method.

2.8 Theoretical Framework

Transactional Model of Stress and Coping (Lazarus & Folkman, 1987)

1. Primary Appraisal: Social Media Use as Harm, Threat, or Challenge

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- Lazarus' elements of Harm, Threat, and Challenge are integrated into the context of social media use. Social situations on these platforms are appraised in terms of potential harm (*negative judgments*), threat (*fear of rejection*), or challenge (*opportunities for positive interactions*). This cognitive appraisal influences the emotional response and the subsequent coping strategies employed.

2. Secondary Appraisal: Resilience as a Coping Resource

- Resilience is recognized as a coping resource developed through secondary appraisal. Higher resilience levels are associated with an increased ability to adapt, withstand pressure, and effectively cope with social challenges, indirectly affecting the perceived level of social anxiety.

3. Social Anxiety as a Result of Appraisal:

- The cognitive appraisal of social situations influences the perceived level of social anxiety. Situations appraised as *harmful* or *threatening* may contribute to higher levels of social anxiety, while those seen as *challenging* may result in lower levels.

4. Environmental Demand and Coping Abilities:

- The model acknowledges that social anxiety may arise when the demands of social situations exceed the individual's perceived ability to cope. Cognitive appraisal influences the balance between environmental demands and coping abilities, impacting the manifestation of social anxiety.

Hot Cross Bun model

Cognitive-Behavioural Therapy (CBT) is a psychotherapeutic approach that focuses on the relationships between thoughts, feelings, and behaviours. It is based on the principle that negative thoughts and behaviours can contribute to psychological distress, and that by identifying and modifying these negative thoughts and behaviours, individuals can improve their mental health and well-being (Beck, 2011).

The Hot Cross Bun Model (HCB) is a specific cognitive-behavioural model that helps individuals understand the relationship between their thoughts, emotions, physical sensations, and behaviours (Padesky & Mooney, 2012). The model proposes that these four variables are interconnected and influence one another in a circular manner, much like the shape of a hot cross bun. In the context of social anxiety, the HCB Model can be used to understand how negative thoughts, emotions, physical sensations, and behaviours are related.

From the HCB Model perspective, social anxiety is maintained by negative thoughts such as excessive self-focus, self-doubt, and catastrophic thinking. These negative thoughts can lead to emotions such as fear, shame, and embarrassment, which can then manifest as physical sensations such as increased heart rate, sweating, and muscle tension. In response to these physical sensations and emotions, individuals may engage in avoidance behaviours such as staying home, avoiding social situations, or using substances to cope. These avoidance behaviours can then reinforce negative thoughts and emotions, leading to a cycle of social anxiety.

To break this cycle, the HCB Model proposes that individuals need to identify and challenge their negative thoughts, regulate their emotions, manage their physical sensations, and engage in adaptive behaviours. Cognitive interventions such as cognitive restructuring and thought challenging can help individuals challenge their negative thoughts. Emotion regulation techniques such as mindfulness and relaxation can help individuals manage their emotions and

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physical sensations. Behavioural interventions such as exposure therapy and social skills training can help individuals engage in adaptive behaviours. In summary, the HCB Model is a useful cognitive-behavioural model that can help individuals understand the relationship between their thoughts, emotions, physical sensations, and behaviours. Below is an example of HCB model:

Thoughts: Individuals with social anxiety may have negative thoughts about themselves, such as "I'm not interesting enough" or "People will judge me if I speak up." Social media use can exacerbate these negative thoughts via social comparison and validation seeking, leading to increased social anxiety and self-doubt.

Emotions: Social anxiety is characterized by intense feelings of fear and apprehension in social situations. Social media use can trigger negative emotions such as envy, jealousy, and low self-esteem, which can contribute to and exacerbate social anxiety.

Behaviour: Avoidance is a common behaviour associated with social anxiety. Individuals may avoid social situations or withdraw from social interactions to avoid negative evaluations or judgments. Social media use can easily become a gateway or avoidance behaviour, with individuals using social media to avoid face-to-face interactions.

Physical Sensations: Social anxiety can also lead to physical sensations such as sweating, trembling, and rapid heartbeat. These physical sensations can become cues for further anxiety, leading to a vicious cycle. Social media use can exacerbate physical sensations associated with social anxiety.

Resilience: Resilience can be seen as a protective factor that can help individuals break the vicious cycle. Resilient individuals may be better able to cope with stressors related to social situations and may use social media in a positive and adaptive way which reduces social anxiety

Therefore, an individual with social anxiety may have negative thoughts about themselves and during their social interactions when using social media. These negative thoughts can trigger negative emotions, leading the individual to avoid social situations and rely on social media as a coping mechanism. However, a resilient individual may use social media in a more positive way, seeking social support and engaging in positive interactions, leading to increased self-esteem, and decreased social anxiety.

Chapter III

Methodology

Research Design

This research utilized a quantitative research approach. As outlined by Sukamolson (2007), quantitative research is a phenomenon through mathematical and statistical-based data and numerical data. It is widely used in many fields, including science, biology, physics, psychology, and many more. The present study used a quantitative research design because it was more accurate and reliable, which increased the validity and reliability of the study. A quantitative approach was suitable for this research because this study aimed to understand the relationship between the variables, social anxiety, social media use, and resilience among university students in Malaysia. Besides, a quantitative study could generate factual data that could be generalized to a wider population. In this case, the population of Malaysian university students was substantial and wide-reaching. Hence, the generalizability quality of a quantitative research design was tremendously helpful in helping these students improve the outcome of their well-being.

More specifically, the study employed a correlational research design, which investigated the relationships of the targeted variables without any manipulation of variables. In this context, this study employed correlational research design to study the strength and relationship of all variables to allow a better understanding of the phenomenon. As objectives of the study, the researcher aimed to investigate the role played by social anxiety and relationship with social media use and resilience. Hence, this design was highly beneficial and appropriate for this study in this context.

Sampling Method

Purposive sampling entails the selection of participants based on specific criteria or a defined purpose. This technique can be useful when a specific population is of interest, and the researcher wants to ensure that participants meet certain characteristics. In this study, purposive sampling was employed to select participants. Purposive sampling is a non-probabilistic sampling method involving intentional selection of participants based on specific criteria relevant to the research question (Palinkas et al., 2015). In this study, participants were selected based on their enrollment in a university in Malaysia, their age of at least 18 years, their ability to understand and read English, and their use of social media platforms.

By employing purposive sampling, participants meeting specific criteria related to the research question were selected, thereby increasing the relevance and applicability of the findings. Purposive sampling further facilitated the selection of participants who were anticipated to offer comprehensive and detailed information about the variables under investigation (Palinkas et al., 2015). This was particularly important in a correlational study like this one, where the aim was to explore the relationships between variables. In summary, the application of purposive sampling in this study permitted the selection of participants who were highly pertinent to the research question and were anticipated to offer detailed and insightful responses. This ultimately enhanced the validity and reliability of the findings.

In terms of research instruments, this study utilized questionnaires as a means of gathering data from participants due to their efficiency and reliability (Chen & Kao, 2012). The choice of questionnaires was motivated by their ability to swiftly collect substantial data from participants (Chen & Kao, 2012). To facilitate the distribution of the questionnaires, an online survey method was employed for data collection. Online surveys, as a research method, allowed researchers to obtain data from specific groups (Babbie, 2016). Furthermore, the survey was designed as a self-administered instrument, requiring participants to independently

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provide responses without the direct involvement of a researcher (Krosnick & Presser, 2010). This approach was adopted to accommodate participants from diverse universities, making a self-administered survey the most suitable choice for this scenario.

Research Location

Internet-based survey form was formulated using Google Forms and disseminated through social media platforms, specifically WhatsApp, to optimize respondent participation. This strategy aimed to maximize the involvement of Malaysian university students, encompassing all 13 states and 3 federal territories across Malaysia.

Ethical Clearance Approval

Adherence to ethical guidelines was integral to this study, as evidenced by the approval obtained through the university's ethical clearance protocol.

Secured clearance from authorities, including research supervisor (Ms. Kavitha Nalla Muthu), Head of the Department of Psychology and Counselling (Dr. Pung Pit Wan), along with Dean of the Faculty of Art and Social Science (Dr. Lee Lai Meng), with UTAR Scientific and Ethical Review Committee oversight for ethical compliance before data collection. Ethical clearance application was a prerequisite, approved post-research proposal for data collection.

Sample Size, Power, and Precision

The calculation of sample size for Pearson's Product Moment Correlation (PPMC) in this study was conducted using GPower 3.1.9.4. For Hypotheses 1, 3, and 5, GPower recommended a sample size of 184, with an effect size of 0.3 (indicating a medium effect size), a power analysis of 0.95 (signifying a 95% probability of achieving statistically significant outcomes), and a margin of error set at 0.05.

In the case of Hypotheses 2 and 4, which involved predicting outcomes using single linear regression, G*Power suggested a sample size of 134. The effect size was 0.2 (a medium effect size), with a power of 0.95 and a margin of error of 0.05. To account for potential challenges such as missing data, outliers, and non-responsive data, a precautionary approach was taken. Consequently, the initial sample size of 184 was increased by 50%, bringing the total sample size to 276. This adjustment aimed to enhance result accuracy and ensure robustness in the face of potential data challenges.

Research Data Collection Procedure

Inclusion and Exclusion Criteria

Study inclusion and exclusion criteria were important to ensure that the participants selected for the research met certain requirements and possessed specific characteristics. The study focused on university students in Malaysia, so the inclusion criteria required participants to have been enrolled in a university in the country and be at least 18 years old. They needed to have had access to the internet and be able to complete the questionnaire online, as well as being able to read and understand English. Additionally, they were required to provide informed consent to participate in the study and currently use social media platforms. On the other hand, the exclusion criteria excluded participants who had previously participated in the study, were currently inactive or had dropped out of university. Participants who were studying abroad or did not have and use social media were also excluded from the study. These criteria were necessary to ensure research validity and reliability.

Procedures of Obtaining Consent

Informed consent was acquired from participants through an online survey conducted through Google Form. Participants needed to provide their consent agreement after reviewing information sheet. This ensured that participants fully comprehended the details outlined in the

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information sheet. Upon agreeing to participate, participants were directed to the survey questionnaire. The participant information sheet included comprehensive information about the study, covering aspects such as the study's purpose, privacy, willing involvement, and researcher contact information. This data enabled participants to contact the researchers if they encountered any challenges or concerns during the survey. Participant data was treated with utmost privacy and confidentiality, with raw data from completed instruments solely used for academic purposes. The informed consent process reinforced the voluntary nature of participation, emphasizing that participants could withdraw from the study without facing any consequences or penalties.

Data Collection Procedures

Following the approval of ethical clearance, the researcher disseminated the questionnaire via Google Form through online platforms, specifically WhatsApp. The first page of the questionnaire outlined the study's objectives and provided information on informed consent. Participants proceeded to answer the variable instruments, and the collected data was transformed into Excel format for organization. The Statistical Package for the Social Sciences (SPSS) was utilized for data calculation. An outlier test was performed to filter out incomplete responses. After addressing outliers, data analysis was conducted to derive both descriptive and inferential data. The results obtained from this analysis contributed to the determination of deciding to accept or reject. study hypotheses.

Instrument

Liebowitz Social Anxiety Scale (LSAS)

The Liebowitz Social Anxiety Scale (LSAS), designed by Michael R. Liebowitz in 1987, gauged social anxiety in various situations, encompassing both performance and non-performance scenarios. Comprising 24 items, each rated on a 4-point scale (0 to 3), the scale yielded a total score ranging from 0 to 144, with higher scores indicating heightened social anxiety. The LSAS demonstrated outstanding internal reliability (Cronbach's alpha = .96) and consistency upon retesting (intraclass correlation coefficient = .83). It demonstrated strong convergent validity with other social anxiety measures and included items such as "Being the center of attention" and "Speaking in public" (Liebowitz, 1987).

Brief Resilience Scale (BRS)

The Brief Resilience Scale (BRS), crafted by Bruce D. Smith and colleagues in 2008, assessed an individual's capacity to rebound from stress. Comprising 6 items rated on a 5-point Likert scale, the BRS yielded a total score ranging from 6 to 30, with higher scores indicative of greater resilience. The BRS boasted solid internal reliability (Cronbach's alpha = .80) and exhibited consistent results upon retesting (intraclass correlation coefficient = .69). It demonstrated concurrent validity with measures of positive affect, life satisfaction, and self-esteem. Examples provided were "I quickly recover from challenging situations" and "I struggle to endure stressful events" (Smith et al., 2008).

Social Media Use Integration Scale (SMUIS)

The Social Media Use Integration Scale (SMUIS), created by Derek Leung in 2017, quantified the degree to which individuals incorporated social media into their daily lives. Comprising 12 items rated on a 5-point Likert scale, the SMUIS yielded a total score ranging

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from 12 to 60, with higher scores indicating greater social media integration. The SMUIS exhibited robust internal consistency (Cronbach's alpha = .86) and demonstrated reliable test-retest consistency (Pearson correlation coefficient = .71). It exhibited good construct validity with measures of internet addiction, social media addiction, and psychological distress. Sample items included "Social media use is a part of my daily routine" and "Social media use is important for me to keep in touch with my friends and family" (Leung, 2017).

These instruments were widely recognized, validated, and demonstrated strong psychometric properties, making them suitable for measuring social anxiety, resilience, and social media use in research studies and clinical applications. The manageable number of items enhanced their practicality in survey administration.

Data Analysis

In the analysis of study results, the researcher utilized the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. Raw data collected via Google Form were exported to Excel. The summation of instrument scores was computed in Excel using the "=sum" formula. Descriptive statistics for demographic data, including counts for male, female, and year of study, were obtained using the "=countif" formula. Additionally, descriptive statistics, such as N value, mean, skewness, standard deviation, Shapiro-Wilk, and Kurtosis, were calculated in Excel to summarize and describe the study data. Skewness, Kurtosis, and Shapiro-Wilk results were examined to assess the assumptions of normality. For further analysis, SPSS was employed to assess assumptions related to multiple linear regression. Multicollinearity was assessed through Variance Inflation Factors (VIF) and tolerance, with VIF values ideally below 10 and tolerance values above .10. Independence of error was

examined using the Durbin-Watson statistic, with values between 1 and 3 considered acceptable. Cook's distance was observed to identify multivariate outliers, and scatterplots were analyzed to assess linearity, normality of residuals, and homoscedasticity. The study planned to employ various statistical analyses to test hypotheses. Firstly, to explore the relationship between social anxiety and social media use, correlation examination, specifically Pearson Product-Moment Correlation (PPMC) conducted. Secondly, to examine the relationship between social anxiety and resilience, another PPMC correlation analysis was performed. Thirdly, to assess the relationship between resilience and social media use, a PPMC correlation analysis was employed. Lastly, a Multiple Linear Regression (MLR) analysis was conducted to investigate whether social media use and resilience predicted social anxiety, with social media use and resilience as independent variables and social anxiety as the dependent variable.

Chapter IV

Results

Descriptive Statistics

Demographic Information

As referred to Table 4.1, the present study had collected a total number of 187 responses. All the participants are university students who aged between 19 – 31 ($M = 24.7$; $SD = 2.37$). There are 59.4% of them are female ($n=111$) while 40.6% of them are male ($n=76$). There are 16% of Year 1 ($n=30$), 38% of Year 2 ($n=71$), 29.4% of Year 3 ($n=55$), 16.6% of Year 4 ($n=31$). There are 20.9% of Foundation ($n=39$), 38.5% of Diploma ($n=72$), 38.5% of Undergraduate ($n=72$), 2.1% of Postgraduate ($n=4$). There are 24.6% of Malay ($n=46$), 51.9% of Chinese ($n=97$), 23.5% of Indian ($n=44$).

Table 4.1

1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	1	.5	.5	.5
	20	4	2.1	2.1	2.7
	21	8	4.3	4.3	7.0
	22	23	12.3	12.3	19.3
	23	29	15.5	15.5	34.8
	24	20	10.7	10.7	45.5
	25	36	19.3	19.3	64.7
	26	22	11.8	11.8	76.5

27	18	9.6	9.6	86.1
28	18	9.6	9.6	95.7
29	4	2.1	2.1	97.9
30	1	.5	.5	98.4
31	3	1.6	1.6	100.0
Total	187	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	111	59.4	59.4	59.4
	2	76	40.6	40.6	100.0
	Total	187	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	46	24.6	24.6	24.6
	Chinese	97	51.9	51.9	76.5
	Indian	44	23.5	23.5	100.0
	Total	187	100.0	100.0	

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Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Foundation	39	20.9	20.9	20.9
	Diploma	72	38.5	38.5	59.4
	Degree	72	38.5	38.5	97.9
	Postgraduate	4	2.1	2.1	100.0
	Total	187	100.0	100.0	

Year of Study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	30	16.0	16.0	16.0
	2	71	38.0	38.0	54.0
	3	55	29.4	29.4	83.4
	4	31	16.6	16.6	100.0
	Total	187	100.0	100.0	

Descriptive statistics for the Variables

Table 4.2

	n	%	M	SD
Social anxiety			94.94	25.679
Low (≤ 47)	16	7.7		
Medium (48-96)	45	21.6		
High (≥ 97)	126	89.9		
Resilience			3.02	0.322
Low (2)	55	29.4		
Medium (3)	128	68.4		
High (4)	4	2.1		
Social media use			37.2	4.82
Low (12-27)	11	5.9		
Medium (28-43)	172	92.0		
High (44-60)	4	2.1		

Note. n = number of cases; % = percentage; M = mean; SD = standard deviation

Data Diagnostic**Kolmogorov-Smirnov and Shapiro-Wilk Test****Table 4.3**

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Social anxiety	.234	187	<.001	.741	187	<.001

Kolmogorov-Smirnov and Shapiro-Wilk tests suggest non-normal distribution if "sig" < 0.05.

The table indicates Kolmogorov-Smirnov and Shapiro-Wilk tests for all dependent variables are <0.001. Hence, none of the dependent variables follow a normal distribution. When results fail normality tests, a z-score test is required.

Z-score test

The Z-score is computed by dividing the skewness statistic results (-2.037) by the product of skewness and standard error (0.178), as obtained from the descriptive data of the dependent variables mentioned.

The Z-score for 187 respondents is -11.44, indicating non-normality according to the z-table as it falls outside the range of (-1.96 to 1.96, -2.58 to 2.58 and -3.29 to 3.29). In addition, according to the boxplot there are still outliers numbers, and the Z-score value needed can be calculated again to prove the normality.

Linearity test for resilience

Figure above shows the relationship between social anxiety and resilience via scatter plot. The results indicate a linear relationship between the dependent (social anxiety) and independent variables (resilience). The R^2 value is 0.092. Therefore, there is an 9.2% influence of the dependent variables imply independent variables explain observed variation. Moreover, the slope is -24.21, representing that for every 1 unit increase in social anxiety, there is a 24.21 reduction in the resilience.

Linearity test for social media usage

Figure above shows the relationship between social anxiety and social media use via scatter plot. The results indicate a linear relationship between the dependent (social anxiety) and independent variables (social media use). The R^2 value is 0.338. Therefore, there is an 33.8% influence of the dependent variables imply independent variables explain observed variation. Moreover, the slope is 3.1, representing that for every 1 unit increase in social anxiety, there is a 3.1 increase in social media use.

Multicollinearity

Table 4.4

Model	Collinearity Statistics	
	Tolerance	VIF
Resilience	.984	1.016
Social media use	.984	1.016

Multicollinearity was not observed as the tolerance value exceeded 0.10, and the VIF value was below 10. indicating no significant correlation among the variables.

Data Analysis**Pearson's product moment correlation coefficient****Table 4.5**

Correlations

		Social anxiety	Resilience	Social media use
Social anxiety	Pearson Correlation	1	-.303**	.581**
	Sig. (2-tailed)		<.001	<.001
	N	187	187	187
Resilience	Pearson Correlation	-.303**	1	-.125
	Sig. (2-tailed)	<.001		.089
	N	187	187	187
Social media use	Pearson Correlation	.581**	-.125	1
	Sig. (2-tailed)	<.001	.089	
	N	187	187	187

** . Correlation is significant at the 0.01 level (2-tailed).

Research Question 1: Is there a significant relationship between social anxiety and social media use?

H1: There is a significant relationship between social anxiety and social media use.

There is a significant moderate positive correlation between social anxiety and social media use [$r(187) = 0.581, p < 0.001$]. In other words, when social media use increases, it moderately increases social anxiety.

Research Question 2: Is there a significant relationship between social anxiety and resilience?

H2: There is a significant relationship between social anxiety and resilience.

Significant low negative correlation found between social anxiety and resilience. [$r(187) = -0.303, p < 0.001$]. The negative correlation implies that, higher social anxiety linked to lower resilience levels and vice versa.

Research Question 3: Is there a significant relationship between social media use and resilience?

H3: There is a significant relationship between social media use and resilience.

There is no significant relationship between social media use and resilience [$r(187) = -0.125, p = 0.089$]. The weak correlation and the p-value above 0.05 suggest that any observed association may likely be due to random variation in the sample and not a reliable relationship in the broader population.

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Multiple linear regression**Research Question 4: Do social media use and resilience predict social anxiety?**

H4: There is a significant prediction of social anxiety by social media use and resilience.

Table 4.6

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.626 ^a	.392	.385	20.136

a. Predictors: (Constant), Social media use, Resilience

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48044.524	2	24022.262	59.245	<.001 ^b
	Residual	74606.706	184	405.471		
	Total	122651.230	186			

a. Dependent Variable: Social anxiety

b. Predictors: (Constant), Social media use, Resilience

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	42.020	19.228		2.185	.030
	Resilience	-18.718	4.623	-.235	-4.048	<.001
	Social media use	2.941	.309	.552	9.521	<.001

Overall, the regression model was statistically significant. ($F(2,184) = 59.245$, $p < 0.001$, and $R^2 = 0.392$). Both independent variables, resilience ($b = -0.235$, $t = -4.048$, $p < 0.001$) and social media usage ($b = 0.552$, $t = 9.521$, $p < 0.001$) are significant contributors or predictors for the social anxiety. The regression model from the analysis found that overall, resilience and social media usage explain 39.2% of the variation in the social anxiety ($R^2 = 0.392$). At the same time, the remaining 60.8% of the variance change for the social anxiety is due to other factors not studied in this study.

To assess the individual impact of each independent variable, the Beta weight value or the standardized coefficient value can be scrutinized. This metric facilitates the comparison of each independent variable's contribution, highlighting the variable with the highest standardized coefficient value as having a more pronounced effect. In the presented table, the standardized coefficient value for social media usage (0.552) surpasses that of resilience (-0.235). This indicates that social media usage has a dominant effect on social anxiety.

Based on the analysis, these factors can be utilized to formulate a regression equation model for predicting outcomes:

$$\text{Social anxiety} = 42.020 - 18.718 (\text{resilience}) + 2.941 (\text{social media usage})$$

Based on this equation, it can be inferred that for every one-unit increase in resilience, the social anxiety will decrease by 18.718 units. Similarly, with every increase of one unit of social media usage, the social anxiety will increase by 2.941 units.

Chapter V

Discussion and Conclusion

The findings of this study shed light on the intricate relationships between social media use, resilience, and social anxiety among university students in Malaysia. The research objectives aimed to explore these connections, and the results have provided valuable insights.

Social anxiety and social media use

Concerning the hypothesis on the relationship between social anxiety and social media use, the study revealed a significant moderate positive correlation ($r = 0.581, p < 0.001$). This implies that as social media use increases, there is a corresponding moderate increase in social anxiety among the sampled university students. This finding aligns with existing literature suggesting that the pervasive nature of social media, with its potential for social comparison and performance scrutiny, may contribute to heightened levels of social anxiety. The digital platforms that were designed to enhance social connectedness may inadvertently introduce stressors, impacting the psychological well-being of users.

Social anxiety and resilience

The investigation into the association between social anxiety and resilience yielded a significant low negative correlation ($r = -0.303, p < 0.001$). This indicates higher levels of social anxiety are linked to lower levels of resilience, and vice versa. The negative correlation underscores the potential protective role of resilience in mitigating social anxiety. Students with higher resilience levels may possess coping mechanisms that buffer the impact of social stressors, leading to lower levels of social anxiety.

Resilience and social media use

However, when examining the relationship between resilience and social media use, the study found no significant correlation ($r = -0.125$, $p = 0.089$). This unexpected result suggests that, within the context of the study, the extent of social media integration in daily life does not necessarily align with an individual's resilience level. It is plausible that the impact of social media on resilience is influenced by various factors, including the quality of online interactions, content consumed, and individual differences in coping styles.

Social anxiety predicts social media use and resilience

The multiple linear regression analysis aimed to predict social anxiety based on social media use and resilience. The model, with both predictors, was significant ($F(2,184) = 59.245$, $p < 0.001$) and explained 39.2% of the variance in social anxiety. Notably, social media use emerged as the dominant predictor, as indicated by its higher standardized coefficient (Beta = 0.552) compared to resilience (Beta = -0.235). This suggests that the frequency and nature of social media engagement play a more substantial role in influencing social anxiety levels compared to an individual's resilience. The regression equation implies that, for every one-unit increase in social media use, social anxiety increases by 2.941 units, while for every one-unit increase in resilience, social anxiety decreases by 18.718 units.

Implications of study

The practical implications of this research are multifaceted and extend to various stakeholders, including university administrators, mental health practitioners, and students themselves. The findings offer valuable insights that can inform strategies and interventions aimed at promoting the well-being of university students.

University administrators can leverage the results to develop targeted interventions and support systems. Given the significant positive correlation between social anxiety and social media use, universities should consider implementing awareness campaigns and educational

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programs that emphasize healthy social media habits. This could include workshops on digital literacy, teaching students how to navigate online spaces responsibly, and promoting positive online interactions. Moreover, providing mental health resources and counselling services that specifically address social anxiety related to online activities can be beneficial. Creating a campus culture that encourages in open discussions about the challenges presented by social media could contribute to fostering a more supportive environment.

The negative correlation between social anxiety and resilience highlights the importance of fostering resilience among university students as a protective factor. Universities can incorporate resilience-building components into existing programs or develop dedicated initiatives. This might involve integrating resilience training into orientation programs, extracurricular activities, or academic courses. Workshops and seminars focusing on stress management, coping strategies, and emotional regulation can empower students with the skills needed to navigate the academic and social challenges of university life.

For mental health practitioners, the results emphasize the need for targeted interventions that recognize the effect of social media on the mental well-being of university students. Therapeutic approaches could include cognitive-behavioral strategies tailored to address social anxiety triggers related to online experiences. Additionally, resilience-focused interventions may prove effective in equipping students with the psychological tools to better handle stressors, whether originating from online or offline sources.

Students themselves can benefit from the study's findings by developing a heightened awareness of their social media use and its potential harm on mental health. Recognizing the correlation between social media and social anxiety can encourage students to adopt mindful practices when engaging online. Implementing strategies such as establishing restrictions on screen time, cultivating a positive online environment, and reaching out for support when

necessary, may be part of this effort. Moreover, understanding the protective role of resilience can motivate students to actively cultivate this trait through self-care practices, seeking social support, and developing a positive mindset.

Limitations of study

Despite the valuable insights gained from this study, it is essential to acknowledge several limitations that may impact the generalizability and interpretability of the findings. First and foremost, the cross-sectional nature of the research design limits the establishment of causation among variables. While correlations were identified, the study cannot ascertain the direction of influence. For instance, while this study found a significantly positive correlation between social media use and social anxiety, it cannot definitively conclude whether increased social media use causes higher social anxiety or if individuals with higher social anxiety are more prone to intensive social media engagement. Longitudinal studies would be more suitable for exploring the causal relationships over time.

Next, limitation of this study is associated with the sampling method. The research utilized purposive sampling, a technique that entails selecting participants based on specific criteria relevant to the research question. While this method allowed for a targeted approach, the results might not be representative of the entire population of Malaysian university students. The exclusion of certain groups, such as non-social media users, may introduce selection bias, limiting generalizability of the findings. Moreover, the dependence of self-reported data introduces the possibility of response bias, as participants may offer socially desirable responses or misrepresent their behaviors.

Besides that, the study's reliance on quantitative measures, such as questionnaires, may not be able to capture the full complexity of the phenomena under investigation. Social media use, resilience, and social anxiety are intricate constructs that encompass a wide range of experiences and behaviors. Employing qualitative methods, such as focus group discussions or

interviews, could provide a richer understanding of participants' perspectives, allowing for a more nuanced interpretation of the results.

The study's exclusive focus on university students in Malaysia also poses a limitation in terms of cultural generalizability. Social media behaviors and their effects on mental health may vary across cultures and regions. Therefore, caution should be practised when extrapolating these findings to different cultural contexts. A more diverse and geographically widespread sample would enhance the external validity of study.

This study also did not explore potential moderating variables that could influence the relationships between social media use, resilience, and social anxiety. Factors such as personality traits, social support networks, or specific online activities might moderate the observed associations. Future research could delve into these moderating factors to enhance understanding of the dynamics..

Recommendation for future study

Given the study findings and limitations., several recommendations for future research can be suggested to enhance the comprehension of the relationships between social anxiety, resilience and social media use among university students.

Future studies should employ more diverse and inclusive sampling methods to enhance the generalizability of findings. While purposive sampling was utilized in this study to target specific criteria, such as university enrollment, age, and social media use, adopting a broader sampling approach, such as random or stratified sampling, would allow for a more representative sample. Including participants with varying degrees of social media engagement and those who abstain from social media altogether would offer more enhanced understanding of investigated phenomena.. To enhance the inclusivity and diversity of future studies, researchers can consider adopting a mixed-methods sampling strategy. While maintaining the

advantages of purposive sampling in targeting specific criteria relevant to the research question, additional random or stratified sampling components can be integrated. This hybrid approach would involve the identification of key characteristics (e.g., age, university enrollment) through purposive sampling, ensuring representation of the targeted population, and subsequently supplementing the sample with randomly selected or stratified participants. Including individuals with varying degrees of social media engagement and those who do not use social media would involve purposefully seeking out and including participants with diverse experiences. Researchers could collaborate with multiple universities, ensuring a more extensive and diverse participant pool. By implementing a mixed-methods sampling strategy, future studies can strike a balance between the targeted insights gained from purposive sampling and the broader representation afforded by random or stratified sampling, ultimately contributing to more generalizable and inclusive findings.

The researchers also should consider incorporating qualitative methods, such as focus group discussions and interviews, to complement quantitative survey data. Qualitative insights can provide a richer context for understanding the experiences of university students in relation to social anxiety, resilience and social media use. Exploring participants' narratives and perspectives can uncover nuanced aspects of their behaviors and attitudes that quantitative measures alone may not capture. Integrating qualitative methods, such as interviews and focus group discussions, into research on social media use, resilience, and social anxiety among university students offers a nuanced and in-depth exploration of participants' experiences. Unlike quantitative data that provides numerical associations, qualitative approaches delve into the contextual understanding of why these associations exist. This method allows participants to express coping strategies, resilience-building mechanisms, and unanticipated factors that may not be captured through quantitative surveys alone. By employing triangulation, qualitative data enhances validity of quantitative findings, providing a thorough understanding

SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

of the research question.. Additionally, a participant-centered approach empowers individuals to share their stories, contributing to theory development and fostering a holistic portrayal of the complex dynamics between social media, resilience, and social anxiety.

Additionally, future studies could explore the role of specific social media platforms in influencing social anxiety and resilience. Different platforms may have distinct features and dynamics that contribute variably to users' well-being. Investigating platform-specific effects could offer targeted insights, facilitating a more nuanced comprehension of the intricate interplay between social media use and psychological outcomes. To delve into the platform-specific dynamics influencing social anxiety and resilience, future studies could adopt a focused and comparative research design. Researchers may select a range of popular social media platforms, such as Facebook, Instagram, Twitter, or others, and investigate their unique characteristics. This can be achieved by incorporating platform usage patterns into the sampling criteria, ensuring participants engage with the chosen platforms. Utilizing a mixed-methods approach, researchers can combine quantitative surveys with qualitative interviews or focus group discussions to capture the intricacies of platform-specific experiences.

Moreover, longitudinal research designs could be employed to investigate the causal relationships among social media use, resilience, and social anxiety over time. Longitudinal studies would provide a duration dimension to the observed associations, helping researchers discern patterns of change and causality. This approach could offer valuable insights into the dynamic nature of these constructs among university students. To implement a longitudinal research design investigating the causal relationships among social media use, resilience, and social anxiety over time, researchers could initiate a study that spans an extended period, collecting data at multiple time points. The participants, drawn from the target population of university students in Malaysia, would be assessed at various intervals, such as every semester

or annually. The initial phase of the study would involve the baseline measurement of social media use, resilience, and social anxiety among participants. Subsequent assessments would be conducted at predetermined intervals, allowing researchers to track changes in these variables over time. The use of standardized instruments, such as the ones employed in the current study, would ensure consistency in measurement across different time points. Analyzing the longitudinal data would enable researchers to explore how variations in social media use patterns relate to changes in resilience and social anxiety. This longitudinal approach would contribute to a more nuanced understanding of the causal dynamics over time, allowing for the identification of critical periods or transitions during the university experience that may influence these psychological outcomes. It could inform the development of targeted interventions to promote resilience and alleviate social anxiety in university students in the context of their evolving social media use patterns.

Lastly, researchers should explore potential intervention strategies or preventive measures to enhance resilience and mitigate social anxiety related to social media use. Understanding effective interventions can inform the development of targeted programs aimed at promoting positive mental health outcomes among university students who engage with social media regularly. Future research endeavors in the realm of social anxiety, resilience, and social media use among university students could benefit from diversifying and broadening sampling methods to enhance the generalizability of findings. While purposive sampling was employed in this study to target specific criteria, future studies could consider adopting more inclusive approaches, such as random or stratified sampling, to ensure a representative sample that encompasses diverse social media engagement levels. Additionally, exploring the platform-specific effects of various social media platforms on social anxiety and resilience could offer nuanced insights. Longitudinal research designs could further illuminate the temporal factor and causal relationships among these variables over time, providing a deeper

understanding of their interconnectedness. Lastly, future research should focus on developing intervention strategies and preventive measures collaboratively with mental health professionals, educators, and technology experts. These interventions may include psychoeducation programs, digital well-being initiatives, resilience-building workshops, peer support programs, integration into educational curricula, and collaboration with technology developers. The effectiveness of such interventions could be monitored through longitudinal monitoring and evaluation, ensuring their adaptability and impact on university students' mental health outcomes.

Conclusion

This study provides nuanced insights into the dynamics of social anxiety, resilience, and social media use among Malaysian university students. While the findings support existing literature on the association between social anxiety and social media use, the unexpected lack of correlation between social media use and resilience prompts further exploration. These results underscore the complexity of these relationships and emphasize the need for holistic approaches in understanding and addressing the mental health well-being of university students in the digital age. Subsequent studies may explore more specific facets of social media interactions and content that contribute to social anxiety and explore additional factors influencing the relationship between social media use and resilience.

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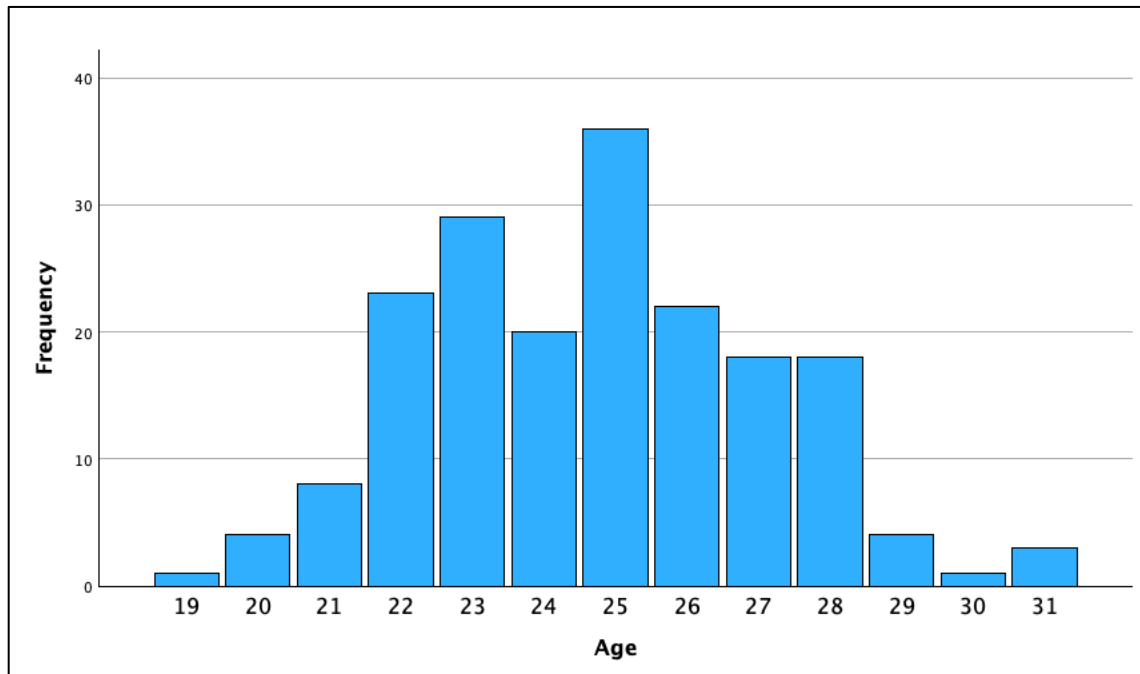
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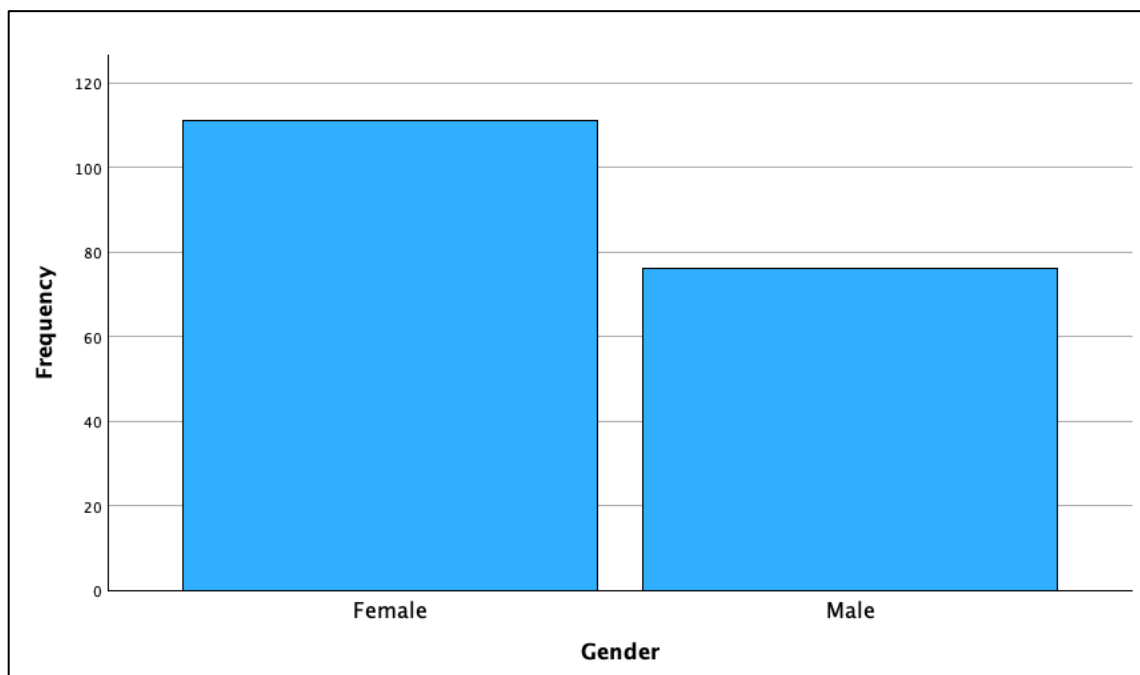
Appendices

Appendix i: Descriptive Demographic

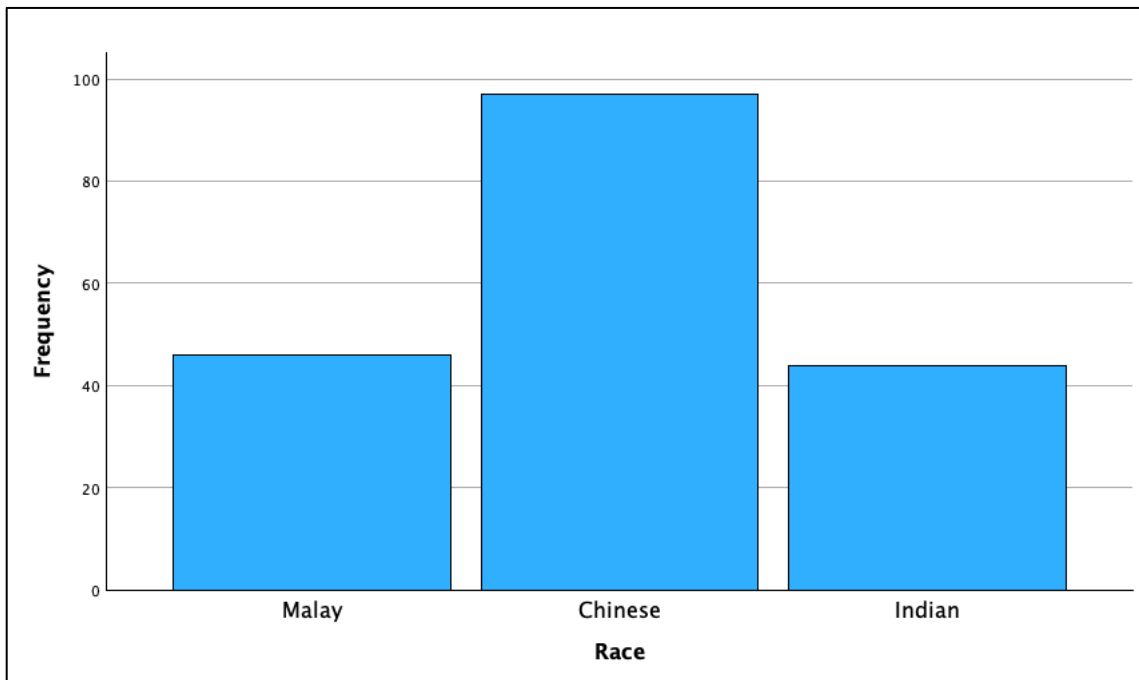
Age



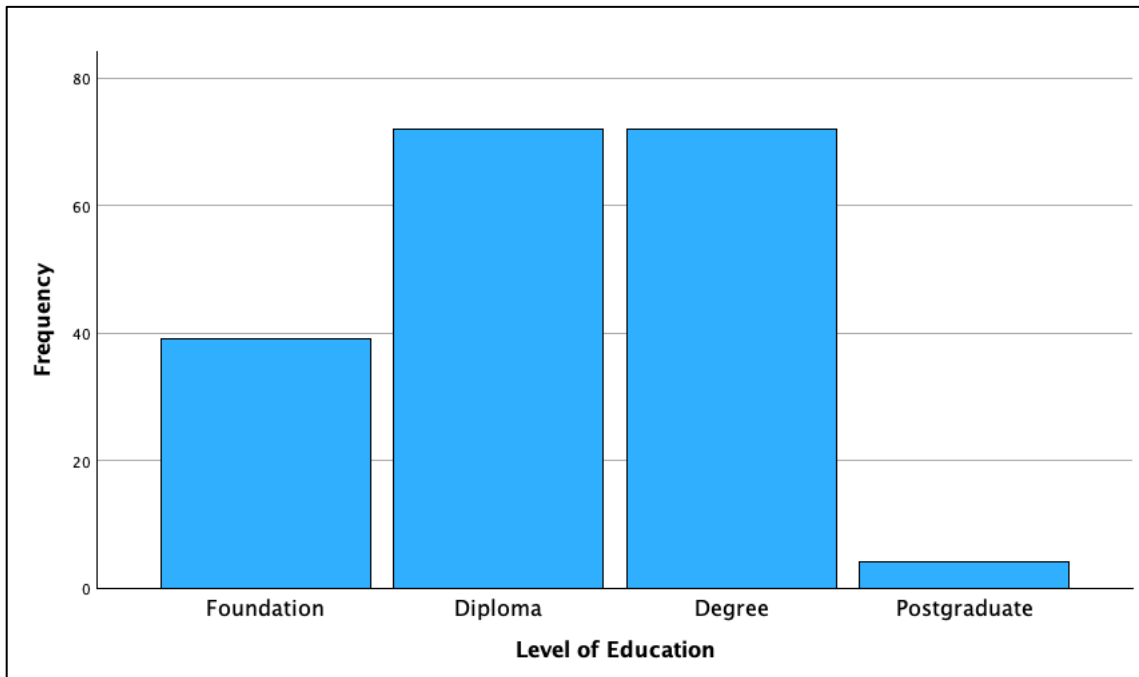
Gender



Race

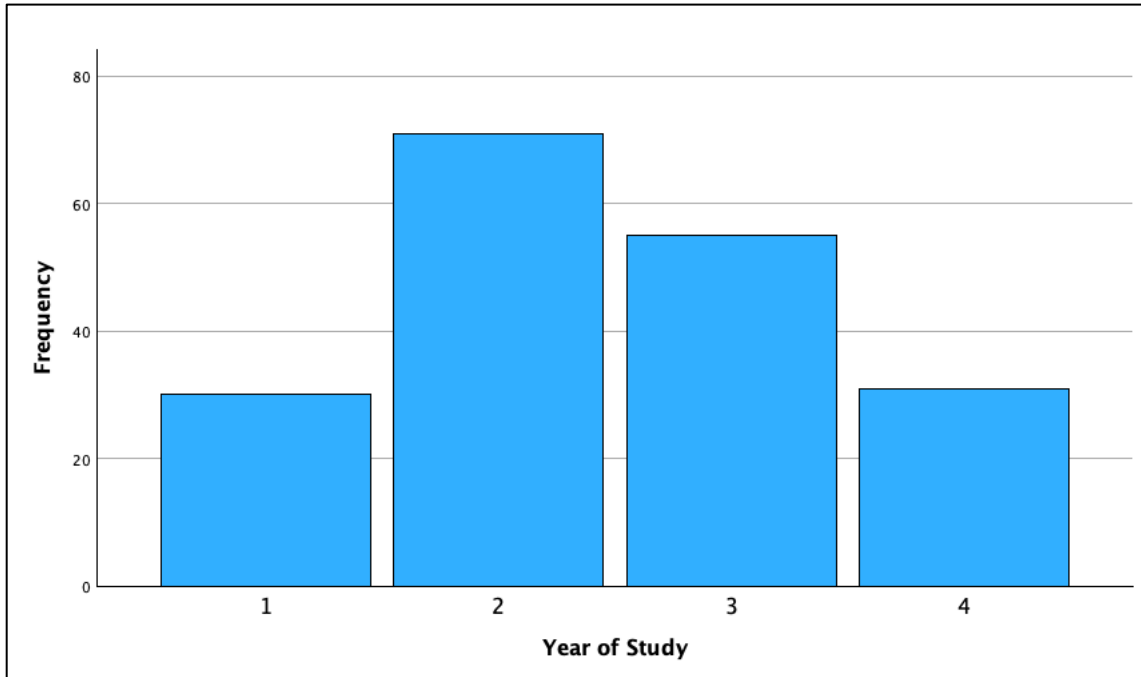


Level of education



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Year of study



Appedix ii: Descriptive satistics

Descriptive for main variables

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Social anxiety	187	121	0	121	94.94	25.679
Resilience	187	2.000000000	2.000000000	4.000000000	3.02228163994	.321858438654
Social media use	187	30.000000000	16.000000000	46.000000000	37.22994652406	4.817704970203
Valid N(listwise)	187					

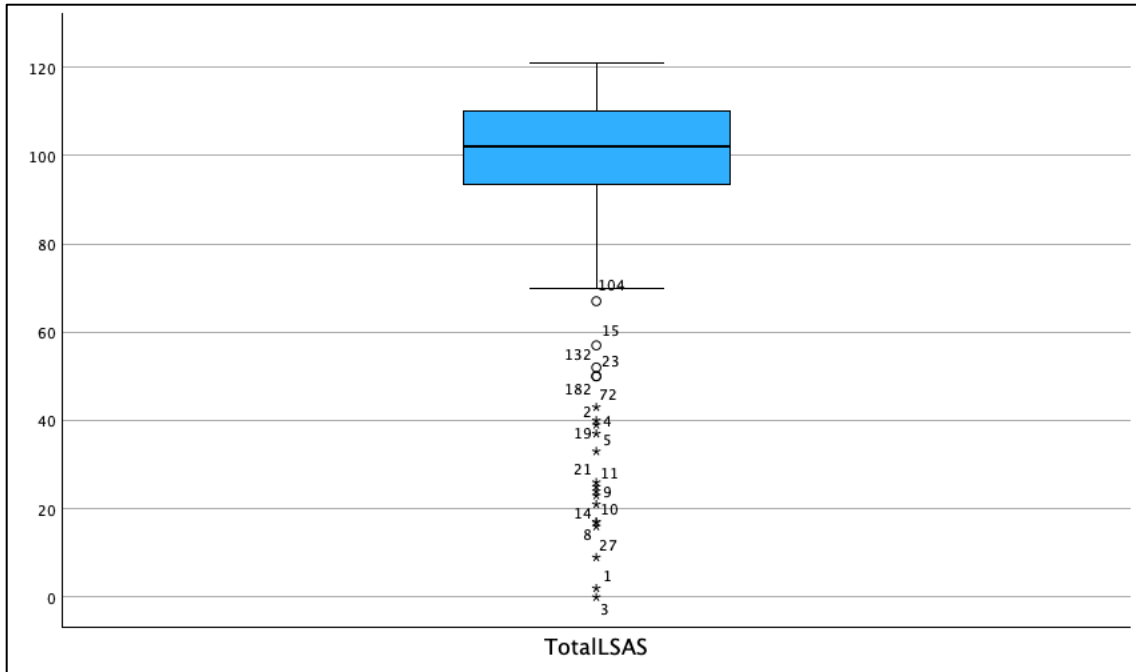
Z score - Descriptive

		Statistic	Std. Error
Social anxiety	Mean	94.94	1.878
	95% Confidence Interval for Mean	Lower Bound	91.23
		Upper Bound	98.64
	5% Trimmed Mean	98.04	
	Median	102.00	
	Variance	659.415	
	Std. Deviation	25.679	
	Minimum	0	
	Maximum	121	
	Range	121	
	Interquartile Range	17	
	Skewness	-2.037	.178
	Kurtosis	3.708	.354

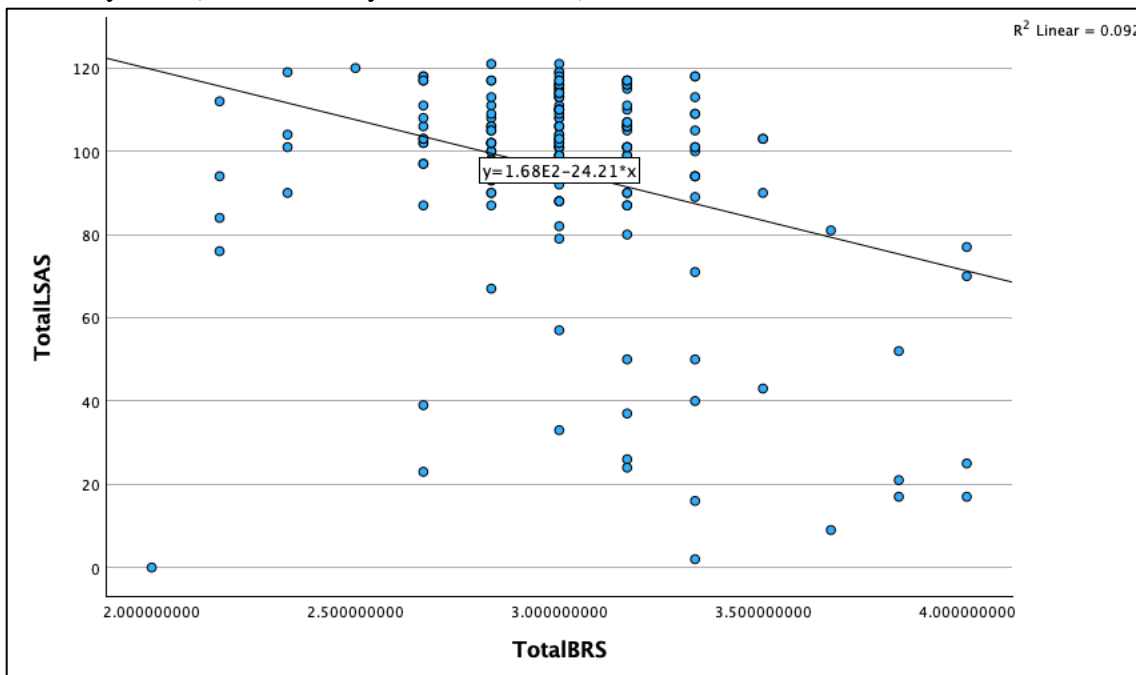
SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

Appendix iii: Boxplots, Linearity test

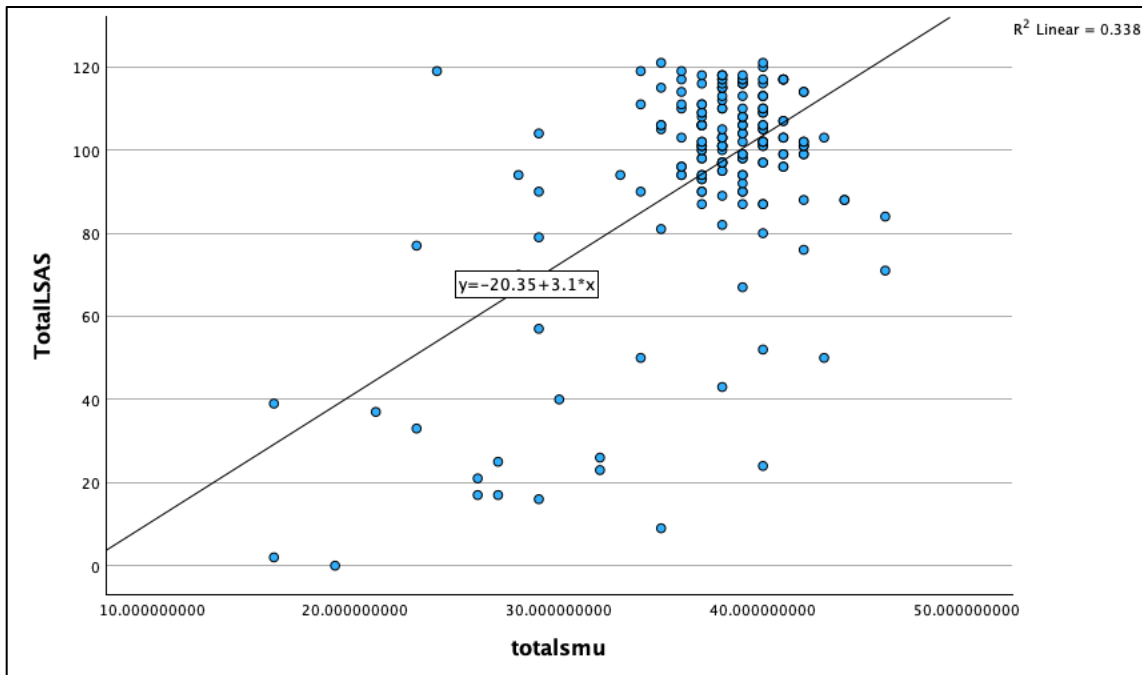
Social anxiety



Linearity test (Social anxiety and Resilience)



Linearity test (Social anxiety and Social media use)



Appendix A: Turnitin similarity report*The Relationship Between Social Anxiety, Social Media Use, and Resilience Among University Students in Malaysia*


ORIGINALITY REPORT

18%	14%	8%	8%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	<i>eprints.utar.edu.my</i> <i>Internet Source</i>	2%
2	<i>Li Sun. "Mindfulness-based mobile apps and university students' social anxiety, loneliness and Well-being: Students' Perceptions of the Mindfulness-based Treatment", Research Square Platform LLC, 2023</i> <i>Publication</i>	1%
3	<i>www.ncbi.nlm.nih.gov</i> <i>Internet Source</i>	1%
4	<i>Submitted to Asia e University</i> <i>Student Paper</i>	1%
5	<i>Submitted to Liberty University</i> <i>Student Paper</i>	1%
6	<i>ijrcm.org.in</i> <i>Internet Source</i>	1%
7	<i>Submitted to The University of Texas at Arlington</i> <i>Student Paper</i>	1%

Appendix B: Supervisor comment on Turnitin report

Universiti Tunku Abdul Rahman	
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)	
Form Number: FM-IAD-005	Rev No.: 0
Effective Date: 01/10/2013	Page No.: 1 of 1
	FACULTY OF _____
Full Name(s) of Candidate(s)	DHURVINASH A/L SHANMUGAM SUNDRAM
ID Number(s)	18AAB04663
Programme / Course	Bachelor of Social Science (Hons) Guidance and Counselling
Title of Final Year Project	The relationship between social anxiety, social media use, and resilience among university students in Malaysia
Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: _____% Similarity by source Internet Sources: _____% Publications: _____% Student Papers: _____%	
Number of individual sources listed of more than 3% similarity: _____	
Parameters of originality required and limits approved by UTAR are as follows: (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

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

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

Signature of Supervisor

Name: _____

Date: _____

Signature of Co-Supervisor

Name: _____

Date: _____

SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

Appendix C: Action Plan**Action Plan of UAPC3093 Project Paper II**Supervisee Dhurvinash a/l Shanmugam sundramSupervisor Puan Shakila binti Ibrahim

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology Submit Chapter 3: Methodology Amend Chapter 3: Methodology		D.S			
Results & Findings Submit Chapter 4: Results Amend Chapter 4: Results		D.S			
Discussion & Conclusion Submit Chapter 5: Discussion Amend Chapter 5: Discussion		D.S			
Abstract		D.S			
Turnitin Submission		D.S		Generate similarity rate from Turnitin.com	
Amendment		D.S			
Submission of final draft		D.S		Submission of hardcopy and documents	
Oral Presentation		D.S			

- Notes:
1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.
 2. Supervisees are to take the active role to make appointments with their supervisors.
 3. Both supervisors and supervisees should keep a copy of this action plan.
 4. This Action Plan should be attached as an appendix in Project Paper 2.

Appendix D: IAD Form

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

**FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN**

Date: 10/12/2023

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Dhurvinash a/l Shanmugam Sundram (ID No.: 1804663) has completed this final year project titled “The Relationship Between Social Anxiety, Social Media Use, and Resilience Among University Students in Malaysia” under the supervision of Puan Shakia binti Ibrahim (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

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

Yours truly,



Name: Dhurvinash a/ Shanmugam Sundram

Appendix E: Rubrics

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

UAPC3093 PROJECT PAPER II

Quantitative Research Project Evaluation Form

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

Project Title: The relationship between social anxiety, social media use, and resilience among university students in Malaysia	
Supervisor: Puan Shakila binti Ibrahim	
Student's Name: DHURVINASH A/L SHANMUGAM SUNDRAM	Student's ID 18AAB04663

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. Please mark only **3(A)** or **3(B)** for **Proposed Methodology**.
3. For criteria **7**:
Please retrieve the marks from "**Oral Presentation Evaluation Form**".

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> • Research design • Sampling method and sample size • Location of study • Instruments/apparatus/outcome measures (if applicable) • Data gathering procedures 	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study or intervention, target behaviour and outcomes.	5%	
e. Conclusions, implications, and applications.	5%	
<i>Sum</i>	25%	/25%
Subtotal (Sum/5)	5%	/5%
Remark:		
2. (A) METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking (if applicable). • For non-experiment, describe the design of the study and data used. 	5%	
b. Sampling procedures: <ul style="list-style-type: none"> • Justification of sampling method/technique used. • Description of location of study. • Procedures of ethical clearance approval. 	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> • Justification of sample size. • Achieved actual sample size and response rate. • Power analysis or other methods (if applicable). 	5%	
d. Data collection procedures: <ul style="list-style-type: none"> • Inclusion and exclusion criteria. • Procedures of obtaining consent. • Description of data collection procedures. • Provide dates defining the periods of recruitment or repeated measures and follow-up. • Agreement and payment (if any). 	5%	
e. Instruments/questionnaire used: <ul style="list-style-type: none"> • Description of instruments • Scoring system • Meaning of scores • Reliability and validity 	5%	

SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

Subtotal	25%	/25%
Remark:		
2. (B) METHODOLOGY – SINGLE-CASE EXPERIMENT (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> • Identify the design, phase and phase sequence, and/or phase change criteria. • Describe procedural changes that occurred during the investigation after the start of the study (if applicable). • Describe the method of randomization and elements of study that were randomized (if applicable). • Describe blinding or masking was used (if applicable). 	5%	
b. Participants AND Context AND Approval: <ul style="list-style-type: none"> • Describe the method of recruitment. • State the inclusion and exclusion criteria. • Describe the characteristics of setting and location of study. • Procedures of ethical clearance approval. • Procedures of obtaining consent. 	5%	
c. Measures and materials used: <ul style="list-style-type: none"> • Operationally define all target behaviours and outcome measures. • Reliability and validity. • Justify the selection of measures and materials. • Describe the materials. 	5%	
d. Interventions: <ul style="list-style-type: none"> • Describe the intervention and control condition in each phase. • Describe the method of delivering the intervention. • Describe evaluation of procedural fidelity in each phase. 	5%	
e. Data analysis plan: <ul style="list-style-type: none"> • Describe and justify all methods used to analyze data. 	5%	
Subtotal	25%	/25%
Remark:		
3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics/Sequence completed: <ul style="list-style-type: none"> • Demographic characteristics • Topic-specific characteristics 	5%	

<ul style="list-style-type: none"> For single-case study, report the sequence completed by each participant, trial for each session for each case, dropout and reason if applicable, adverse events if applicable 		
b. Data diagnostic and missing data (if applicable): <ul style="list-style-type: none"> Frequency and percentages of missing data (compulsory). Methods employed for addressing missing data. Criteria for post data-collection exclusion of participants. Criteria for imputation of missing data. Defining and processing of statistical outliers. Data transformation. Analyses of data distributions. 	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> Accurate report and interpretation of confidence intervals or statistical significance. Accurate report of <i>p</i> values and minimally sufficient sets of statistics (e.g., <i>dfs</i>, <i>MS</i>, <i>MS error</i>). Accurate report and interpretation of effect sizes. Report any problems with statistical assumptions. 	5%	
Subtotal	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Discussion of findings: <ul style="list-style-type: none"> Provide statement of support or nonsupport for all hypotheses. Analyze similar and/or dissimilar results. Justifications for statistical results in the context of study. 	5%	
b. Implication of the study: <ul style="list-style-type: none"> Theoretical implication for future research. Practical implication for programs and policies. 	5%	
c. Relevant limitations of the study.	5%	
d. Recommendations for future research.	5%	
Subtotal	20%	/20%
Remark:		
5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score
a. Language proficiency	3%	
b. Content organization	1%	

SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

c. Complete documentation (e.g., action plan, originality report)	1%	
Subtotal	5%	/5%
Remark:		
6. APA STYLE AND REFERENCING (5%)	Max Score	Score
a. 7 th Edition APA Style	5%	/5%
Remark:		
*ORAL PRESENTATION (20%)	Score	
Subtotal	/20%	
Remark:		
PENALTY	Max Score	Score
Maximum of 10 marks for LATE SUBMISSION, or POOR CONSULTATION ATTENDANCE with supervisor.	10%	
**FINAL MARK/TOTAL	/100%	

***Overall Comments:

Signature: _____

Date: _____

Notes:

1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
 - (i) **Overall similarity index is 20% or below**, and
 - (ii) **Matching of individual sources listed must be less than 3%** each, and
 - (iii) **Matching texts in continuous block must not exceed 8 words**

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

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

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

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

Appendix F: Presentation rubric

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

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

UAPC3093 PROJECT PAPER II

Student's Name	ID	*Total (40%)	**Final score (20%)
Dhurvinash a/l Shanmugam sundram	1804663		

**Final Score: () / 40 marks ÷ 2 = () / 20 marks

***to be converted into 20%**

Date: _____

Time: _____

SCORE TRAITS	SCORE 4	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
POSTER PRESENTATION PREPARATION					
Organisation		Title/author of paper clearly displayed. Concise presentation of introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Adequately presents introduction, review of literature, methodology, findings and conclusions.	Shows title/author. Presents main ideas of introduction, review of literature, methodology, findings and conclusions.	Title/author are missing. Insufficient coverage of main points of introduction, review of literature, methodology, findings and conclusions.
Competency		Student demonstrates competent knowledge of the subject by explaining the subject with details. Able to answer questions posted by the audience/examiners fluently with confidence.	Student is able to provide sufficient information to enable audience to understand main ideas. Able to answer questions posted by the audience/examiners with noticeable interval.	Student is able to provide basic information with vague and disjointed ideas. Student tried to answer the questions posted by the audience/examiner using common-sense rather than evidence-based answer.	Student is unable convey the information fluently to the audience/examiner. Student is not able to answer the questions posted by the audience/examiner.
Visual Presentation		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement. Mismatch of graphics and text.

SOCIAL ANXIETY, SOCIAL MEDIA USE, AND RESILIENCE

Mechanics		The slides are flawless with no misspelling, punctuation, or grammatical errors. Provide essential sources and citations using 7 th edition APA style.	2 – 3 misspelling, punctuation and/ or grammatical errors in the slides. Provided excessive and cluttered sources and citations.	4 misspelling, punctuation and/ or grammatical errors detected in the slides. Inconsistent citation styles detected.	Slides are riddled with multiple spelling, punctuation and/ or grammatical errors. Does not cite sources.
SCORE TRAITS	SCORE	EXCELLENT 4	GOOD 3	AVERAGE 2	LACKING 1
VERBAL SKILLS					
Enthusiasm		Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows little positive feelings toward topic presented.	Shows absolutely no interest in topic presented.
Delivery		Uses a clear voice and speaks at a good pace so audience can hear presentation. Does not read off slides.	Presenter's voice is clear. The pace is a little slow or fast at times. Audience can hear presentation.	Presenter's voice is low. The pace is much too rapid/slow. Audience has difficulty hearing presentation.	Presenter mumbles or talks very fast and speaks too softly for audience to hear and understand.
Language		Excellent and competent use of subject-related vocabulary and correct pronunciation.	Presentation shows competent use of subject-related vocabulary and correct pronunciation.	Some parts of lapse into colloquialism with inappropriate vocabulary and pronunciation.	Mostly inappropriate vocabulary and pronunciation.
NON-VERBAL SKILLS					
Eye Contact		Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Body Language & Facial Expression		Movements seem fluid. Displays relaxed, self-confident nature about self, with no-mistakes. Appropriate facial expression without a zoned-out or confused expression.	Made movements or gestures that enhance articulation. Makes minor mistakes, displays little or no tension. Occasionally demonstrate either a zoned-out or confused expression during presentation.	Rigid movement or descriptive gestures. Displays mild tension; has trouble recovering from mistakes. Occasionally demonstrate both zoned-out or confused expressions during presentation.	No movement or descriptive gestures. Tension and nervousness are obvious; has trouble recovering from mistakes. Consistently zoned-out or displays confused expression during presentation.

Timing		Within 10 to 15 minutes of allotted time.	Within 17 minutes of allotted time OR too short (<10 minutes).	Within 20 minutes of allotted time OR too short (<5 minutes).	Too long (>20 minutes) or too short (<3 minutes).
*TOTAL					

Comments:

Evaluated by:

 (NAME OF EVALUATOR: _____)

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

Appendix G: PDPA**PERSONAL DATA PROTECTION NOTICE**

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

1. Personal data refers to any information which may directly or indirectly identify a person which could include sensitive personal data and expression of opinion. Among others it includes:
 - a) Name
 - b) Identity card
 - c) Place of Birth
 - d) Address
 - e) Education History
 - f) Employment History
 - g) Medical History
 - h) Blood type
 - i) Race
 - j) Religion
 - k) Photo
 - l) Personal Information and Associated Research Data

2. The purposes for which your personal data may be used are inclusive but not limited to:
 - a) For assessment of any application to UTAR
 - b) For processing any benefits and services
 - c) For communication purposes
 - d) For advertorial and news
 - e) For general administration and record purposes
 - f) For enhancing the value of education
 - g) For educational and related purposes consequential to UTAR
 - h) For replying any responds to complaints and enquiries
 - i) For the purpose of our corporate governance
 - j) For the purposes of conducting research/ collaboration

3. Your personal data may be transferred and/or disclosed to third party and/or UTAR collaborative partners including but not limited to the respective and appointed outsourcing agents for purpose of fulfilling our obligations to you in respect of the purposes and all such other purposes that are related to the purposes and also in providing integrated services, maintaining and storing records. Your data may be shared when required by laws and when disclosure is necessary to comply with applicable laws.

4. Any personal information retained by UTAR shall be destroyed and/or deleted in accordance with our retention policy applicable for us in the event such information is no longer required.

Appendix H: Ethical Approval Form



UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)
Wholly owned by UTAR Education Foundation Co. No. 578227-M

Re: U/SERC/128/2023 18

May 2023

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

Dear Dr Pung,

Ethical Approval For Research Project/Protocol

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

The details of the research projects are as follows:

	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	The Relationship Between Social Anxiety, Social Media Use, and Resilience Among University Students in Malaysia	Dhurvinash a/l Shanmugam Sundram	Ms Kavitha a/p Nalla Muthu	18 May 2023 – 17 May 2024
2.	A Study of the Relationship Between Psychological Distress, Procrastination, and Sleep Quality Among Undergraduate Students in Malaysia	Lim Chew Suan		
3.	Effects of Compassion-Focused Therapy on Self-Criticism in University Student with Social Anxiety: A Single Case Study	Lee Yi Hui	Pn Nurul Shakila Binti Ibharm	
4.	Effects of Art Therapy on Loneliness and Self-Expression Among Introverted University Students	Joey Tan Jia Ee		

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.
- (4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my

