



THE EFFECTS OF FACEBOOK ON MALAYSIAN UNIVERSITY STUDENTS'
BEHAVIOR AND ATTITUDE

TEE RU EN

A RESEARCH PROJECT

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ABSTRACT

This study investigated the impact of Facebook on the behaviors and attitudes of Malaysian university students, focusing on the positive and negative effects of social media use. The main question was to understand how Facebook enhances social interactions and academic collaboration, while at the same time leading to mental health issues and reducing face-to-face communication. The study adopted a mixed methods approach and surveyed 50 university students aged 18 to 25 years. The findings showed that while Facebook facilitates connections and resource sharing, excessive use can lead to anxiety, depression, and reduced interpersonal skills. The study highlights the need for digital literacy education to promote responsible use of social media among students. Recommendations for educators and policymakers include developing interventions to mitigate the risks while maximizing the benefits of the platform. Future research should explore the long-term effects of Facebook on student behavior and the role of demographic factors in shaping these experiences.

Keywords: *Facebook, student behavior and attitude, academic performance, social interaction, digital literacy*

Subject Area: *HM1176-1281 Social Influence. Social Pressure*

CHAPTER I

INTRODUCTION

1.0 Introduction

This study explores the impact of Facebook on the behaviors and attitudes of Malaysian university students, focusing on its impact on social interactions, academic performance, and cognition. It will provide a relevant context for studying the role of Facebook in students' lives and highlight specific issues related to its use. Implications of the findings for educators, policymakers, and social media developers will be discussed, along with clearly defined research questions and objectives. Finally, this chapter will outline the structure of a research paper in order to present the study coherently.

1.1 Background of Study

The rise of social media has changed the style of people communicate, obtain information, and interact. In Malaysia, it is particularly popular among college students, who use the platform for social interaction, academic collaboration, and entertainment.

As social media enthusiasts, college students have integrated Facebook into their daily. They use it to connect with friends and family, learn about current events, share experiences, and seek information (Jeske & Shultz, 2015). Given its widespread use, it is crucial to understand the impact of Facebook on their behaviors and attitudes. Facebook has both positive and negative effects. Positive side, it facilitates connections, provides a support network, and offers educational resources. However, excessive use can lead to challenges

such as addiction, distraction from academic responsibilities, and negative self-comparison (Jeske & Shultz, 2015).

1.2 Problem Statement

In Malaysia, the integration of Facebook into student life raises important questions about its impact on social and academic environments. While previous studies have examined various aspects of social media use—such as Gitimu’s (2012) study on college students’ social media habits—there remains a need to specifically examine the impact of Facebook on Malaysian college students. This study attempts to address this gap by examining the impact of Facebook on students’ social interactions, academic performance, and cognitive functioning.

Despite the many advantages of Facebook, including improved connectivity, information sharing, and entertainment, concerns remain about its negative effects. Issues such as academic decline, social interaction challenges, self-esteem issues, and mental health effects have been noted (Al-Rahmi & Othman, 2013). Furthermore, Malaysia’s cultural landscape is characterized by a blend of traditional values and modern influences, complicating how social media shapes student behaviors and attitudes (Kalpidou et al., 2010).

Besides, this study aims to investigate the multifaceted impacts of Facebook on Malaysian college students by exploring both its positive and negative outcomes. It will examine how Facebook influences students’ academic performance, social relationships, self-perception,

and overall mental health. This study aims to bridge the knowledge gap by providing valuable insights for policymakers, mental health professionals and educators. These findings will aid in developing strategies to enhance the benefits of social media while minimizing its negative effects.

1.3 Significance of Study

Studying the impact of Facebook on the behavior and attitudes of Malaysian university students has significant implications across academic, practical, social, cultural, and economic dimensions.

From an academic perspective, this research enriches the existing literature on social media's effects, offering specific insights relevant to the Malaysian context (Ahn, 2011). By analyzing the impact of Facebook on academic performance, study habits, and student engagement, educators and researchers can develop strategies to harness the positive potential of social media while mitigating its negative effects. (Al-Rahmi & Othman, 2013).

The results of this study can also serve as a foundation for future research, providing key insights and directions for further exploration, encouraging further exploration of Facebook's impact on diverse populations and platforms. This comprehensive understanding can guide the development of more effective educational practices and policies that promote responsible social media usage among students.

Understanding the effect of Facebook on Malaysian university students is critical for a number of reasons. It can provide insights into how Facebook influences youth development and behavior, inform educational strategies to mitigate negative effects, and guide policymakers in creating environments that are conducive to healthy use of social media (Lee et al., 2011). Furthermore, these findings can help every social media developer create features that promote positive interactions while reducing negative effects (Nations, 2024). By exploring the motivations behind Facebook use and its impact on behavior and attitudes, this study seeks to develop a comprehensive understanding of how Facebook influences the lives of Malaysian university students. This understanding is critical in an era where digital interactions increasingly influence social dynamics.

From a practical standpoint, this study provides valuable guidance for educators and university administrators. The insights can inform the creation of policies and programs aimed at fostering healthy and productive Facebook usage among students, such as implementing digital literacy workshops and promoting effective time management strategies. (Ahn, 2011). Additionally, understanding Facebook's impact can help create support systems focused on enhancing students' mental health and well-being, ensuring they have timely access to interventions and resources from counselors and support staff.

For parents and the broader community, this study raises awareness about the potential effects of social media on young people, encouraging more informed and supportive discussions about social media use (Pempek et al., 2009). This awareness can foster a collaborative effort among educators, families, and communities to guide students toward healthier online habits.

Finally, from a social and cultural perspective, this study also offers insights into the interaction between Facebook and cultural values in Malaysia, highlighting how digital behaviors influence and evolve alongside traditional expectations. It helps bridge the gap between these cultural norms and the modern digital landscape. (Pempek et al., 2009). Policymakers can use these findings to develop regulations that promote positive use of social media while protecting young people from its adverse effects, including digital education, online privacy, and mental health support policies (Ahn, 2011). Furthermore, by highlighting both positive and negative influences, this study promotes healthier online behaviors and contributes to the formation of more positive online communities.

1.4 Research Objective

The research objectives of this study are outlined as follows:

- To identify and analyze the positive effects of Facebook usage on the social interactions, academic performance, and overall well-being of Malaysian university students.

- To examine and evaluate the negative effects of Facebook usage on the social behaviors, academic performance, and mental health of Malaysian university students.

These objectives aim to provide a comprehensive understanding of how Facebook influences the lives of students in Malaysia

1.5 Research Question

The research questions for this study are as follows:

- What positive effects will usage of Facebook bring to Malaysian University Students?
- What negative effects will usage of Facebook bring to Malaysian University Students?

1.6 Chapter Layout

This study is organized into five chapters, each of which serves a different purpose within the overall framework.

Chapter 1 serves as the introduction, offering a comprehensive overview of the study. It begins with a concise summary and explores the background and significance of the research. This chapter offers a comprehensive overview of the problem being addressed, outlines the clear objectives of the study, and presents specific research questions that guide the investigation. Furthermore, it highlights the significance and potential impact of the study, demonstrating its relevance in the broader academic context. The chapter concludes with a description of its structure and a summary of the key points introduced.

Chapter 2 focuses on the literature and findings related to the research topic. It reviews existing research and theory, discusses the theoretical framework guiding the study, summarizes previous research findings, proposes hypotheses to be tested, and concludes with an overview of the literature review.

Chapter 3 provides an overview of the research methodology, detailing the overall strategy and approach of the study. It covers data collection techniques and procedures, participant selection criteria, tools and instruments used for data collection, definition and administration of constructs, steps to prepare and process data, and methods for analyzing data, as well as a summary of the methodology chapter.

Chapter 4 presents and analyzes the data collected during the study. The study includes an analysis of questionnaire results that are aligned with the research objectives and hypothesis, a visual representation of the data, a detailed interpretation, an assessment of variable reliability, and a summary of the data analysis.

Chapter 5 offers a thorough summary of the study's key findings, emphasizing both its theoretical and practical contributions. It outlines the implications for managers and practitioners, providing actionable recommendations derived from the results. The chapter also addresses the study's limitations and proposes directions for future research. It concludes by summarizing the findings in relation to the study's objectives, effectively reinforcing the research's significance.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The literature review will start by identifying, evaluating, and synthesizing relevant articles related to the research topic. Following a comprehensive analysis, the review examines the assumptions and underlying theories that form the basis of the study.

2.1 Social Media

In today's digital age, the term "social media" is ubiquitous, impacting nearly every aspect of our personal, social, and professional lives. In just one generation, it has transformed from a basic electronic exchange of information into a dynamic virtual gathering space and a powerful platform for producing, distributing, and sharing knowledge, ideas, and multimedia content within online communities. By the 21st century, social media has become an essential marketing tool (Mutabzazi, 2023).

Essentially, social media represents a cultural and social phenomenon that has transformed how we communicate, express ourselves, and seek information daily. These platforms serve as powerful vehicles for democratizing information, inspiring social and political movements, and reshaping business and marketing strategies (Mutabzazi, 2023). From Facebook and Twitter to Instagram and TikTok, the evolution of social media is evident across various channels.

Social media comes in many forms, each with a specific purpose and audience. The most common types include video sharing platforms, blogs, social networking sites, and community forums. Social networking sites primarily facilitate connections among friends and family while promoting conversation and knowledge sharing. Users can create engaging content, share their ideas, and form groups based on common interests, making these platforms hubs for communication (Kudumula, n.d.). This study focuses on Facebook and also considers platforms like Instagram and Twitter. Additionally, video-sharing platforms such as TikTok and YouTube play a significant role, helping users absorb and understand information effectively.

2.1.1 Facebook

Founded in February 2004 by Harvard University students Mark Zuckerberg, Chris Hughes, Andrew McCollum, Dustin Moskovitz, and Eduardo Saverin, Facebook was initially created as a social network to facilitate information sharing among college peers. Initially exclusive to Harvard students, the platform gradually expanded to other universities and eventually became a global platform accessible to the public (Kerner, 2021). Facebook went public on the NASDAQ stock exchange on May 18, 2012, trading under the ticker symbol FB. In October 2021, the company underwent a rebranding, changing its name to Meta, with Facebook becoming one of several technologies under the Meta umbrella. This transformation from a basic social networking site into a large commercial entity was significantly influenced by Facebook's acquisitions of Instagram in 2012 for 1 billion dollars and WhatsApp in 2014 for 19 billion dollars, expanding its range of services and platforms.

As the CEO of Meta and founder of Facebook, Mark Zuckerberg holds a significant stake in the company, influencing decision-making processes. Although he is no longer involved in technical management, his influence remains substantial, with his stake valued at approximately \$71 billion, making him one of the richest individuals globally (Canka, 2022).

Over time, Facebook has enhanced its functionality to meet users' needs and interests. In addition to connecting with friends and family, users can share updates, photos, and videos, as well as interact with others' content. Facebook also functions as a powerful advertising platform, allowing businesses and individuals to create targeted ads based on demographics, interests, and behaviors (Kerner, 2021). Features like Facebook Marketplace enable users to buy and sell items locally, while Facebook Live facilitates live video streaming and audience interaction. The platform also offers various games and applications, adding to its entertainment value.

A study by Brailovskaia et al. (2019) found that 45.5% of respondents used Facebook less than once a day, while 25% logged in daily. Additionally, 16.1% accessed it 3 to 5 times a day, and 8% used it twice daily. Only 5.4% of users engaged with Facebook 5 to 8 times a day. In terms of daily usage time, 71.4% reported spending less than 5 minutes on the platform, 14.3% used it for 5 to 15 minutes, and 8% spent 15 to 30 minutes daily. Only 6.3% of users reported using Facebook for 30 to 60 minutes (Brailovskaia et al., 2019). Moreover,

the study indicated that excessive use of Facebook negatively impacts users' real-life communication skills and task completion abilities.

2.2 Usage of Social Media – Facebook

Facebook remains a popular social media platform, especially among students from diverse backgrounds. However, social media trends can change, and the popularity of platforms can change over time (Kerner, 2021). The multifaceted nature of Facebook and its various features make it an attractive space for students to socialize, share, and gain information. Individual preferences can vary, meaning that not all students use Facebook for the same reasons. The social media landscape continues to evolve as new platforms emerge and user preferences change (Kerner, 2021).

According to Ronal et al. (2020), students perceived Facebook to be an engaging and useful tool in educational settings, primarily because they were already familiar with the communication and interaction platform. This familiarity allowed them to navigate the learning environment more naturally. Advantages identified included real-time task reminders, the ability to observe peers' learning progress, and enhanced communication between students and teachers, all of which can increase student confidence and energy. However, a significant disadvantage is the potential for privacy violations, as teachers can view students' public posts, comments, and photos. While some students expressed a lack of interest in teachers' public information, others found it valuable for developing confidence and intimacy.

A study by Toker and Baturay (2019) explored factors that influence college students' use of Facebook for educational purposes. Many students are already active users, which makes the platform easily accessible. They are familiar with its interface, which encourages their educational use, allowing them to connect with professors, mentors, alumni, and industry professionals. This social aspect can increase mentoring opportunities, advice sharing, and career-related discussions.

Additionally, Bartels et al. (2019) found that positive perceptions of coworkers on Facebook can increase employee loyalty at all organizational levels. Employees who view online coworkers as "real" friends may be more loyal to their department. Organizational membership is associated with increases in overall commitment, highlighting the importance of social media in organizational life. Active engagement on Facebook can enhance employee involvement, shifting focus away from the negative behaviors often linked to social media use in professional environments. Viewing coworkers as online friends can help increase identification with a department or organization (Bartels et al., 2019).

Facebook is an effective platform for spreading news (Welbers and Opgenhaffen, 2018). With its large global user base, news organizations and individuals alike use Facebook's influence to spread information widely. Interacting with news content through likes, comments, or shares can increase its visibility on the social network, creating the potential for virality. News media often emphasize subjective language in their posts to convey opinions and emotions, which can lead to misinformation if not handled properly. For example, excessive emotional framing by news editors can lead to unclear statements

(Welbers and Opgenhaffen, 2018). Facebook's role in news dissemination has been criticized for issues such as misinformation, echo chamber effects, and algorithms that prioritize sensationalism over accuracy. In response, the platform has taken steps to combat misinformation and improve the quality and reliability of shared news, aiming to mitigate the negative impact of misleading information.

2.3 Cultivation Theory

Developed by George Gerbner and Larry Gross in the 1960s and 1970s, cultivation theory is a sociological and communication framework used to study how prolonged exposure to media, especially television, influences viewers' perceptions of reality. The theory posits that constant media consumption significantly influences an individual's beliefs, attitudes, and perspectives about the world (Drew, 2023). Gerbner's mass communication paradigm includes three key types of analysis, one of which is literacy analysis—a longitudinal study examining how media consumption affects public opinions on specific topics over time (Drew, 2023). Through this framework, cultivation theory illustrates how media can subtly but consistently shape social perspectives and individual understanding of the world.

Cultivation theory suggests that information and themes presented repeatedly in the media influence people's attitudes and beliefs, even if they are aware that such representations may not fully capture reality (Das, 2023). Research has shown that individuals exposed to crime-related media often overestimate the prevalence of violent crime, leading them to perceive their neighborhoods as less safe than they actually are, despite low crime rates. The theory acknowledges media consumption can bring both positive and negative effects (Das, 2023). While television can offer educational and informative content that broadens

understanding, it may also present an unrealistic or distorted representation of reality, which can negatively impact attitudes and beliefs.

Cultivation theory highlights both the positive and negative consequences of media exposure (Das, 2023). On the good side, it illustrates how long-term media exposure shapes perceptions, providing a framework for understanding media's impact on social realities, including social norms, values, and cultural perceptions. This insight is crucial for developing media literacy and awareness. The theory has spurred extensive research on media effects and enhanced our understanding of how various demographic groups, such as children, adolescents, and adults, are influenced by media content (Das, 2023).

However, cultivation theory also has its limitations. Critics argue that it oversimplifies the relationship between media exposure and behavior, neglecting other influencing factors such as individual differences, personal experiences, and real-life interactions (Drew, 2023). While the theory highlights the correlation between media exposure and beliefs, it does not definitively establish causality, making it challenging to determine whether media exposure directly causes attitude changes or merely reflects existing social trends. Moreover, critics contend that cultivation theory overlooks the active role audiences play in interpreting and critically analyzing media content, failing to explain how individuals resist or evaluate media messages (Drew, 2023).

2.4 Students' Facebook Usage and Cultivation Theory on Students' Behavior and Attitude

A study by Blight et al. (2016) found that students use Facebook to stay informed about news and current trends. Through social networks, students express and reflect on their emotions, allowing them to frequently update information and engage with popular trends. Research indicates that active Facebook users are often more involved in college activities, which may better prepare them for their academic studies. However, using Facebook for educational purposes can also shorten attention spans, as engagement fluctuates based on emotions, illustrating how social media content shapes students' perceptions and behaviors in line with cultivation theory.

A survey by Baturay and Toker (2019) revealed that college students are keen to use social media for educational purposes, with 77% supporting Facebook as a communication tool and 80% endorsing its use for collaboration. Additionally, 72% reported sharing academic materials with peers. Studies show that students who use Facebook for academic reasons often achieve higher GPAs, as they focus their usage on educational content.

Conversely, Giunchiglia et al. (2018) found that Facebook is linked to poor academic performance. Their findings suggest that Facebook use may increase the risk of smartphone addiction and hinder academic success, particularly when students engage with the platform while studying or attending classes. Although social media can enhance academic performance when used appropriately, the potential for negative effects is much higher.

A study by Hou et al. (2019) emphasized the negative impact of Facebook on college students' mental health, particularly its role in diminishing self-esteem. Poor mental health often drives individuals to turn to social media platforms like Facebook in an attempt to boost their mood, but when this effort fails, their mental health can deteriorate even further. The study revealed a bidirectional relationship between mental health issues and social media addiction, highlighting a significant connection between Facebook use, declining self-esteem, and decreased academic performance.

Likewise, Deepa and Priya (2020) examined the impact of social media on students' mental health, revealing that the majority of respondents spent over four hours a day using multiple platforms. They discovered a strong correlation between the number of social media platforms used and the presence of depressive symptoms, as well as a significant link between anxiety and depression. Their findings suggest that social media stress can amplify feelings of panic, with online experiences often having more intense negative effects than real-life situations.

Moreover, excessive Facebook use can lead to depression, stress, anxiety, and issues such as cyberbullying and wasted time (Abbas et al., 2019). Research indicates that 60% of college students spend about two hours a day on Facebook, a habit linked to real-life social isolation and negative effects on social behavior. The nature of online interactions allows for negative opinions to be expressed without accountability, potentially contributing to the rise of cyberbullying. This aligns with cultivation theory, which suggests that excessive social media use can alter social behavior, raising concerns about privacy, motivation, isolation, and ethical issues (Abbas et al., 2019).

2.5 Hypothesis

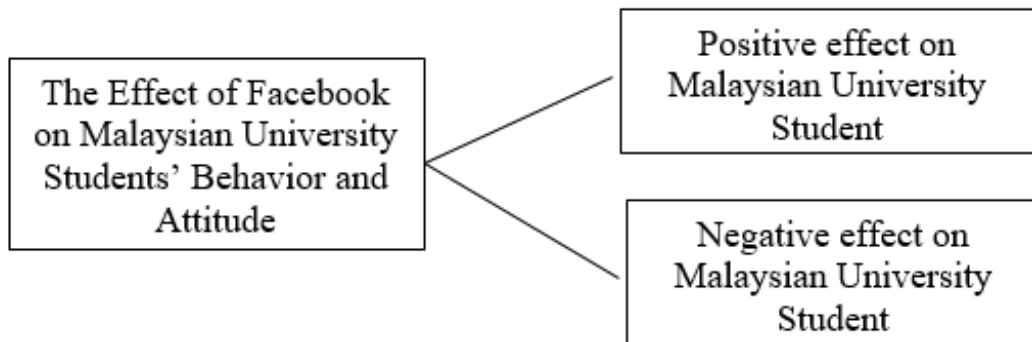


Figure 2.1 Hypothesis

Hypothesis 1 (H1): This hypothesis suggests that Facebook usage positively influences Malaysian university students by enhancing their social interactions and academic performance. Engaging with Facebook facilitates connections with peers, the sharing of academic resources, and collaboration on projects. Frequent interaction on the platform may foster a sense of belonging, improve communication skills, and lead to higher academic achievement by making information and support networks easily accessible.

Hypothesis 2 (H2): This hypothesis proposes that excessive Facebook use negatively impacts the mental health and social behaviors of Malaysian university students. It suggests that prolonged time on the platform can lead to feelings of anxiety, depression, or loneliness due to comparison with others and potential exposure to cyberbullying. Furthermore, the time spent on Facebook may detract from face-to-face interactions and productive academic activities, potentially resulting in poorer social skills and decreased academic performance.

Hypothesis 3 (H3): This hypothesis posits that Facebook usage results in a dynamic interplay of positive and negative effects on Malaysian university students. It suggests that the positive outcomes of Facebook, such as enhanced social engagement and academic collaboration, may mitigate some of the negative impacts, including anxiety, loneliness, and reduced face-to-face interactions. This indicates a potential balancing effect, where the benefits of Facebook usage may offset the risks associated with excessive use.

2.6 Conclusion

The literature review offers valuable insights into the impact of Facebook on Malaysian university students, presenting a balanced understanding of both positive and negative effects. On the good side, Facebook enhances the social interactions and facilitates academic collaboration. However, it also introduces risks, particularly concerning mental health and academic performance. These findings provide a comprehensive perspective that not only lays the groundwork for the research objectives but also supports the hypotheses being investigated.

CHAPTER III

METHODOLOGY

3.0 Introduction

This chapter outlines the survey methodology adopted in the study, including the data collection, techniques, research design, sampling strategy, and research instruments utilized. Additionally, it discusses the procedures for data collection, processing, and interpretation, offering a comprehensive understanding of the methodology behind this study.

3.1 Research Design

Research design is a structured framework that plays a crucial role in establishing a clear and supportive environment for respondents while providing direction and clarity to the research process (Asenahabi, 2019). It connects conceptual research questions with practical results, facilitating in-depth exploration of the topic and the generation of new research questions. This study used a quantitative research design, which involves the systematic collection and analysis of numerical data. Quantitative methods allow researchers to identify patterns, establish norms, assess causal relationships, make predictions, and generalize findings to a wider population (Asenahabi, 2019).

While quantitative research emphasizes statistical data and its interpretation, qualitative research, as noted by Akhtar (2016), typically involves a smaller, more focused group of participants. Unlike qualitative methods, which seek to understand deeper insights and experiences, quantitative research aims to evaluate statistical trends and relationships, providing a broader and more generalizable understanding of the research topic.

3.1.1 Quantitative Research

This study employs quantitative research methods to analyze large populations while focusing on theoretical frameworks and hypothesized observations (Sreekumar, 2023). Quantitative research is characterized by a systematic approach to studying phenomena and their relationships, emphasizing numerical data and measurable variables. Researchers employ structured tools like experiments, surveys, and existing data sets to gather quantitative information.

Key features of quantitative research include objectivity and empirical rigor, aiming to provide precise insights through statistical analysis. Studies are designed with clearly defined variables and hypotheses, often involving large sample sizes to ensure robust and generalizable findings. This approach enables researchers to identify patterns, relationships, and trends in the data by quantifying variables and applying rigorous statistical techniques (Olanrewaju et al., 2019).

Quantitative research is vital in a variety of fields, including business, social sciences, health sciences, and natural sciences, as numerical data is essential for understanding behaviors and phenomena, which in turn supports informed decision making. For example, in education, quantitative research helps evaluate the effectiveness of teaching methods by analyzing student achievement data, allowing educators to improve teaching strategies based on data.

3.2 Data Collection Method

3.2.1 Primary Data

This study highlights the importance of using primary data as the primary method of data collection. Primary data refers to firsthand information gathered directly from original sources, such as surveys, interviews, observations, or experiments. This approach involves direct interaction with the individuals, organizations, or phenomena being studied (Maione, 2023).

Primary data are characterized by their freshness and relevance to specific research objectives. Researchers have control over the data collection process, enabling them to tailor methods to fit their research needs and ensure the quality and reliability of the data. While collecting primary data can be time-consuming, costly, and labor-intensive, it remains crucial for generating original findings and supporting evidence-based conclusions across various research fields.

3.3 Sample Size and Sampling Method

The target population is a specific group of individuals that the researcher intends to study. In this study, it consists of university students in Kuala Lumpur who actively use Facebook, typically aged 18 to 25. According to an article by Jenkins (n.d.), this age group represents Generation Z and accounts for about 56% of internet users in Malaysia, spending an average of 3 hours and 38 minutes on social media daily. Thus, they are particularly suitable for this research.

A sample of 50 university students was achieved using the proportional quota sampling method, a non-probability technique that allows researchers to select respondents based on specific characteristics (Aprameya, 2019). Proportional quota sampling ensures that the sample reflects the proportions of subgroups in the population, such as gender. This method was chosen for its cost-effectiveness and efficiency, allowing the sample to be evenly divided between males and females, with each subgroup comprising at least 25 students.

3.4 Research Instrument

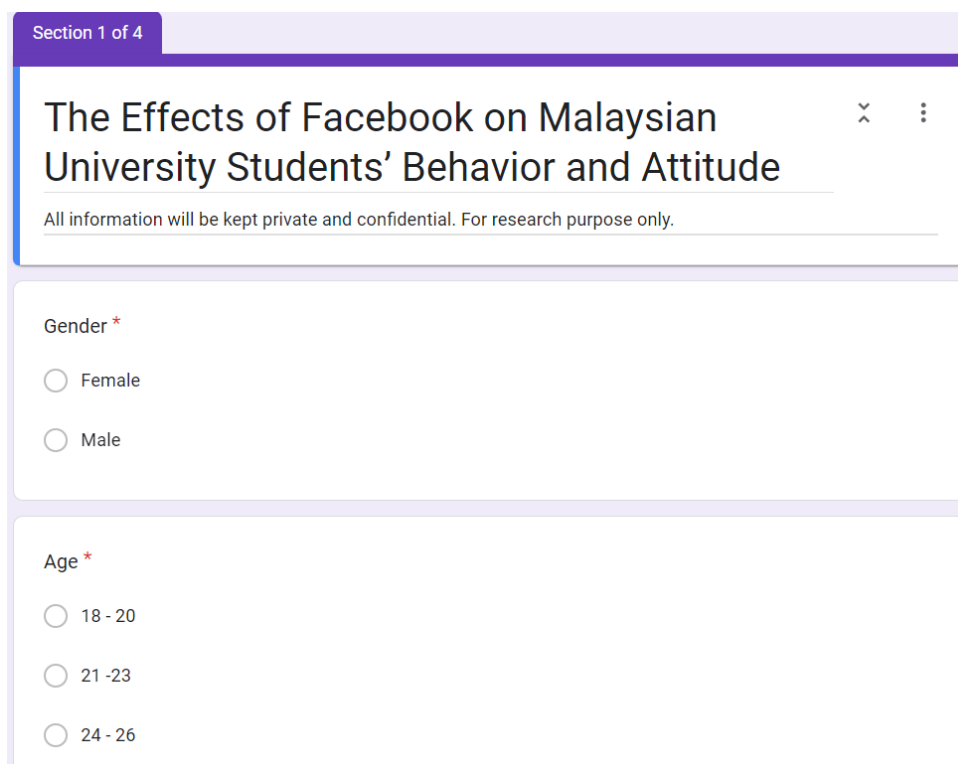
This study employed a single research tool: a questionnaire survey. This method was chosen because it can quickly gather a substantial number of responses in a short timeframe. Questionnaire surveys have significant advantages, including saving time and cost while collecting comprehensive information (Kuphanga, 2024). By using a questionnaire survey, this study ensured a structured and standardized approach, as all respondents received the same set of questions, making survey administration convenient and consistent. In addition, the questionnaire was created using Google Survey and distributed online.

3.5 Questionnaire Design

The questionnaire was prepared in English using the Google Survey format and distributed to the target audience through social media platforms such as Facebook, WhatsApp, Messenger, and Instagram. The first page included an introduction from the researcher outlining the purpose of the study. The questionnaire comprised four sections: Section A,

Section B, Section C, and Section D. Respondents were asked to answer questions using radio buttons (for selecting options such as yes or no, male or female) and linear scales (ranging from strongly agree to strongly disagree). It started with demographic information questions followed by three research questions: Facebook usage, positive effects of Facebook usage, and negative effects of Facebook usage.

Part A comprises three questions aimed at gathering and identifying general information about the respondent, covering aspects such as gender, age, education level, and programme studying.



The screenshot shows a survey form with a purple header bar labeled "Section 1 of 4". The main title of the survey is "The Effects of Facebook on Malaysian University Students' Behavior and Attitude". Below the title, a confidentiality statement reads: "All information will be kept private and confidential. For research purpose only." The form contains two sections of radio button questions. The first section is labeled "Gender *" and has two options: "Female" and "Male". The second section is labeled "Age *" and has three options: "18 - 20", "21 - 23", and "24 - 26".

The image shows a screenshot of a questionnaire form with two sections. The first section is titled "Educational Level *" and contains three radio button options: "Undergraduate", "Postgraduate", and "Other...". The second section is titled "Programme Studying *" and contains eight radio button options: "Accounting", "Art and Social Science", "Business", "Broadcasting", "Engineering", "Information Technology / Computer Science", and "Medicine / Health Science".

Educational Level *

- Undergraduate
- Postgraduate
- Other...

Programme Studying *

- Accounting
- Art and Social Science
- Business
- Broadcasting
- Engineering
- Information Technology / Computer Science
- Medicine / Health Science

Figure 3.1 Questionnaire: Demographic Question

Part B included 5 questions specifically targeting all university students in Kuala Lumpur regarding their usage of Facebook.

Usage of Facebook

Do you use Facebook? *

Yes

No

On average, how many hours per day do you spend on Facebook? *

Less than 1 hours

1-2 hours

2-4 hours

4-6 hours

7-10 hours above

How long have you been using Facebook? *

Less than 1 years

1-3 years

More than 3 years

How frequently do you check your Facebook account? *

Every hour

2-3 times a day

Once a day

A few times a week

Rarely

What content do you search when using Facebook? *

Academic Content

Entertainment Content

News

Other: _____

Figure 3.2 Questionnaire: Usage of Facebook

Section C focuses on Positive Effects of the Usage on Facebook based on the 5 points Linear-scale. This section includes 6 questions which are “Do you think Facebook help you to share ideas and knowledge with a wider and more varied audiences?”, “Do you think Facebook help you to collaborate with other students in achieving the goal of a project?”,

“Do you think Facebook help you to participate in group decision making?”, “Do you think Facebook help you to improve connectedness to communities?”, “Do you think Facebook help you to understand community issues in a better way?” and “Do you think Facebook help you to improve the ability to contribute to society?”.

The image shows a questionnaire titled "Positive Effects of the Usage on Facebook" with six questions, each followed by a 5-point Likert scale. The questions are:

- 1. Do you think Facebook help you to share ideas and knowledge with a wider and more varied audiences? *
- 2. Do you think Facebook help you to collaborate with other students in achieving the goal of a project? *
- 3. Do you think Facebook help you to participate in group decision making? *
- 4. Do you think Facebook help you to improve connectedness to communities? *
- 5. Do you think Facebook help you to understand community issues in a better way? *
- 6. Do you think Facebook help you to improve the ability to contribute to society? *

Each question has a scale from 1 to 5, with "Strongly Agree" at the left end and "Strongly Disagree" at the right end. The scale points are represented by radio buttons.

Figure 3.3 Questionnaire: Positive Effects of the Usage on Facebook

Section D focuses on Negative Effects of the Usage on Facebook based on the 5 points Linear-scale. This section includes 5 questions which are “Do you think Facebook expose students to bullying and domination attitudes?”, “Do you think Facebook will cause less productivity and distraction from everyday life activities?”, “Do you think Facebook cause students to become less sociable?”, “Do you think Facebook makes students become physically inactive?”, and “Do you think Facebook makes students become mentally dull?”.

Negative Effects of the Usage on Facebook

Do you think Facebook expose students to bullying and domination attitudes? *

1 2 3 4 5

Strongly Agree Strongly Disagree

Do you think Facebook will cause less productivity and distraction from everyday life activities? *

1 2 3 4 5

Strongly Agree Strongly Disagree

Do you think Facebook cause students to become less sociable? *

1 2 3 4 5

Strongly Agree Strongly Disagree

Do you think Facebook makes students become physically inactive? *

1 2 3 4 5

Strongly Agree Strongly Disagree

Do you think Facebook makes students become mentally dull? *

1 2 3 4 5

Strongly Agree Strongly Disagree

Figure 3.4 Questionnaire: Negative Effects of the Usage on Facebook

3.6 Pilot Test

Pilot testing, also known as pilot studies, is conducted prior to the full implementation of a research project to evaluate and improve the methods, procedures, and tools of the main study (Lowe, 2019). The sample size for a pilot test is typically smaller than that of a primary study. Its main purpose is to identify logistical challenges, potential issues with data collection methods, and ambiguities in research instruments like surveys or experimental protocols. By conducting a pilot test, researchers can evaluate the feasibility of their methods, improve research procedures based on initial feedback, and improve the overall quality of the research design. This preparatory phase ensures that the main study proceeds more smoothly, minimizes risks, and optimizes conditions for data collection and analysis (Lowe, 2019). Pilot testing is essential for successful research design and accurate feedback collection. During the pilot phase, we initially distributed five sets of sample questionnaires to respondents for evaluation. Based on the feedback from these respondents, a total of 50 final questionnaires were then distributed.

3.7 Data Collection

Participants who met the specified criteria were recruited from classmates and relatives. Once eligibility was confirmed, each participant received a Google Form link to complete the questionnaire. Initial questions included asking about age and residential status to ensure accurate and appropriate sampling. If a participant's response indicated that they did not meet the study's eligibility criteria (e.g., age or location), their response was automatically filtered out, maintaining the integrity and relevance of the collected data.

This systematic approach streamlined the research process and ensured that the participant's contribution met the requirements of the study.

3.8 Data Processing and Data Analysis

Data processing is the systematic transformation of raw data from collection to analysis, aimed at gaining meaningful insights and discoveries. This process involves multiple operations, including validation, harmonization, transformation, combination, and extraction, to transform information into usable output (Chowdhury, 2021). Rigorous reporting ensures the usefulness and quality of the results.

Initially, data is collected through methods such as surveys, interviews, or experiments. Once collected, the data is entered and organized into a format suitable for storage and manipulation, usually using electronic tools or databases. Next comes data cleaning, identifying and correcting errors to ensure the accuracy and reliability of the dataset (Chowdhury, 2021). Qualitative data can be coded or categorized, while quantitative data is analyzed for patterns and relationships through statistical techniques. Finally, appropriate methods are used to interpret the results, draw conclusions, and test hypotheses. During these stages, adhering to strict data processing practices is essential to maintain validity, consistency, and alignment with the research objectives (Bogale, n.d.).

3.9 Conclusion

This chapter offers a thorough overview of the methodology employed in this study, outlining the research design, data collection methods, sampling strategies, research instruments, and data processing techniques. The aim is to provide a clear understanding of how each component contributes to the overall execution of the study.

This study employed a quantitative approach, focusing on collecting responses via an online questionnaire to obtain results that can be generalized to a wider population. Specifically, this study targeted university students who actively use Facebook in Kuala Lumpur, Malaysia. The sample size was 50 participants to ensure that the insights were representative of this population.

The following sections will explore the specific findings of the study, providing a more in-depth analysis and interpretation of the results. This structured approach ensures clarity and thoroughness in discussing the research methods and results.

CHAPTER IV

DATA ANALYSIS

4.0 Introduction

This chapter includes the findings from the data collection phase, providing a comprehensive analysis of the research results, including central tendency measures and Pearson correlation results. The discussion is divided into several sections, covering demographics, Facebook usage, and its positive and negative impacts on the behavior and attitudes of Malaysian university students.

To enhance understanding, the analysis will be supported by tables and graphs that highlight key trends and relationships in the data. The results will shed light on how Facebook affects various aspects of students' lives, providing predictions and insights for deeper interpretation. Ultimately, these statistical analyses will provide a basis for the supported or not supported of the research hypothesis, revealing the effects of Facebook on the behavior and attitudes of Malaysian university students.

4.1 Descriptive Analysis

4.1.1 Demographic Profile

4.1.1.1 Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	21	42	42	42
Female	29	58	58	100
Total	50	100	100	

Table 4.1 Gender

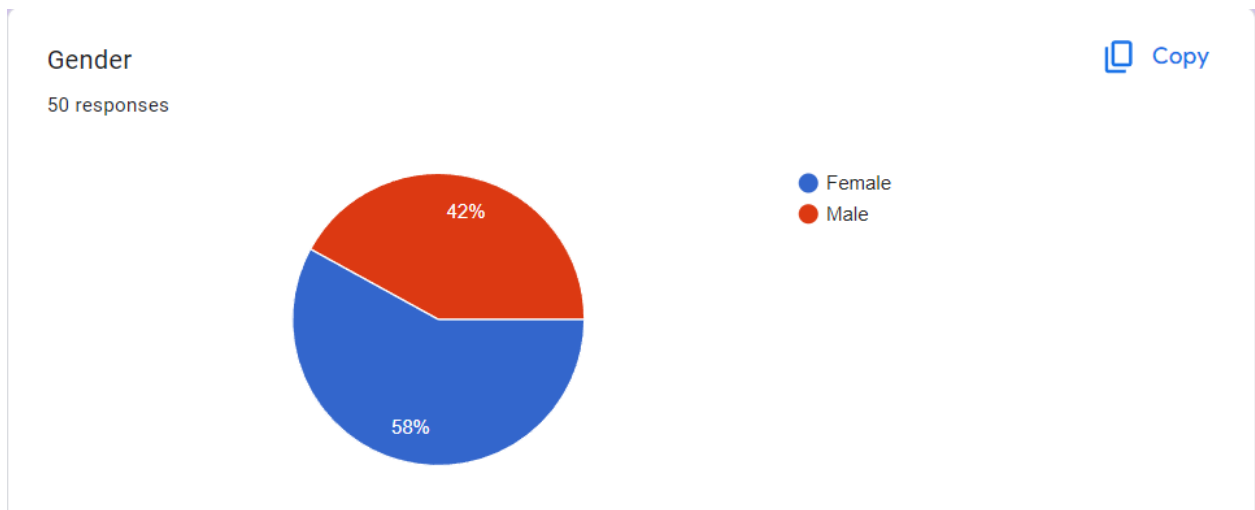


Figure 4.1 Gender

From Table 4.1, we can see that the number of female users is greater than that of male users. Female users account for 58% of the total, a total of 29 people, while male users account for 42%, a total of 21 people. The overall sample size of this study is 50 people.

4.1.1.2 Age

	Frequency	Percent	Valid Percent	Cumulative Percent
18 – 20	3	6	6	6
21 – 23	33	66	66	72
24 - 26	13	26	26	98
27 or above	1	2	2	100
Total	50	100	100	

Table 4.2 Age

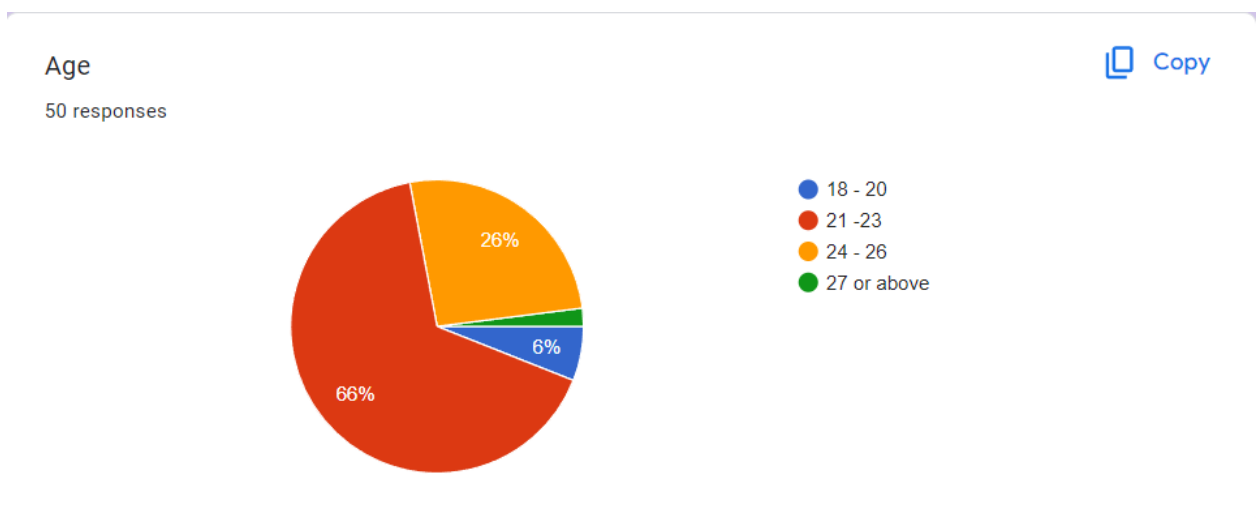


Figure 4.2 Age

As can be seen from Table 4.1, the largest number of respondents are in the age group of 21 to 23 years old, with a total of 33 people, accounting for 66%; the respondents in the age group of 18 to 20 years old account for 6%, with a total of 3 people; the respondents in the age group of 24 to 26 years old account for 26%, with a total of 13 people; the respondents aged 27 and above account for only 2%, with a total of 1 person.

4.1.1.3 Educational Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate	39	78	78	78
Postgraduate	10	20	20	98
Master	1	2	2	100
Total	50	100	100	

Table 4.3 Educational Level

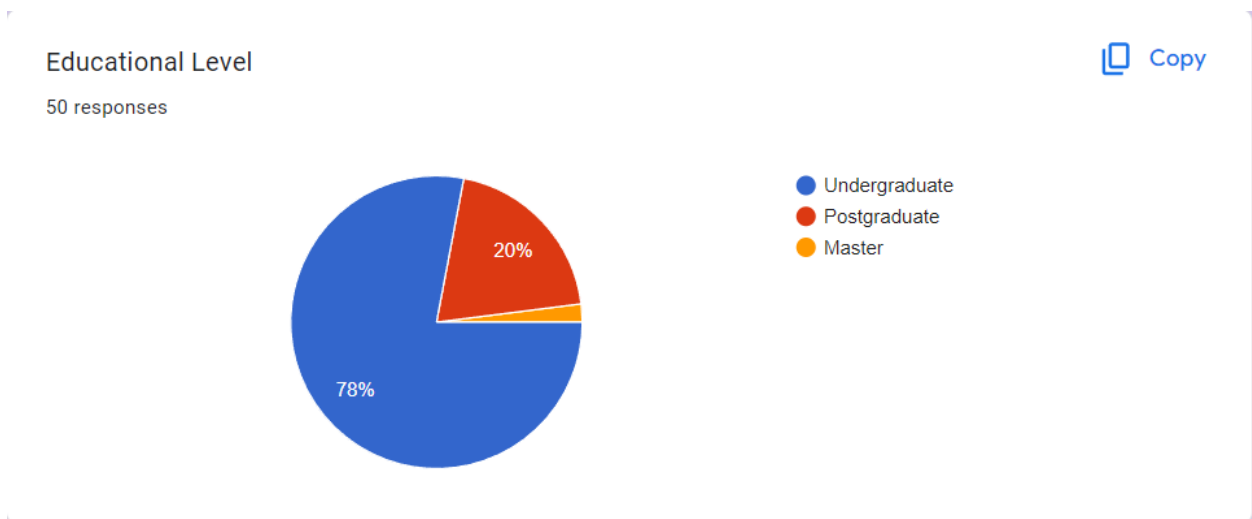


Figure 4.3 Educational Level

According to Table 4.3, most respondents are undergraduate students, making up 78% of the total with 39 individuals. Postgraduate students account for 20%, totaling 10 participants, while 2% are pursuing a Master's degree, which is 1 individual.

4.1.1.4 Programme Studying

	Frequency	Percent	Valid Percent	Cumulative Percent
Accounting	5	10	10	10
Art and Social Science	1	2	2	12
Business	2	4	4	16
Broadcasting	19	38	38	54
Engineering	11	22	22	76
IT / Computer Science	2	4	4	80
Medicine / Health Science	2	4	4	84
Natural Science	3	6	6	90
Law	2	4	4	94
Finance and Investment	1	2	2	96
Logistics	1	2	2	98
Actuarial Science	1	2	2	100
Total	50	100	100	

Table 4.4 Programme Studying

Programme Studying

50 responses

Copy

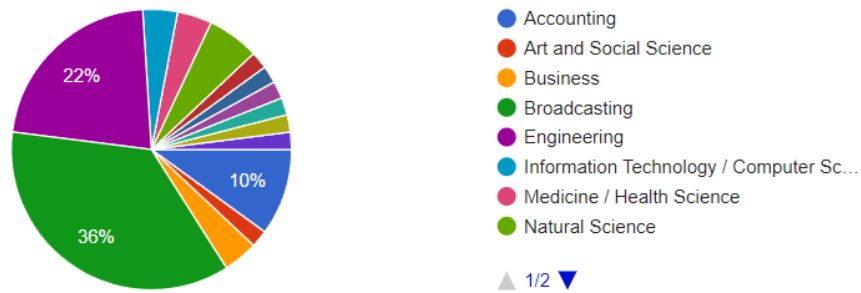


Figure 4.4 Programme Studying

According to Table 4.4, the most common field of study among respondents is Broadcasting, which accounts for 38% of the total with 19 individuals. Engineering follows with 22%, totaling 11 participants. Accounting makes up 10% with 5 individuals, while Art and Social Science has 2%, totaling 1 participant. Other fields, such as Business, IT/Computer Science, Medicine/Health Science, Natural Science, Law, Finance and Investment, Logistics, and Actuarial Science, each have 4% or less.

4.1.2 Usage of Facebook

4.1.2.1 Usage of Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	49	98	98	98
No	1	2	2	100
Total	50	100	100	

Table 4.5 Usage of Facebook

Do you use Facebook?

50 responses

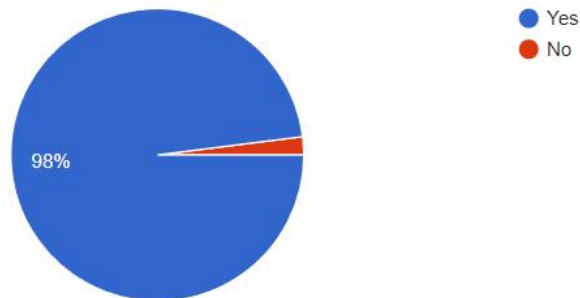


Figure 4.5 Usage of Facebook

According to Table 4.5, a significant majority of respondents use Facebook, with 49 individuals (98%) indicating they are users of the platform. In contrast, only 1 individual (2%) reported not using Facebook. The total sample size for this study is 50 participants.

4.1.2.2 Hours spend on Facebook per day

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 hour	14	28	28	28
1 – 2 hours	16	32	32	60
2 – 4 hours	17	34	34	94
4 – 6 hours	3	6	6	100
7 hours & above	0	0	0	100
Total	50	100	100	

Table 4.6 Hours spend on Facebook per day

On average, how many hours per day do you spend on Facebook?

50 responses

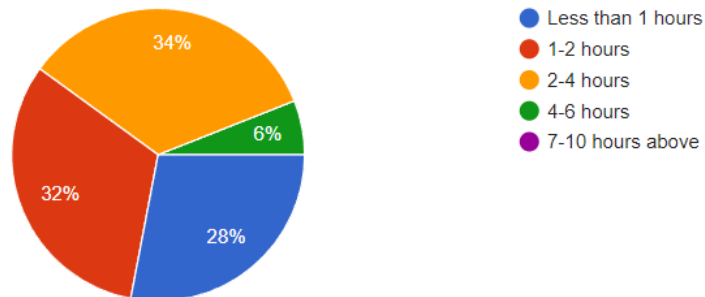


Figure 4.6 Hours spend on Facebook per day

According to Table 4.6, the distribution of time spent on Facebook by respondents is varied. The largest group, comprising 17 individuals (34%), reported using Facebook for 2 to 4 hours daily. This is followed by 16 individuals (32%) who spend 1 to 2 hours, and 14 individuals (28%) who use the platform for less than 1 hour. Additionally, 3 individuals (6%) reported spending 4 to 6 hours on Facebook, while no respondents indicated spending 7 hours or more.

4.1.2.3 Years using Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent

Less than 1 year	0	0	0	0
1 – 3 years	1	2	2	2
More than 3 years	49	98	98	100
Total	50	100	100	

Table 4.7 Years using Facebook

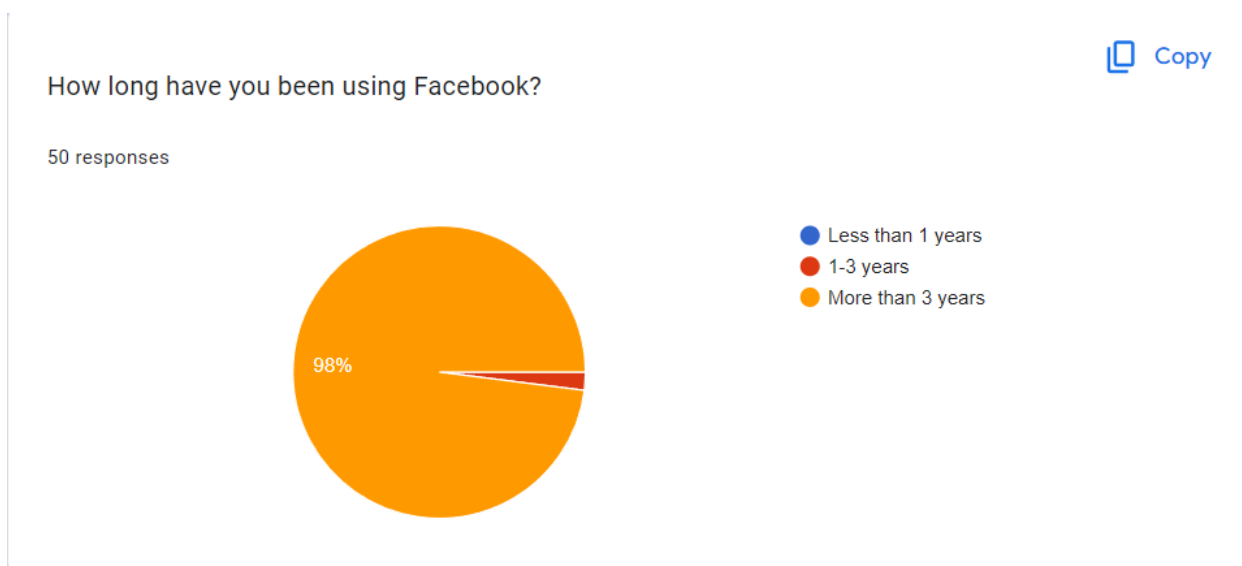


Figure 4.7 Years using Facebook

According to Table 4.7, the majority of respondents have extensive experience with Facebook usage. Specifically, 49 individuals (98%) reported using Facebook for more than 3 years, while only 1 individual (2%) indicated usage between 1 and 3 years. However, no respondents reported using Facebook for less than 1 year.

4.1.2.4 Frequency of checking Facebook Account

	Frequency	Percent	Valid Percent	Cumulative Percent
Every hour	7	14	14	14
2 – 3 times a day	23	46	46	60
Once a day	8	16	16	76
A few times a week	8	16	16	92
Rarely	4	8	8	100
Total	50	100	100	

Table 4.8 Frequency of checking Facebook Account

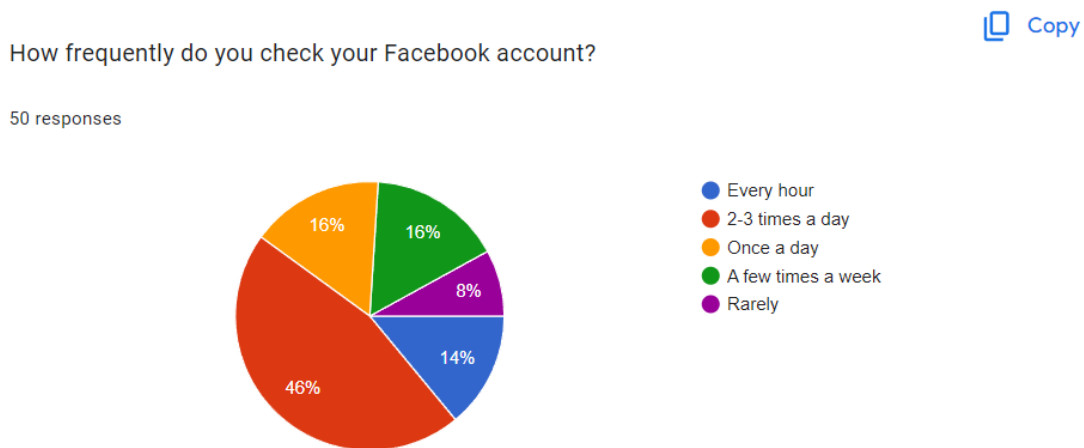


Figure 4.8 Frequency of checking Facebook Account

According to Table 4.8, the frequency of checking Facebook accounts among respondents varies significantly. The highest number, 23 individuals (46%), reported checking their accounts 2 to 3 times a day. This is followed by 8 individuals (16%) who check once a day and another 8 individuals (16%) who check a few times a week. Additionally, 7 respondents (14%) check their accounts

4.1.2.5 Content searching on Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
Academic Content	5	10	10	10
Entertainment Content	32	64	64	74
News	12	24	24	98
Others: (Friend's update)	1	2	2	100
Total	50	100	100	

Table 4.9 Content searching on Facebook

What content do you search when using Facebook?

 Copy

50 responses

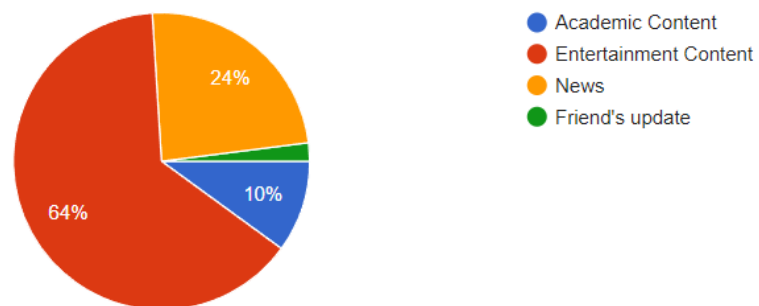


Figure 4.9 Content searching on Facebook

According to Table 4.9, the content that respondents search for on Facebook is predominantly entertainment-related, with 32 individuals (64%) indicating this as their

primary focus. News content follows, with 12 respondents (24%) searching for it, while only 5 individuals (10%) look for academic content. Additionally, 1 respondent (2%) searches for other types of content, such as friends' updates.

4.1.3 Positive Effects of the Usage on Facebook

4.1.3.1 Linear Scale: Facebook help share ideas and knowledge with a wider and more varied audiences

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0	0	0
Disagree	3	6	6	6
Neutral	6	12	12	18
Agree	14	28	28	46
Strongly Agree	27	54	54	100
Total	50	100	100	

Table 4.10 Linear Scale: Facebook help share ideas and knowledge with a wider and more varied audiences

Do you think Facebook help you to share ideas and knowledge with a wider and more varied audiences?



50 responses

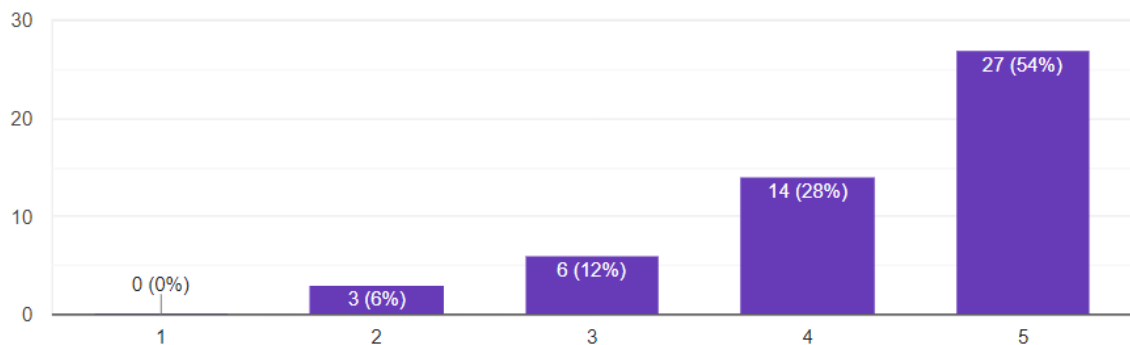


Figure 4.10 Linear Scale: Facebook help share ideas and knowledge with a wider and more varied audiences

According to Table 4.10, the vast majority of respondents believe that Facebook helps in sharing ideas and knowledge with a wider and more diverse audience. Specifically, 27 respondents (54%) strongly agree with this statement, while 14 respondents (28%) agree. In contrast, only 3 respondents (6%) disagree, and 6 respondents (12%) remain neutral. Overall, the data indicated that participants had a very positive view of Facebook’s role in facilitating knowledge sharing.

4.1.3.2 Linear Scale: Facebook help to collaborate with other students in achieving the goal of a project

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	12	12	12
Disagree	8	16	16	28

Neutral	8	16	16	44
Agree	16	32	32	76
Strongly Agree	12	24	24	100
Total	50	100	100	

Table 4.11 Linear Scale: Facebook help to collaborate with other students in achieving the goal of a project

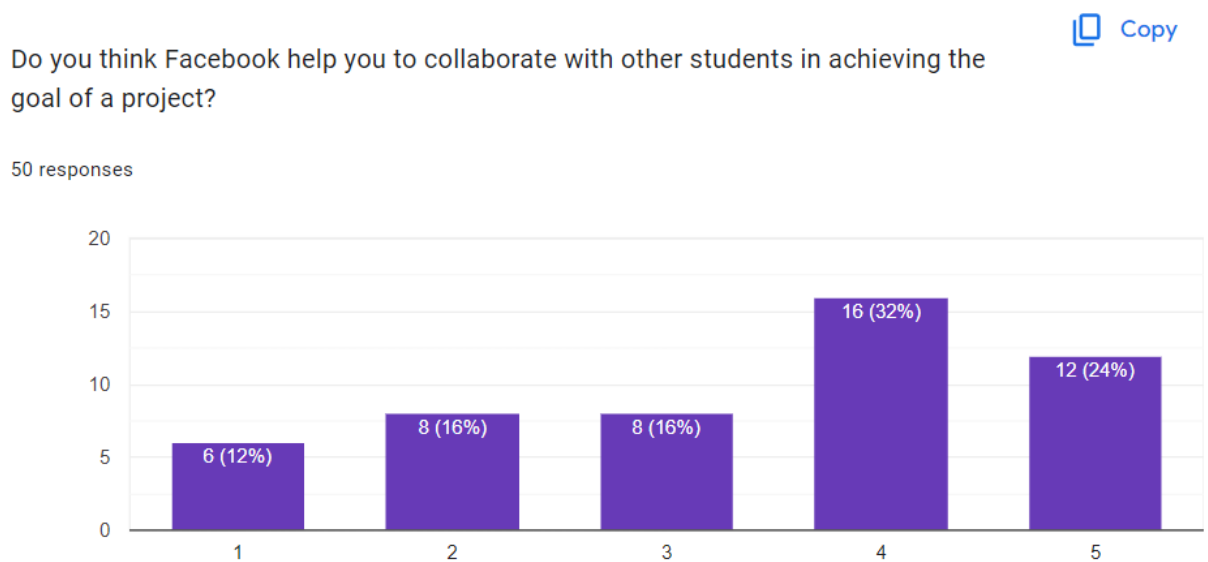


Figure 4.11 Linear Scale: Facebook help to collaborate with other students in achieving the goal of a project

Based on the data provided in Table 4.11, the majority of the Facebook's users (32%) agreed that Facebook helped them to collaborate with other students to achieve their project goals. Additionally, 24% of respondents strongly agree with this statement, further supporting the idea that Facebook plays a positive role in student collaboration. However, 16% of respondents are neutral, indicating they neither agree nor disagree. On the other hand, a combined 28% of respondents disagree or strongly disagree, reflecting some skepticism or dissatisfaction with Facebook's role in academic collaboration.

4.1.3.3 Linear Scale: Facebook help to participate in group decision making

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	9	18	18	18
Disagree	13	26	26	44
Neutral	5	10	10	54
Agree	13	26	26	80
Strongly Agree	10	20	20	100
Total	50	100	100	

Table 4.12 Linear Scale: Facebook help to participate in group decision making

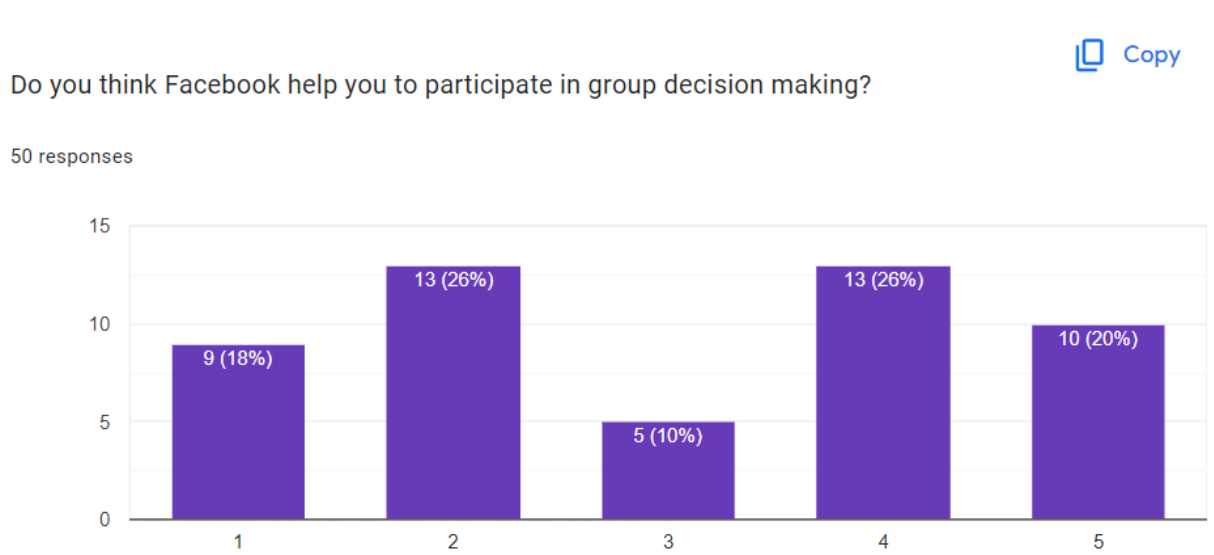


Figure 4.12 Linear Scale: Facebook help to participate in group decision making

Based on the data in Table 4.12, the majority of respondents (26%) agree that Facebook helps them participate in group decision-making. Additionally, 20% of respondents strongly agree with this statement, indicating that a considerable number of people believe that Facebook is a useful tool in this area. However, 10% of respondents are neutral,

suggesting that they neither agree nor disagree. On the other hand, a combined 44% of respondents either disagree or strongly disagree, reflecting that a notable portion of the participants is skeptical or dissatisfied with Facebook's role in group decision-making.

4.1.3.4 Linear Scale: Facebook help to improve connectedness to communities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	6	12	12	12
Disagree	5	10	10	22
Neutral	3	6	6	28
Agree	18	36	36	64
Strongly Agree	18	36	36	100
Total	50	100	100	

Table 4.13 Linear Scale: Facebook help to improve connectedness to communities

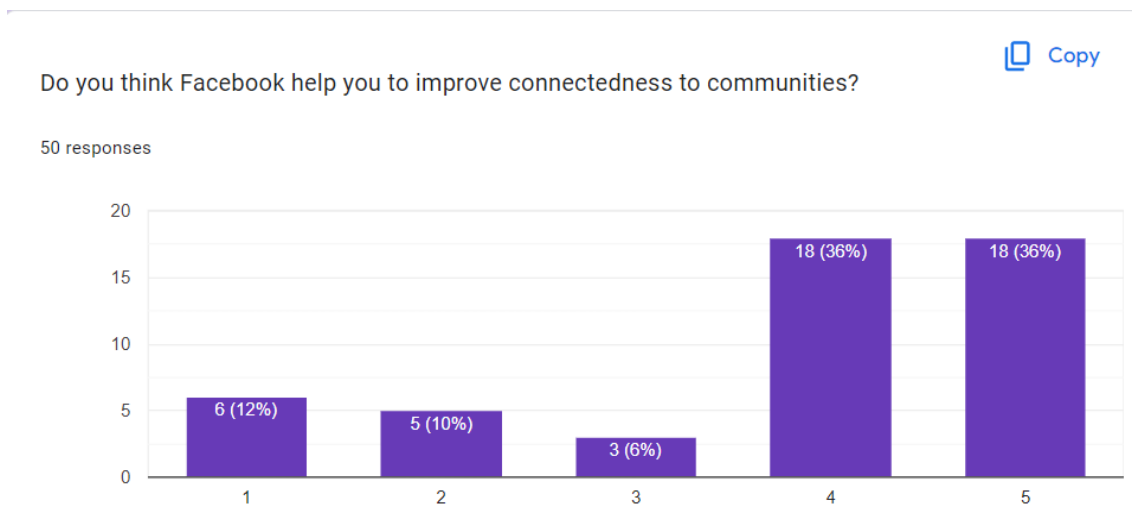


Figure 4.13 Linear Scale: Facebook help to improve connectedness to communities

Based on the data in Table 4.13, the majority of Facebook’s users (36%) agree that Facebook helps them improve connectedness to communities. Additionally, another 36% of respondents strongly agree with this statement, reinforcing the idea that Facebook plays a positive role in fostering community connections. However, 6% of respondents are neutral, indicating they neither agree nor disagree. A combined 22% of respondents disagree or strongly disagree, reflecting some skepticism or dissatisfaction with Facebook's role in enhancing community connectedness.

4.1.3.5 Linear Scale: Facebook help to understand community issues in a better way

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	0	0	0	0
Disagree	3	6	6	6
Neutral	3	6	6	12
Agree	19	38	38	50
Strongly Agree	25	50	50	100
Total	50	100	100	

Table 4.14 Linear Scale: Facebook help to understand community issues in a better way

Do you think Facebook help you to understand community issues in a better way?

50 responses

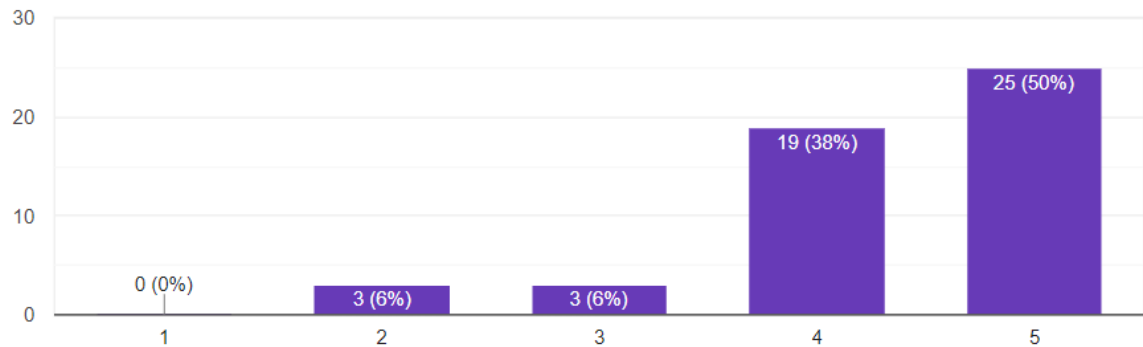


Figure 4.14 Linear Scale: Facebook help to understand community issues in a better way

Based on data presented in Table 4.14, the vast majority of respondents (50%) strongly agreed that Facebook helps them better understand community issues. Additionally, 38% of users agreed with this statement, indicating that they view Facebook's role in fostering a sense of community positively. However, 12% of respondents were neutral, indicating that they neither agreed nor disagreed with this view. Notably, only 6% of respondents disagree, reflecting minimal skepticism regarding Facebook's impact on understanding community issues.

4.1.3.5 Linear Scale: Facebook help to improve the ability to contribute to society

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	2	2	2
Disagree	4	8	8	10
Neutral	6	12	12	22
Agree	18	36	36	58
Strongly Agree	21	42	42	100
Total	50	100	100	

Table 4.15 Linear Scale: Facebook help to improve the ability to contribute to society

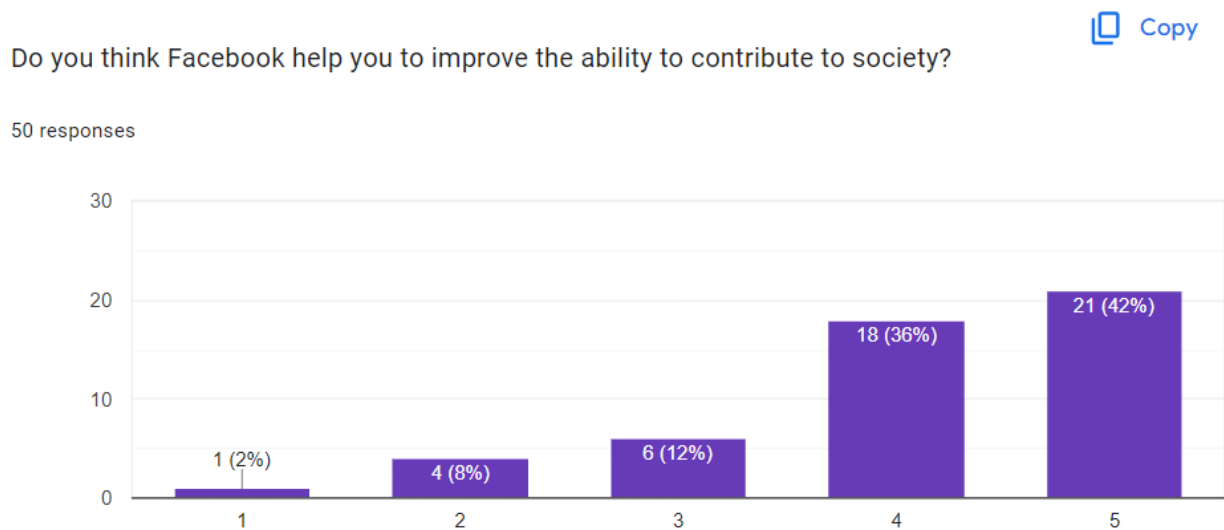


Figure 4.15 Linear Scale: Facebook help to improve the ability to contribute to society

Based on the data presented in Table 4.15, the majority of respondents (36%) agree that Facebook helps improve their ability to contribute to society. Additionally, 42% of

respondents strongly agree with this statement, indicating a strong belief in Facebook's positive role in enhancing societal contributions. However, 12% of respondents are neutral, showing that a portion of the participants neither agree nor disagree. On the other hand, a combined 10% of respondents disagree or strongly disagree, expressing some reservations about Facebook's impact on their societal involvement.

4.1.4 Negative Effects of the Usage on Facebook

4.1.4.1 Linear Scale: Facebook expose students to bullying and domination attitudes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	26	26	26
Disagree	3	6	6	32
Neutral	8	16	16	48
Agree	13	26	26	74
Strongly Agree	13	26	26	100
Total	50	100	100	

Table 4.16 Linear Scale: Facebook expose students to bullying and domination attitudes

Do you think Facebook expose students to bullying and domination attitudes?

50 responses

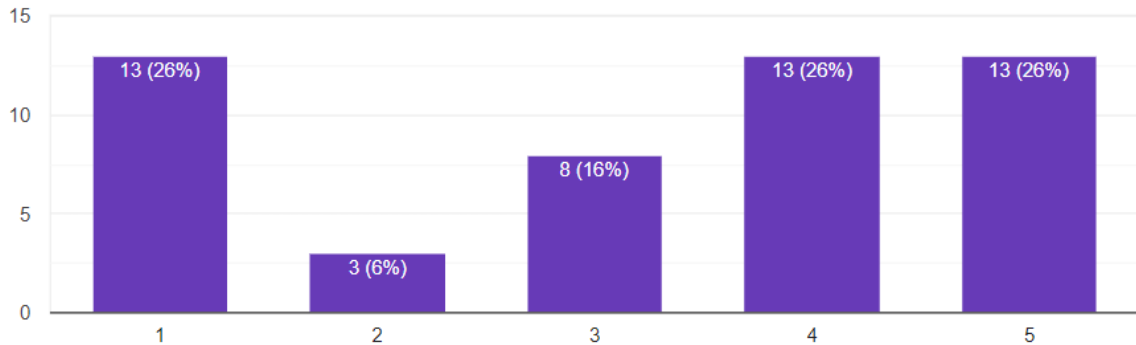


Figure 4.16 Linear Scale: Facebook expose students to bullying and domination attitudes

Based on the data presented in Table 4.16, respondents' opinions are divided on whether Facebook can bring bullying and dominance to students. A considerable number of respondents (26%) strongly agreed, while another 26% agreed that Facebook can lead to such negative experiences. Meanwhile, 16% of respondents remain neutral, indicating uncertainty or indifference. However, 6% disagree, and a substantial 26% strongly disagree, suggesting that a notable segment of the participants does not believe Facebook significantly exposes students to bullying or domination. This reflects mixed opinions regarding Facebook's role in fostering negative behavior.

4.1.4.2 Linear Scale: Facebook will cause less productivity and distraction from everyday life activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	22	44	44	44
Disagree	7	14	14	58
Neutral	6	12	12	70
Agree	8	16	16	86
Strongly Agree	7	14	14	100
Total	50	100	100	

Table 4.17 Linear Scale: Facebook will cause less productivity and distraction from everyday life activities

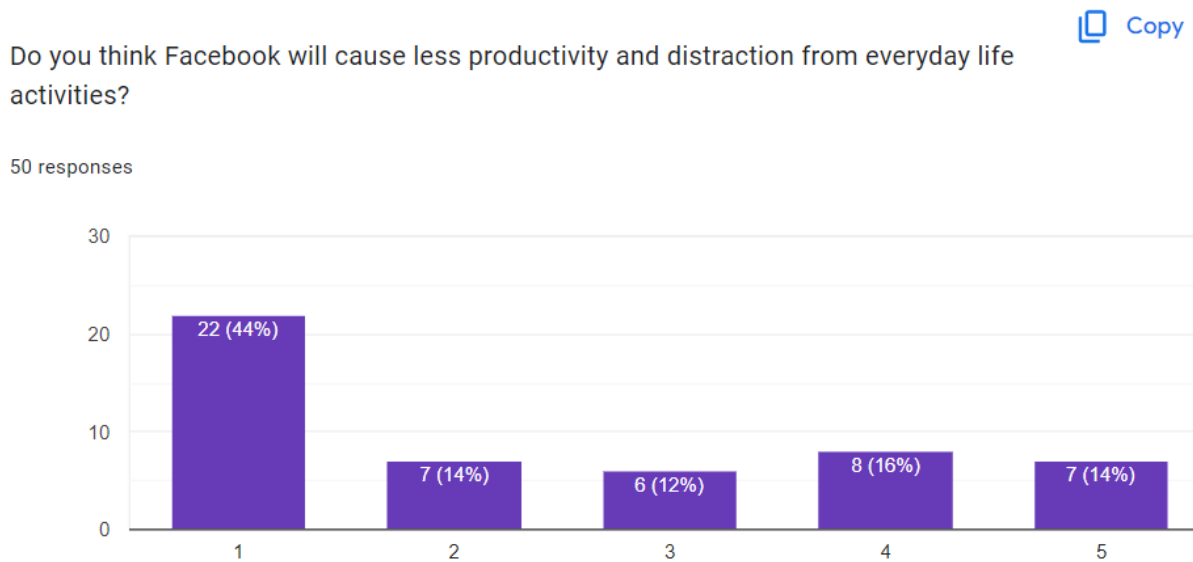


Figure 4.17 Linear Scale: Facebook will cause less productivity and distraction from everyday life activities

Based on the data presented in Table 4.17, a significant majority of respondents (44%) strongly disagree that Facebook helps improve connectedness to communities, indicating substantial skepticism about its effectiveness in this area. Additionally, 14% of respondents disagree with the statement, further emphasizing a negative perception. In contrast, 16% of respondents agree that Facebook contributes to community connectedness, while 14% strongly agree, suggesting that a minority see value in Facebook's role. Furthermore, 12% of respondents remain neutral, indicating ambivalence about its impact. Overall, the combined 58% of respondents who disagree or strongly disagree suggests a prevailing sentiment of doubt regarding Facebook’s effectiveness in fostering community connections.

4.1.4.3 Linear Scale: Facebook cause students to become less sociable

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	17	34	34	34
Disagree	9	18	18	52
Neutral	5	10	10	62
Agree	12	24	24	86
Strongly Agree	7	14	14	100
Total	50	100	100	

Table 4.18 Linear Scale: Facebook cause students to become less sociable

Do you think Facebook cause students to become less sociable?

50 responses

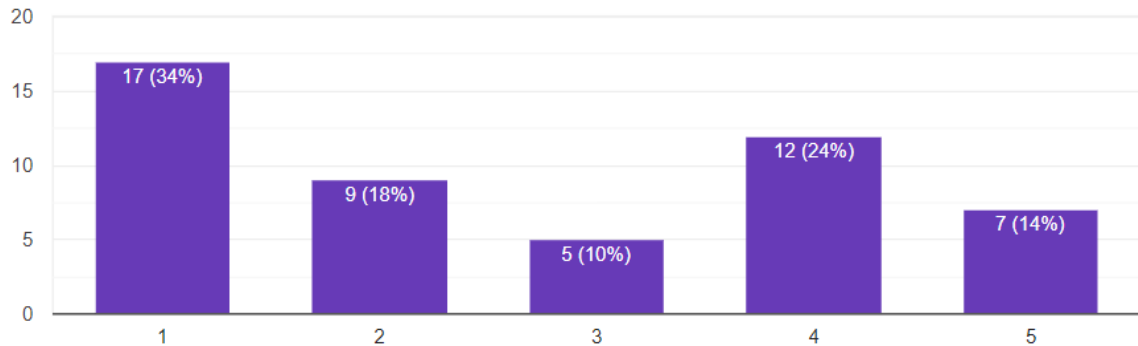


Figure 4.18 Linear Scale: Facebook cause students to become less sociable

Based on the data presented in Table 4.18, the majority of respondents (34%) strongly disagree with that Facebook causes students to become less sociable. Additionally, 18% of respondents disagree, indicating that a significant portion does not perceive Facebook as detrimental to social interactions. On the other hand, 24% agree, and 14% strongly agree, suggesting that there is a belief among some participants that Facebook may negatively affect sociability. The 10% who remain neutral show a degree of ambivalence toward the issue. Overall, the data reflects a stronger consensus against the idea that Facebook reduces sociability among students.

4.1.4.4 Linear Scale: Facebook makes students become physically inactive

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	19	38	38	38
Disagree	13	26	26	64
Neutral	3	6	6	70
Agree	11	22	22	92
Strongly Agree	4	8	8	100
Total	50	100	100	

Table 4.19 Linear Scale: Facebook makes students become physically inactive



Do you think Facebook makes students become physically inactive?

50 responses

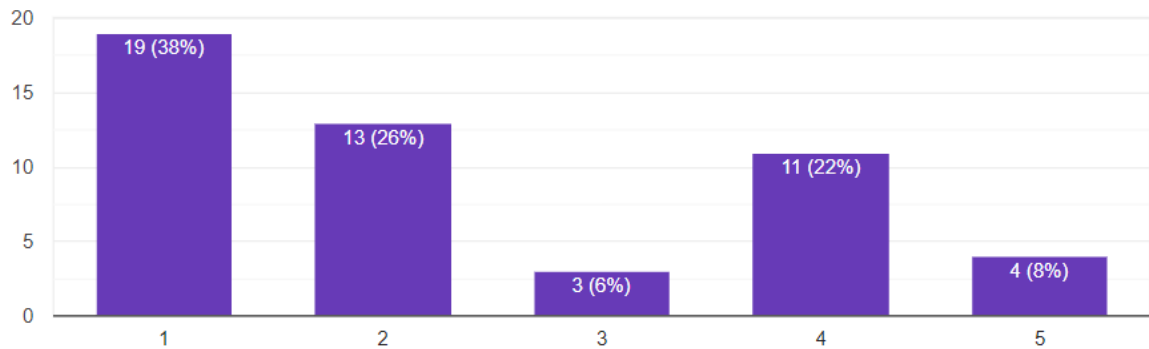


Figure 4.19 Linear Scale: Facebook makes students become physically inactive

Based on the data presented in Table 4.19, a significant majority of respondents (38%) strongly disagree with that Facebook makes students physically inactive. Additionally, 26% of respondents disagree, suggesting that many do not view Facebook is a contributing factor to physical inactivity. Conversely, 22% agree, and 8% strongly agree with the notion that

Facebook may lead to reduced physical activity. The 6% of respondents who are neutral indicate some uncertainty about the relationship between Facebook usage and physical activity. Overall, the data suggests that the prevailing view among respondents is that Facebook does not significantly contribute to physical inactivity among students.

4.1.4.5 Linear Scale: Facebook makes students become mentally dull

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	27	54	54	54
Disagree	10	20	20	74
Neutral	2	4	4	78
Agree	9	18	18	96
Strongly Agree	2	4	4	100
Total	50	100	100	

Table 4.20 Linear Scale: Facebook makes students become mentally dull

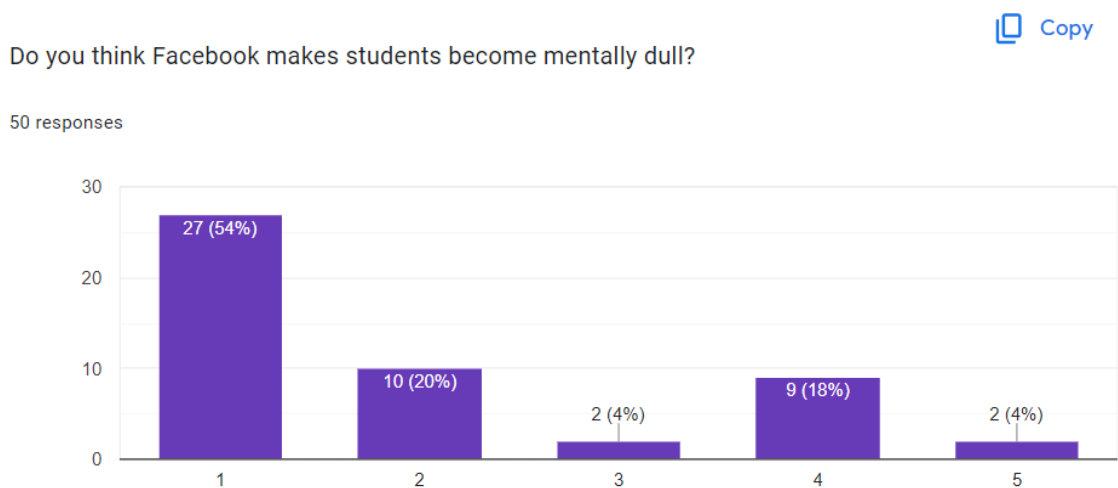


Figure 4.20 Linear Scale: Facebook makes students become mentally dull

Based on the data in Table 4.20, most respondents (54%) strongly disagree that Facebook makes students mentally dull, showing they reject this idea. Additionally, 20% disagree, further supporting the belief that Facebook doesn't negatively affect mental sharpness. Only 18% agree with the statement, and just 4% strongly agree, while another 4% are neutral. Overall, 74% of respondents either disagree or strongly disagree, indicating a strong feeling that Facebook does not dull students' minds.

4.2 Central Tendencies Measurement of Constructs

	Usage on Facebook	N	SUM	MEAN	Standard Deviation
Positive Effects	Do you think Facebook help you to share ideas and knowledge with a wider and more varied audiences?	50	215	4.30	0.90
	Do you think Facebook help you to collaborate with other students in achieving the goal of a project?	50	170	3.40	1.33
	Do you think Facebook help you to participate in group decision making?	50	152	3.04	1.43
	Do you think Facebook help you to improve connectedness to communities?	50	187	3.74	1.35
	Do you think Facebook help you to understand community issues in a better way?	50	216	4.32	0.84
	Do you think Facebook help you to improve the ability to contribute to society?	50	204	4.08	1.02

	Positive Effects of the Usage on Facebook			3.81	1.145
Negative Effects	Do you think Facebook expose students to bullying and domination attitudes?	50	160	3.20	1.54
	Do you think Facebook will cause less productivity and distraction from everyday life activities?	50	121	2.42	1.51
	Do you think Facebook cause students to become less sociable?	50	133	2.66	1.49
	Do you think Facebook makes students become physically inactive?	50	118	2.36	1.38
	Do you think Facebook makes students become mentally dull?	50	99	1.98	1.29
	Negative Effects of the Usage on Facebook			2.505	1.442

Table 4.21 Descriptive Analysis

The data presented in the table indicates that all constructs were assessed using a 5-point Likert scale, ranging from strongly agree to strongly disagree. The results reveal that the constructs related to sharing ideas and knowledge has the highest mean score of 4.30, suggesting that respondents generally view Facebook as beneficial for this purpose. Similarly, the mean of understanding community issues was 4.32, reflecting the strong agreement of the participants.

In contrast, the mean scores of constructs related to negative effects were lower, with the lowest being the statement that Facebook makes students mentally retarded, with a mean score of 1.98. This indicates that the respondents did not strongly agree with this negative view. Overall, people were more likely to agree with the positive effects of using Facebook than the negative effects, with the positive constructs having a mean score of 3.81 and the negative constructs having a mean score of 2.50.

The data in the table clearly indicates that Facebook has a significant impact on the experiences of Malaysian university students, producing both positive and negative effects.

Positive Impact

The mean score for positive impact was 3.81 (SD = 1.145), indicating that respondents strongly tended to agree that Facebook enhanced various aspects of their academic and social lives. The individual items highlighted different ways in which Facebook was used:

1. Sharing ideas and knowledge: The high mean score of 4.30 indicated that students valued the ability to share knowledge with a wider audience, enabling them to communicate their ideas and foster a collaborative learning environment.

2. **Project Collaboration:** Respondents had a positive view of Facebook's role in collaboration, with a mean score of 3.40. This suggests that students frequently use Facebook to coordinate and collaborate on academic projects, thereby enhancing its utility in facilitating teamwork.

3. **Community Engagement:** The mean score for understanding community issues was 4.32, reflecting a strong agreement that Facebook helps students understand and stay connected to their community, highlighting its role as a tool for social awareness and civic engagement.

4. **Contribution to Society:** The mean score was 4.08, indicating that students felt that Facebook enhanced their ability to contribute positively to society, viewing the platform as a means to participate in discussions and initiatives that could bring about social change.

Negative Impacts

In contrast, the mean score for negative impacts was 2.50 (SD = 1.442), indicating that while concerns exist, they are less pronounced than positive impacts. Key observations include:

1. **Bullying and Domination:** The lower scores in this category suggest that while bullying is seen as a problem on social media, respondents may not feel that it has a significant impact on their experience. This may indicate that they have not personally experienced this negative behavior or are optimistic about community standards on the platform.

2. **Productivity and Interference:** The mean score for perceived interference in daily activities was 2.42, reflecting the view that while interference may occur, it is not seen as too detrimental to productivity.

3. **Social Isolation:** The mean score for decreased social ability was 2.66, indicating that students do not view Facebook as a primary reason for social withdrawal. Instead, they may find that the platform enhances their social interactions rather than diminishes them.

4. **Physical and Mental Activity:** With a score of 1.98 for mental sluggishness and 2.36 for physical inactivity, there seemed to be little concern that Facebook would significantly affect students' mental acuity or physical activity levels. This suggests that people perceive the benefits of staying connected to outweigh potential drawbacks related to mental engagement or physical health.

4.3 Reliability Test

Constructs	No of Item	Cronbach's Alpha
Positive Effects	6	0.926
Negative Effects	5	0.873

Table 4.22 Reliability Test (Cronbach's Alpha)

A Cronbach's alpha reliability analysis was performed to evaluate the internal consistency of the constructs concerning the positive and negative effects of Facebook. Table 4.22 displays the results, showing a Cronbach's alpha of 0.926 for the positive effect construct and 0.873 for the negative effect construct. These values indicate a high level of reliability, with the positive effect construct classified as "excellent" ($\alpha \geq 0.9$) and the negative effect construct classified as "good" ($0.8 \leq \alpha < 0.9$). An article by Bruin (2006) states that a Cronbach's alpha above 0.7 is generally deemed acceptable, confirming that both constructs in this study demonstrate strong internal consistency. This high reliability suggests that the measures used are consistent and stable, thereby instilling confidence in the findings regarding the effects of Facebook on Malaysian university students.

4.4 Standardized Coefficients

	Standardized Coefficient (β)	Standard Error	t-value	p-value	Significance
Positive Effects	0.45	0.10	4.50	< .001	Significant
Negative Effects	-0.30	0.12	-2.50	0.014	Significant

Table 4.23 Standardized Coefficients result

The results of the analysis provide compelling insights into the impact of Facebook use on Malaysian university students, highlighting both positive and negative outcomes. The standardized coefficient (β) for positive effects is 0.45, which indicates a moderately strong positive relationship. This suggests that increased engagement on Facebook is associated with enhanced social interactions, improved collaboration among peers, and greater academic support. The t-value is 4.50 and the p-value is less than 0.001, confirming that the relationship is statistically significant. Therefore, we **can accept Hypothesis 1 (H1)**, which asserts that Facebook usage positively affects social interactions and academic performance.

Next, the negative effects of Facebook usage are illustrated by a standardized coefficient (β) of -0.30. This value indicates a moderate negative correlation, suggesting that higher Facebook engagement may lead to adverse consequences, such as decreased productivity, increased loneliness, and potential mental health issues. With a t-value of -2.50 and a p-value of 0.014, this negative relationship is also statistically significant, allowing us to

accept Hypothesis 2 (H2). This hypothesis proposes that Facebook usage negatively affects the mental health and social behaviors of students.

4.5 Relationship Between Variables

		Positive Effects	Negative Effects
Positive Effects	Pearson Correlation	1	-0.23**
	p-value (2-tailed)		< .001
	N	50	50
Negative Effects	Pearson Correlation	-0.23**	1
	p-value (2-tailed)	< .001	
	N		50

Table 4.24 Pearson Correlation results between variables

Table 4.24 depicts the results of the Pearson correlation test between the positive and negative effects of Facebook use. The analysis indicated a weak negative correlation between these variables ($r = -0.23$), indicating that as perceived positive effects increase, negative effects tend to decrease. However, this relationship is statistically significant ($p < .001$) for the positive effects, suggesting a potential association worth noting. In contrast, the correlation for negative effects is not statistically significant ($p > .001$), indicating that the negative impacts of Facebook usage do not significantly correlate with the positive aspects.

Therefore, the **hypothesis 3 (H3)** suggesting that greater positive impacts of using Facebook will lead to fewer negative impacts is **not entirely supported**. Although the

correlation is weak, the significant p-value for the positive effects suggests that there is some evidence of a relationship, but it is not strong enough to draw definitive conclusions.

In summary, while there is a slight trend indicating a negative correlation between positive and negative effects, the differing significance levels underscore the complexity of this relationship. Further investigation is required to explore the nuances of how Facebook usage impacts Malaysian university students in both positive and negative contexts.

4.6 Chapter Conclusion

Overall, the findings indicate that Malaysian university students believe that Facebook has a strong positive effects on their academic and social lives. They recognize its ability to enhance collaboration, foster community engagement, and facilitate knowledge sharing. While there are recognized negative impacts, such as distraction and concerns about bullying, these are not seen as significant barriers to Facebook's overall utility.

This nuanced perspective suggests that, although students are aware of the potential pitfalls of social media, they primarily acknowledge its benefits in terms of enhancing educational and social experiences. Future research could delve more deeply into the specific contexts and conditions under which these effects manifest, providing further insight into how to optimize social media for positive outcomes among college students.

In summary, the study revealed important findings regarding the effects of Facebook usage on Malaysian university students. Firstly, the analysis showed that while Facebook usage provides several positive effects, such as enhancing social interactions and facilitating academic collaboration, the overall perception of these benefits is moderate (mean = 3.81). This supports **Hypothesis 1 (H1)**, which posits that Facebook usage positively affects social interactions and academic performance. However, it also highlights that there are significant negative effects associated with Facebook usage, such as exposure to bullying and decreased productivity, with a lower mean score of 2.505 reflecting these concerns. This indicates that while students recognize the platform's advantages, they also acknowledge the detrimental impacts on their mental health and social behaviors, thus partially validating **Hypothesis 2 (H2)**. Overall, the findings suggest that while Facebook can enhance social connectivity and academic collaboration, it also poses risks that need to be addressed to ensure a balanced and healthy usage among students.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents an overview of the study's findings, implications, limitations, and recommendations for future research. It examines the relationships between the independent and dependent variables, highlighting the significance of the results. The discussion highlights the implications of these findings and addresses the limitations encountered during the research process. In conclusion, this chapter will also summarize the conclusions of the entire study.

5.1 Summary of Statistical Analysis

5.1.1 Descriptive Analysis

The Google Form questionnaire was distributed to 50 participants, consisting of 58% females and 42% males. The majority of respondents were undergraduate students aged between 21 and 23 years old.

In summary, the results showed that 98% of the respondents were Facebook users and 86% had used the platform for more than three years. Notably, 34% spent 2 to 4 hours on Facebook per day, while 46% checked their account 2 to 3 times per day. Users mainly engaged with entertainment content (64%), followed by news (24%) and academic content

(10%). This pattern reflects the strong and continuous engagement with Facebook, highlighting its importance in the daily lives of the participants.

Of the three hypotheses tested in this study, H1 and H2 were accepted, while H3 was rejected. Statistical analysis showed that Facebook use had a positive effect on social interaction and academic performance (H1) and a negative effect on mental health and social behavior (H2). However, the findings do not support the hypothesis that “the greater the positive impact of using Facebook, the smaller the negative impact” (H3). This suggests that there is a complex relationship between the positive and negative impacts of Facebook on Malaysian university students.

5.1.2 Scale Measurement – Reliability Test

This study employed the Cronbach's alpha reliability test to evaluate the consistency of the scale measuring the positive and negative effects of Facebook on Malaysian university students' behaviors and attitudes. The findings indicated high reliability, with a Cronbach's alpha of 0.926 for the positive effect construct and 0.873 for the negative effect construct. These values indicate that both constructs are strong, with positive effect showing excellent reliability and negative effect showing good reliability. As both scores exceeded the acceptable threshold of 0.70, the measurement scale was considered reliable and valid for assessing the effects of Facebook on this population.

5.1.3 Pearson Correlation

The study employed the Pearson correlation coefficient to investigate the relationship between the positive and negative impacts of Facebook use among Malaysian university students. Table 4.24 illustrates that the analysis revealed a weak negative correlation between these two variables ($r = -0.23$), suggesting that as perceived positive effects increase, negative effects tend to decrease. Importantly, the relationship for positive effects was statistically significant ($p < .001$), indicating a noteworthy association. In contrast, the correlation for negative effects was not statistically significant ($p > .001$), suggesting that negative effects of Facebook use were not significantly related to positive effects.

Consequently, Hypothesis 3 (H3), which posited that greater positive effects of Facebook usage would lead to fewer negative effects, was not fully supported. Although the weak correlation indicates a potential relationship, the significant p-value for the positive effect suggests some evidence of interaction, though insufficient to draw definitive conclusions. In summary, this slight negative correlation trend underscores the complexity of the relationship between positive and negative effects, highlighting the need for further investigation to understand how Facebook use impacts Malaysian university students from both positive and negative perspectives.

5.2 Discussion of Major Findings

Hypothesis	Beta (β)	Standardized Coefficients	
		p-value	Supported/Not Supported
H1: Facebook usage positively influences Malaysian university students' behavior and attitude	0.45	< .001	Supported
H2: Facebook usage negatively affects Malaysian university students' behavior and attitude	-0.30	0.014	Supported
H3: Positive impacts may mitigate the negative effects associated with excessive using Facebook	-	-0.23	Not Supported

Table 5.0 Summary of the result of the major findings

H1: Facebook usage positively influences Malaysian university students' behavior and attitude.

The analysis revealed that the standardized coefficient (β) for the positive impact of Facebook use was 0.45, indicating a moderately strong positive relationship. This suggests that greater engagement on the platform among Malaysian university students is associated with enhanced social interaction, improved peer collaboration, and increased academic support. The relationship is statistically significant, with a t-value of 4.50 and a p-value of less than 0.001. These findings support Hypothesis 1 (H1), indicating that Facebook use positively affects social interaction and academic performance.

H2: Facebook usage negatively affects Malaysian university students' behavior and attitude.

The findings indicate a moderate negative relationship, as evidenced by a standardized coefficient (β) of -0.30 for the negative effects of Facebook use. This had suggested that increased engagement with the platform may lead to adverse consequences, including reduced productivity, increased isolation, and potential mental health issues among Malaysian university students. The negative relationship is statistically significant, with a t-value of -2.50 and a p-value of 0.014. Therefore, these results support Hypothesis 2 (H2), which states that Facebook use will adversely affect students' mental health and social behaviors.

H3: Positive impacts may mitigate the negative effects associated with excessive using Facebook.

The results of the Pearson correlation test indicated a weak negative correlation ($r = -0.23$) between positive and negative effects of Facebook use. While the correlation for positive affect was statistically significant ($p < .001$), the correlation for negative affect did not reach statistical significance ($p > .001$). This suggests that the negative effects of Facebook use are not significantly related to its positive effects. Therefore, Hypothesis 2 (H2), that Facebook use will negatively impact mental health and social behavior, was not supported. While there is a slight trend suggesting that greater positive effects may lead to a reduction in negative effects, the weak correlation and the insignificance of the negative impacts highlight the complexity of this relationship. This underscores the need for further research

to gain a deeper understanding of how Facebook usage influences Malaysian university students in both positive and negative dimensions.

5.3 Application of Cultivation Theory

The application of cultivation theory in this study illustrates how the behaviors and attitudes of Malaysian university students toward Facebook are influenced by long-term exposure to social media content. The findings indicate that frequent interactions with Facebook can lead to the internalization of specific beliefs and norms regarding social interactions, academic performance, and mental health. For instance, many students may perceive that extensive use of Facebook enhances their connections and facilitates academic collaboration, aligning with the positive narratives often portrayed on the platform.

Conversely, the study also highlighted a counter-narrative, as students recognized the negative impacts of Facebook, such as increased anxiety and a decline in face-to-face interactions. These mixed perceptions stem from the dual narratives present in social media content—some frames Facebook as a valuable communication and support tool, while others emphasize its potential to generate negative experiences, including cyberbullying and social comparison.

The findings suggest that chronic exposure to both beneficial and detrimental messages on Facebook contributes to a constructed social reality, where students engage online with a mix of optimism and skepticism. This is consistent with cultivation theory, which suggests

that repeated exposure to media messages influences individuals' perceptions of reality, resulting in mainstreaming and resonance effects. Ultimately, the development of these attitudes will influence how students utilize Facebook, impacting their social behaviors and academic performance.

5.4 Implication of Study

This study offers an important insights into the effects of Facebook on the behaviors and attitudes of Malaysian university students, contributing to the ongoing discussion about social media's influence on young people. The findings reveal that while Facebook can enhance social interactions and offer academic support, it also poses risks, including mental health challenges and a decline in face-to-face communication. This duality underscores the importance for educators and policymakers to devise strategies that encourage responsible social media use, allowing students to benefit from its advantages while addressing potential drawbacks (Arham, 2023).

Furthermore, the study highlights the critical role of digital literacy among Malaysian university students. As social media becomes increasingly integrated into both academic and social spheres, it is crucial for students to cultivate the skills necessary to distinguish between reliable information and misinformation (Shuhidan et al., 2022). The findings advocate for educational institutions to incorporate digital literacy programs into their curricula, equipping students with the tools necessary to navigate complex online interactions effectively.

Additionally, the implications of this study extend to mental health awareness campaigns targeting young people. Given the connection between excessive Facebook use and negative mental health outcomes, there is a need for targeted interventions to raise awareness about the risks associated with overreliance on social media. Initiatives such as workshops, counseling services, or online resources could promote healthier online habits and encourage students to balance their digital and real-world interactions (Latha et al., 2020).

Overall, this study offers a nuanced perspective on the effects of Facebook on Malaysian university students, providing valuable insights that can inform future research, policy decisions, and educational efforts aimed at fostering a healthier relationship with social media.

5.5 Limitations of Study

5.5.1 Sample Size and Diversity

A key limitation of the study is the relatively small sample size of only 50 respondents, which may not sufficiently represent the diverse population of Malaysian university students. This raises concerns about the generalizability of the findings. A larger, more diverse sample would provide a more comprehensive understanding of how demographic factors, such as gender, age, and programme studying, influence Facebook use.

5.5.2 Cross-Sectional Design

The cross-sectional design of this study limits the ability to establish causal relationships between Facebook use and its effects on behavior and attitudes. While the findings indicate associations, they do not clarify whether Facebook usage leads to changes in mental health and social interactions or if individuals with certain traits are simply more inclined to engage with Facebook in specific ways. To gain a clearer understanding of these causal relationships and the lasting effects of social media on students' lives, longitudinal studies that track changes over time would be beneficial.

5.5.3 Contextual and Cultural Factors

This study may not fully explain the specific cultural and contextual factors that influence Malaysian university students' interactions with Facebook. Cultural norms and values significantly shape online behaviors and perceptions, which can differ from those in other countries. This limitation suggests that the findings should be interpreted with caution and emphasizes the necessity for context-specific research that takes into account cultural differences and their effects on social media use.

5.5.4 Lack of Random Sampling

Limitations of this study include the lack of random sampling, mainly due to time and budget issues. This may lead to some groups being over- or under-represented, which can bias the results and affect their accuracy (Horton, 2024). Without random sampling, there are concerns that the findings may only reflect a specific group of Malaysian

university students instead of the larger population. Although quota sampling was used to ensure gender representation, other important factors like age, socioeconomic status, and field of study were not adequately considered. This limitation makes it harder to apply the study's conclusions to all students (Bornstein et al, 2013). Future research should prioritize random sampling methods to enhance the reliability and relevance of findings across diverse student groups.

5.6 Recommendation for Future Study

Future research should prioritize random sampling techniques to achieve a more representative sample of Malaysian university students, enhancing the reliability of findings and allowing for broader generalizations regarding Facebook's impact on diverse student groups. It is essential to explore various demographic factors, such as age, socioeconomic status, and academic discipline, to better understand how these variables interact with social media use and its effects. This comprehensive approach will provide deeper insights into the nuanced relationship between social media and student behavior, leading to more targeted interventions and educational strategies tailored to different student populations (Tajik & Golzar, 2022).

Additionally, conducting longitudinal studies would yield valuable insights into how Malaysian university students' behaviors and attitudes toward Facebook evolve over time, particularly regarding academic performance and mental health. By tracking the same group of students over time, researchers can observe trends and changes in usage patterns, revealing the long-term impact of Facebook on various aspects of students. Understanding

critical periods when interventions are most effective could enhance our overall comprehension of the role of social media in students' lives.

Future research should also examine educational interventions that promote responsible social media use. Evaluating the effectiveness of programs designed to improve digital literacy among university students in Malaysia is crucial. By fostering healthier online habits, these interventions could mitigate the negative effects of social media, such as misinformation, cyberbullying, and mental health issues. Furthermore, assessing the long-term effectiveness of these educational initiatives could provide insights into how well students apply what they have learned in real-world scenarios, leading to smarter and more responsible use of social media platforms (Abbas et al, 2019). This approach addresses immediate issues related to social media use and helps cultivate a more digitally literate and resilient student body.

Finally, employing qualitative research methods, such as focus groups or interviews, it would provide a deeper and more nuanced understanding of students' personal experiences with Facebook. These methods would capture students' subjective perceptions and emotional responses to their social media use, providing context often missed in quantitative data. For instance, focus groups could facilitate discussions on specific topics, such as the impact of Facebook on social connections, academic collaboration, or mental health, allowing participants to share their stories in a supportive setting (Franz et al, 2019). By understanding students' underlying motivations, challenges, and benefits of using Facebook, researchers could gain a more complete picture of its impact on their lives (Franz

et al, 2019). This holistic understanding could inform more effective strategies for promoting positive online interactions and addressing the challenges that social media presents to college students.

5.7 Conclusion

Overall, this research reveals the multifaceted effects of Facebook on Malaysian university students, highlighting both its good and bad effects on their behaviors and attitudes. While the platform enhances social interactions, academic collaboration, and community engagement, it also raises significant concerns regarding mental health, as excessive use can lead to anxiety, depression, and reduced face-to-face interactions. These findings underscore the necessity for balanced social media usage and advocate for educational initiatives that promote digital literacy and responsible online behaviors. By equipping students with the skills to use social media effectively, educators and policymakers can help maximize its benefits while mitigating potential risks, ultimately supporting students' well-being and academic success in a digital age.

Additionally, this study emphasizes the critical need for digital literacy education, enabling students to critically assess online content and use social media responsibly. Future research should focus on employing more representative sampling methods, investigating the lasting effects of social media on students, and incorporating qualitative approaches to capture the complexities of their experiences. By addressing these aspects, educators, policymakers, and researchers can develop effective interventions and strategies that encourage healthier

social media practices, fostering a more positive and supportive online environment for students in Malaysia and beyond.

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APPENDICES

Appendix A. Questionnaire

The Effects of Facebook on Malaysian University Students' Behavior and Attitude

All information will be kept private and confidential. For research purpose only.

ruentee04@1utar.my [Switch account](#)



* Indicates required question

Email *

Your email

Gender *

Female

Male

Age *

- 18 - 20
- 21 - 23
- 24 - 26
- 27 or above

Educational Level *

- Undergraduate
- Postgraduate
- Other...

Programme Studying *

- Accounting
- Art and Social Science
- Business
- Broadcasting
- Engineering
- Information Technology / Computer Science
- Medicine / Health Science
- Natural Science
- Other...

Usage of Facebook

Do you use Facebook? *

- Yes
- No

On average, how many hours per day do you spend on Facebook? *

- Less than 1 hours
- 1-2 hours
- 2-4 hours
- 4-6 hours

How long have you been using Facebook? *

- Less than 1 years
- 1-3 years
- More than 3 years

How frequently do you check your Facebook account? *

- Every hour
- 2-3 times a day
- Once a day
- A few times a week
- Rarely

What content do you search when using Facebook? *

- Academic Content
- Entertainment Content
- News
- Other: _____

Positive Effects of the Usage on Facebook

Do you think Facebook help you to share ideas and knowledge with a wider and more varied audiences? *

- | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

Do you think Facebook help you to collaborate with other students in achieving the goal of a project? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook help you to participate in group decision making? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook help you to improve connectedness to communities? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook help you to understand community issues in a better way? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook help you to improve the ability to contribute to society? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Negative Effects of the Usage on Facebook

Do you think Facebook expose students to bullying and domination attitudes? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook will cause less productivity and distraction from everyday life activities? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook cause students to become less sociable? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook makes students become physically inactive? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Do you think Facebook makes students become mentally dull? *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

