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Perception of Long-Distance Romantic Relationship Among FCI Students in University

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ACKNOWLEDGEMENTS

DECLARATION

I declare that the information and material obtained in my research is the result of my own

hardwork and that the acknowledgement has been given in the references to every source

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APPROVAL FORM

The paper attached here is entitled "Perception of Long-Distance Romantic Relationship Among FCI Students in University Tunku Abdul Rahman (UTAR), Sungai Long." prepared and submitted by GOH VI VIEN in partial fulfilment of the requirements for the Bachelor of Corporate Communication (HONOURS) is hereby accepted.

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TABLE OF CONTENTS

LIST OF TABLES

No	Tables	Page
1	**Table 3.1 Number of Students' Registered Programmes by Groups**	**14**
2	**Table 3.2 Sample Size Calculator**	**15**

LIST OF FIGURES

Abstract

Long-distance romantic relationships (LDRRs) were often seen as challenging and unfeasible before the advent of the Internet. Communication was limited to the traditional medium, such as expensive phone calls, letters, and occasional visits, which made it difficult to maintain a relationship. However, with the emergence of new media, communication has become simpler and more accessible, making it easier for people to maintain close connections with their partners, even when separated by distance. To maintain a successful LDRR, it is essential to understand how male and female students perceive such relationships. Unfortunately, there are limited studies on gender perceptions amongst UTAR students and their acceptance towards LDRRs. Therefore, this study aims to find out if the education level significantly correlates with the level of acceptance towards long-distance romantic relationships amongst students and to find out the different perceptions of male and female students about long-distance romantic relationships. The data was collected through an online survey with 109 male and female students in UTAR Sungai Long, and a descriptive analysis method was used to analyse the data collected. The findings discovered that male and female participants have different perceptions on LDRRs. Nonetheless, both genders acknowledge that communication and trust are vital components of maintaining LDRRs.

Keywords: long-distance relationship, gender perspectives, long-distance romantic relationship, love relationship, Uncertainty Reduction Theory

Chapter 1

Introduction

Prior to the widespread adoption of the internet, it was challenging and frequently impractical to sustain a long-distance romantic relationship (LDRR). Furthermore, acquiring knowledge about their partner's daily activities was exceedingly challenging. Couples were required to rely on conventional postal services and long-distance telephone services, which were both laborious and less effective. Nevertheless, the introduction of technology has greatly simplified and facilitated communication (Acosta-Rodas et al., 2020). Consequently, individuals can establish stronger connections with their loved ones while being geographically apart. During the current period, the prevalence of long-distance relationships is increasing among the youth, particularly in the wake of the COVID-19 pandemic. Couples must endure the inability to meet each other due to the strict regulations imposed by the Malaysian Movement Control Order (MCO). Therefore, they sustained their relationship by utilising social media sites such as WhatsApp, Instagram, Messenger, and others to communicate (Holtzman et al., 2021).

Longitudinal partnerships have been commonly associated with COVID-19, specifically in Malaysia, where the Movement Control Order (MCO) was enforced. Long-distance relationships can cultivate self-reliance and individual development(Sweety Mohanty, 2023), which at the same time has a higher level of love and trust due to the distance between individuals(Joshi, 2021). This is a notable advantage of being in a long-distance relationship. Both individuals have the opportunity to work and pursue their own aspirations and imaginations without being burdened by the responsibility of caring for their partner. Consequently, couples will develop a stronger and more resilient sense of their own selves. Furthermore, long-distance partnerships can facilitate the improvement of partners'

communication skills as efficient communications are required (behrm1, 2023). This is due to the limited frequency of in-person interactions between long-distance spouses. To maintain mutual trust and respect, both individuals were compelled to rely only on verbal online communication, abstaining from any physical intimacy. Lastly, LDRR will heighten the anticipation of partners eventually meeting face-to-face. Given the limited opportunity for physical interaction between couples, it is crucial for them to create a timetable that accommodates their spare time for such interactions.

1.1 Background of the study

A "long-distance romantic relationship(LDRR)" is a romantic connection between two geographically separated individuals for various reasons. Current partners may encounter situations where they need to attend institutions situated on opposite coasts or obtain employment in geographically far locations. Due to the inherent characteristics of this mode of communication, the frequency of in-person meetings between partners is diminished (Kuske, 2020). In addition, their bodily presence is minimal or nonexistent, resulting in limited or no physical interaction between them. Conversely, numerous methods exist for couples to sustain their relationship using online means. For example, they interact with one another through the internet. Furthermore, they engage in the practice of exchanging gifts with one another as a means of gift exchange. In addition, it is crucial to sustain a close bond in a long-distance relationship for the well-being of the partnership. Intimacy refers to the combination of physical proximity and emotional attachment between individuals. Intimacy is established upon a bedrock of trust and mutual understanding between two individuals. Effectiveness in communication is crucial for fostering emotional intimacy in a long-distance relationship (Perks, 2024).

On the other hand, some challenges come along with keeping connections that are maintained over long distances. Commencing a relationship that necessitates a significant geographical separation can frequently induce sensations of seclusion and a lack of fulfilment in both individuals involved. When one partner in a partnership is physically absent, it often leads to unfulfilled emotional demands. Consequently, they will encounter a feeling of detachment from each other. Furthermore, the constraints of both time and financial resources pose further obstacles. Due to their academic commitments, young couples concurrently enrolled in educational institutions have a restricted amount of time to spend with their partners. A further challenge that may occur in long-distance relationships is the potential for misunderstandings. Other than that, due to the exclusive online communication between married couples, there would inevitably be disturbances that hinder their efficient interaction, especially when utilising social media platforms.

1.2 Research Questions

1. Do the students' education level significantly correlate to their level of acceptance towards long-distance romantic relationships?

2. Do male and female students perceive long-distance romantic relationships differently?

1.3 Objectives of Study

RO 1: To find out if the education level significantly correlates with the level of acceptance towards long-distance romantic relationships amongst students.

RO 2: To find out the different perceptions of male and female students about long-distance romantic relationships.

This study aims to find out the significant correlation between students' level of education and their level of acceptance towards long-distance romantic relationships. Besides that, it is also crucial to study the different perceptions that male and female students have about long-distance romantic relationships.

1.4 Hypothesis

The higher the educational level, the higher the level of acceptance towards long-distance romantic relationships.

1.5 Significant of Study

Malaysia has a distinct cultural background that may affect people's perspectives on and strategies for navigating relationships. Gaining an understanding of the long-distance relationship attitudes held by Malaysian students in UTAR Sungai Long might help identify the cultural influences on these attitudes. Moreover, strong interpersonal skills and emotional fortitude are necessary in long-distance relationships. Hence, examining perceptions can assist in determining the emotional difficulties and coping strategies that students encounter in long-distance relationships. Cross-cultural comparisons between Malaysian university students and international students may be made possible by this study as well. This can offer a more worldwide viewpoint on the ways in which cultural subtleties influence how long-distance

relationships are perceived. Lastly, social dynamics are always changing, particularly in light of globalisation and technology. With that being said, it is vital to examine how people view LDRR. This helps us understand how contemporary social trends affect students' romantic relationships.

When it comes to both academic and personal development, university is a crucial period. LDRRs have an effect on the academic performance of students as well as their overall well-being, which is something that educational institutions and policymakers need to be aware of. LDRRs require not only strong interpersonal skills but also emotional fortitude on both sides of the romantic partnership. Research on perception can be helpful in determining the emotional challenges that students in LDRRs face and the coping mechanisms that they employ to deal with those challenges.

Chapter 2

Literature Review

2.1 Long-distance Romantic Relationship

LDRRs are rarely successful, according to Johnson and Hall (2021). This negative tale is frequently repeated in mainstream media and internet venues popular with people looking for relationship advice, such as Reddit. Research studies commonly show the presence of negative attitudes towards LDRRs, which may contribute to feelings of isolation and loneliness experienced by those in such relationships (Tejada et al., 2020). Individuals in LDRRs frequently report levels of dedication and contentment that are equivalent to, if not greater than, those in geographically close romantic partnerships (GCRRs). Aside from that, this study found that there is a widespread notion that LDRRs are doomed to fail, despite the fact that technological improvements have made it easier to sustain relationships between partners who are not physically close to each other. The presence of these negative attitudes towards LDRRs may be interpreted as isolating or marginalising persons who are in such relationships. Marginalised relationships are social connections that society disregards because they are deemed nonnormative, ineffective, or inferior to the standard. This initiative makes no claim that LDRRs are as marginalised as other types of relationships. However, LDRRs are considered unusual and are frequently received with cynicism and hostility, even from those who participate in them. One inquiry into the principles of love partnerships was refraining from seeking a long-distance romantic engagement. As a result, a LDRR may be regarded as excluded since this type of relationship holds an insignificant position within the norms of what relationships should be (Johnson & Hall, 2021). Hence, it is not surprising that people in long-distance love relationships often feel isolated from their social connections.

According to Amelia(2020), her study defines a LDRR as one between foreign students and their partners who live in different countries. Different countries have unique environments, timetables, and social norms, which can impact relationship maintenance. Her study aims to define the notion of distance to the country. However, because of differences in the definitions of long-distance. Although the actual occurrence of these associations is unknown, research has provided estimated ranges. Long-distance partnerships are increasingly popular in the United States.

LDRRs are also becoming more common due to socio-economic factors, such as career requirements and family concerns. These relationships pose unique challenges to couples, including physical separation and the need for effective communication. There is a study emphasising the critical role of love, trust, and commitment in sustaining long-distance marriages. These elements are crucial for maintaining the quality of the relationship and overcoming the challenges of distance. The journal also discusses different dimensions of love, such as passion, intimacy, and commitment, and their impact on marital maintenance. It was found that passion plays a significant role in sustaining long-distance marriages, while intimacy and commitment did not show a significant relationship. The study found that long-term commitment orientation is significant in preserving long-distance marriages. Couples who view their relationship from a long-term perspective are more likely to maintain their marriage. The journal also discusses how physical separation can impact the emotional and psychological well-being of couples. It can lead to feelings of loneliness, depression, and stress, which can affect the quality of the relationship. The researcher suggests that couples in long-distance relationships need to develop strategies to maintain their relationship, such as regular communication, expressing love and affection, and resolving conflicts amicably. The findings of the study underscore the importance of fostering strong emotional connections, maintaining

trust, and holding a long-term perspective to preserve marital bonds despite physical separation (JOKI PERDANI SAWAI et al., 2023).

In order to engage in a long-distance relationship, one must possess a strong commitment to maintaining the relationship despite the physical distance. Dedication is the most reliable indicator of a lasting relationship. According to Zebua & Kartikawati(2023), commitment refers to an individual's inclination to uphold a relationship and their psychological attachment to the partnership. Hence, it can be inferred that individuals with a strong sense of dedication are more likely to sustain a relationship over an extended period and are less prone to experiencing premature termination. Commitment enhances the sense of connection between individuals in a relationship. These promises might motivate them to actively work towards sustaining a long-term relationship, even when they encounter or experience different challenges. Nevertheless, the outcome of a commitment is contingent upon the partner's actions and decisions. Interpersonal communication encompasses various types of connections, including friendship, romantic or love ties, family relationships, and employment relationships. This research examines the dynamics of an aromantic relationship, which refers to a romantic connection or love between two individuals who are in a dating relationship. Commitment is a fundamental aspect of a romantic relationship.

2.2 Gender Differences in Long-distance Romantic Relationships

Research done by Amelia (2020) indicated that the 4 male participants in her studies are international students at Dong Hwa University, all of whom are Indonesians. According to the results, her participants struggled to maintain a sense of closeness with their long-distance partners. The participants also explained the significant impact that communication has on their

relationships. It can be shown that most of the participants' partners may be unaware of their partner's activities because they did not explain their actions clearly. Having effective communication has been the problem of most couples in LDRRs. Most of the participants faced a lot of arguments and miscommunications. Besides that, in another study by Suwinyattichaiporn (2021) that involves the majority of female participants, one female participant stated how insecure and uncertain she was of the relationship she was in as they do not see each other often. This clearly shows that face-to-face interaction and spending time together are essential components of any romantic relationship, including LDRR. This type of uncertainty also happened in one of the male participants. From the results of Suwinyattichaiporn's study, it seems that most participants were having doubts about whether their partners were committed to the relationship.

Contrarily, the findings of a study conducted revealed that not all of the individuals who took part in the research were in agreement that a long-distance relationship is characterised by significant distance separating the partners. However, one demographic indicator demonstrated a statistically significant difference between the participants who were not in LDRRs and the rest of the participants who were in LDRR. More specifically, individuals who did not consider their relationship to be a LDRR anticipated moving locally with their partners earlier than those who initially considered their relationship to be a LDRR.

2.3 Uncertainty Reduction Theory

Uncertainty Reduction Theory (URT) tries to explain how we communicate when we are unsure about our environment. URT was pioneered by Charles Berger and his colleagues, marking the initiation of the methodical examination of communication in situations when there is a lack of confidence. URT was innovative in two distinct ways: First and foremost, it

was among the initial theories to emerge in the realm of interpersonal communication. Furthermore, it provided a foundation for future generations of theorists to examine, improve, expand, question, and even reject its assumptions.

Initially, the purpose of URT was to specifically examine the communication patterns between individuals who are unfamiliar with each other. The theory was primarily concerned with studying the behaviour that occurs during the first interaction between strangers. Shortly after the inception of URT, researchers promptly started modifying it for several additional situations. This idea has established a fundamental basis for comprehending communication within a love relationship, cultural interactions, organisational settings and health domains.

This study will utilise URT to determine the specific factors that contribute to reducing uncertainty about the social environment in which couples are situated. This theory illustrates how individuals might anticipate their environment and the interpersonal connections they maintain with others (Grace & Tham, 2020).

2.4 Research Gap

There were numerous research carried out in the past 5 years. However, the scope of these studies has been restricted to a particular age range, racial group, or demography of individuals. This is despite the fact that a number of studies have been carried out. Most of the subjects of LDRR research are Caucasian, African American, Asian, or Hispanic ethnicity, and they were all female. Some of the study also came across similar situations on multiple occasions where the majority of the participants were female. Gender biases impacted the results of the study as a consequence of the fact that there were few male participants in the study. As an additional point of interest, the outcomes of the research conducted by Suwinyattichaiporn (2021) revealed that there was a discernible absence of male participation,

with the majority of the individuals who took part being of Caucasian descent. Furthermore, all of the studies conducted by these researchers are from the United States of America.

Hence, with a limited sample and research on how males perceive long-distance relationships, it is necessary to find out how males think of the same topic as well. Besides that, most of the studies conducted are based in the United States of America, which inspired this research to be conducted in Malaysia UTAR.

Chapter 3

Methodology

The main purpose of this research is to determine if the education level significantly correlates with the level of acceptance towards long-distance romantic relationships. Other than that, this research aims to discover the different perceptions of male and female students about long-distance romantic relationships. Quantitative methods will be utilised to carry out this research. Data will be collected through survey questions, and the collected data will be analysed using quantitative data analysis method which is descriptive statistics method. The targeted audiences of the study are FCI male and female students currently studying in UTAR, Sungai Long.

3.1 Research Procedure

To carry out this research, a procedure must be followed. The first step is to identify the problem. During this process, a problem about long-distance relationships was identified. Then, the topic will be narrowed and clarified into how the education level will affect students' perceptions of long-distance relationships. The second step is reviewing literature. Several journal articles related to the topic will be collected and reviewed. The third step is creating hypotheses. Based on the journals that were reviewed, one or more hypotheses will be presented in the research paper. Then, a research design and population will be defined for specific study. In step six, data will be collected from the targeted population and analysed using a data analysis method. Lastly, a research paper will be written.

3.2 Research Method

3.2.1 Data Collection Method

Survey questionnaires, which is a quantitative research method, will be utilised to carry out this study as it saves cost and time. This study will be conducted within a limited time. Hence, it is best for quantitative study. Not only that, but this method can also collect a big sample of data. The data collected can be analysed using a few data analysis methods that are able to identify the correlation between two variables. While carrying out this research, permission and consent will be needed by participants so that they are aware of the research ethics and possible. Besides that, to protect their identity, participants' personal information and email will not be collected. The questionnaire consists of 3 sections, Section A, B and C. Section A consists of Demographic Question, Section B consists of Psychographic Questions while Section C consists of Behavioural Question.

3.2.2 Data Analysis Method

Descriptive analysis is mainly used by researchers as it is reasonably simple to utilise. Basic statistical software, such as Microsoft Excel, as well as data visualisation tools like Google Charts and Table, may assist in parsing data, identifying patterns and correlations between variables, and graphically displaying information. It is commonly referred to as the simplest kind of data analysis since it identifies patterns and associations without delving further. In this study, Microsoft Excel will be utilised to analyse the data collected to easily portrait the results.

3.2.3 Sampling Method

The sampling method used in this study is convenience sampling. The targeted audience in this study are FCI male and female students currently studying in UTAR. This sample size will be involved in the study because there was little research on the university students' perspectives in UTAR. Most of the research is conducted in America or amongst university students in the KLANG Valley area.

GROUP BY PROGRAMME REGISTERED		
NO	PROGRAMME	TOTAL STUDENT(S)
1	BC	158
2	CC	49
3	DA	84
4	EA	99
5	GD	246
6	GS	86
7	GV	40
8	JC	39
9	MC	97
		898

Table 3.1 Number of Students' Registered Programmes by Groups

Table 3.1 shows the number of students' registered programmes by groups. There are a total of 158 students in BC, 49 students in CC, 84 students in DA, 99 students in EA, 246 students in GD, 86 students in GS, 40 students in GC, 39 in JC and 97 in MC.

Table 3.2 Sample Size Calculator

According to the sample size calculator, to achieve a confidence level of 70% with only 5 % of margin error, at least 97 surveys must be collected amongst the 898 of FCI students in UTAR, Sungai Long.

3.3 Reliability Test

The purpose of the reliability test is to ensure the degree of consistency or dependability is error free. A pilot testing was carried out in this research by collecting a total of 10 surveys from 10 students.

Chapter 4

Analysis

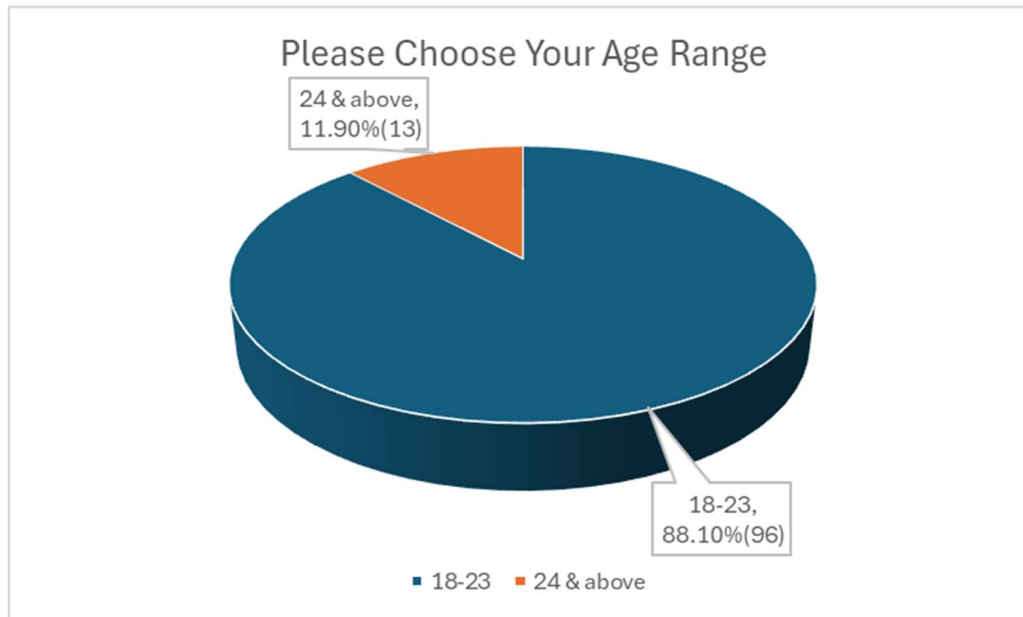**Section A: Demographic Questions**

Figure 4.1 Age of Respondents

Amongst 110 of survey participants, 88.10%(96) of them are aged between 18 till 23 years old while 11.90%(13) of them are 24 years old & above.
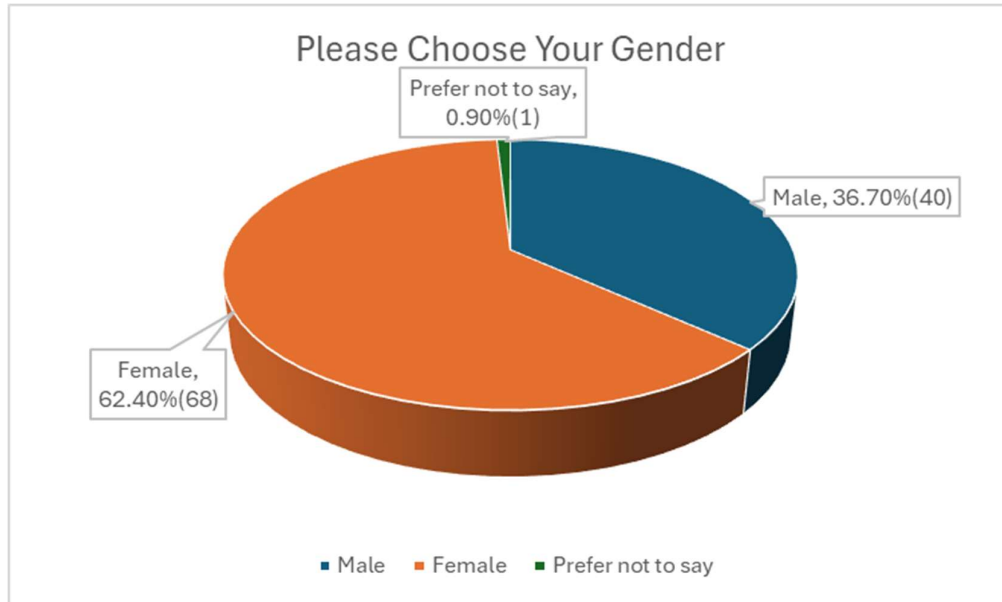
Figure 4.2 Gender of Respondents

62.40%(68) of them are female, 36.70%(40) of them are male while 1 of the participants did not prefer to mention their gender.
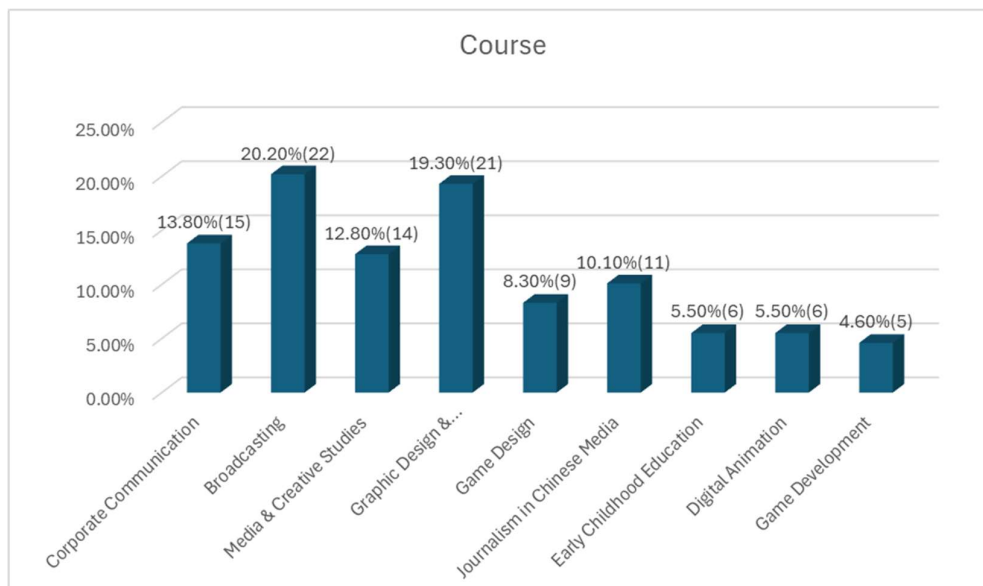
Figure 4.3 Course of Participants

There were 13.80%(15) of the students who are currently studying Corporate Communication, 20.20%(22) of them are in Broadcasting, 12.80%(14) in Media Creative Studies, and 19.30%(21) in Graphic Design & Multimedia. Besides that, 8.30%(9), 10.10%(11), 5.50%(6), 5.50%(6) and 4.60%(5) students are currently studying Game Design, Journalism in Chinese Media, Early Childhood Education, Digital Animation and Game Development.
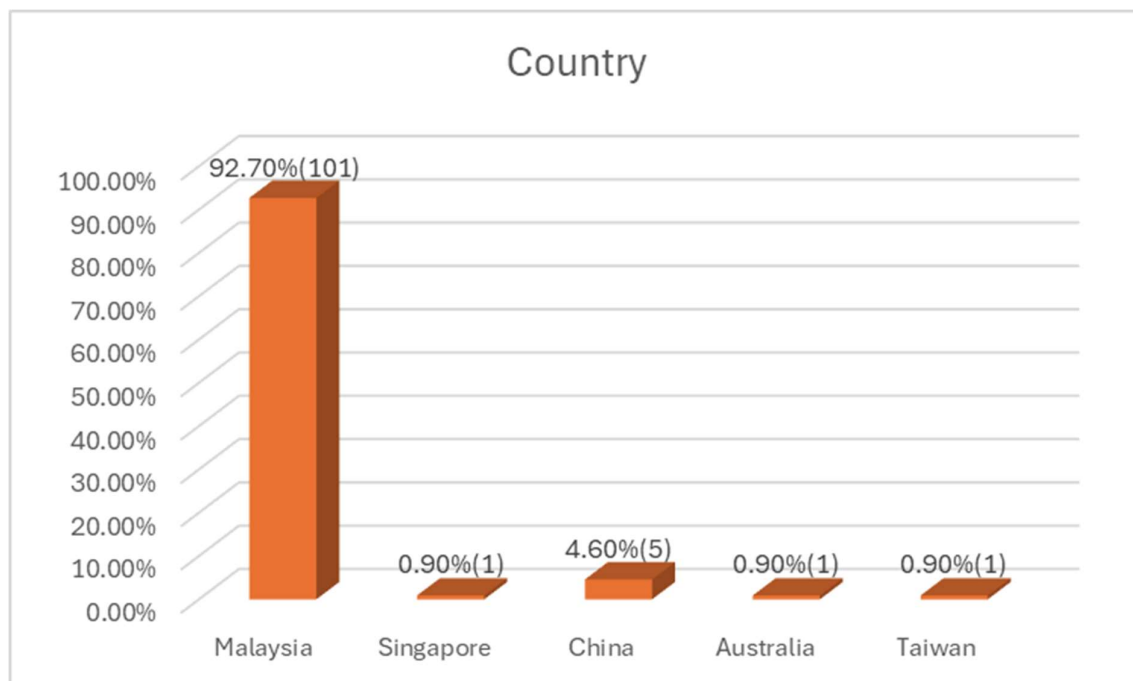
Figure 4.4 Country of Participants

The figure above shows most of the participants being Malaysian which consist of 92.70%(101) while 1 of them from Singapore, 5 of them from China, 1 from Australia and 1 from Taiwan.

Section B Psychographic Questions
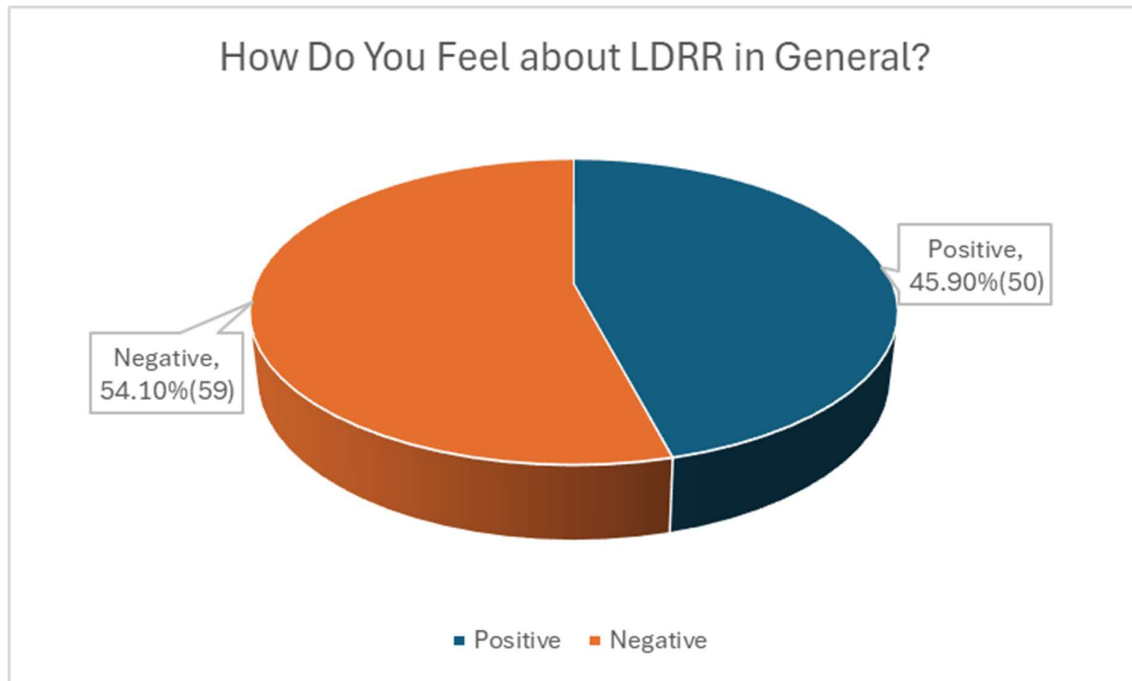
Figure 4.5 How Do Participants Feel about LDRR in General

According to the result, 45.90% of them had a positive view on LDRR while 54.10% had a negative view on LDRR.
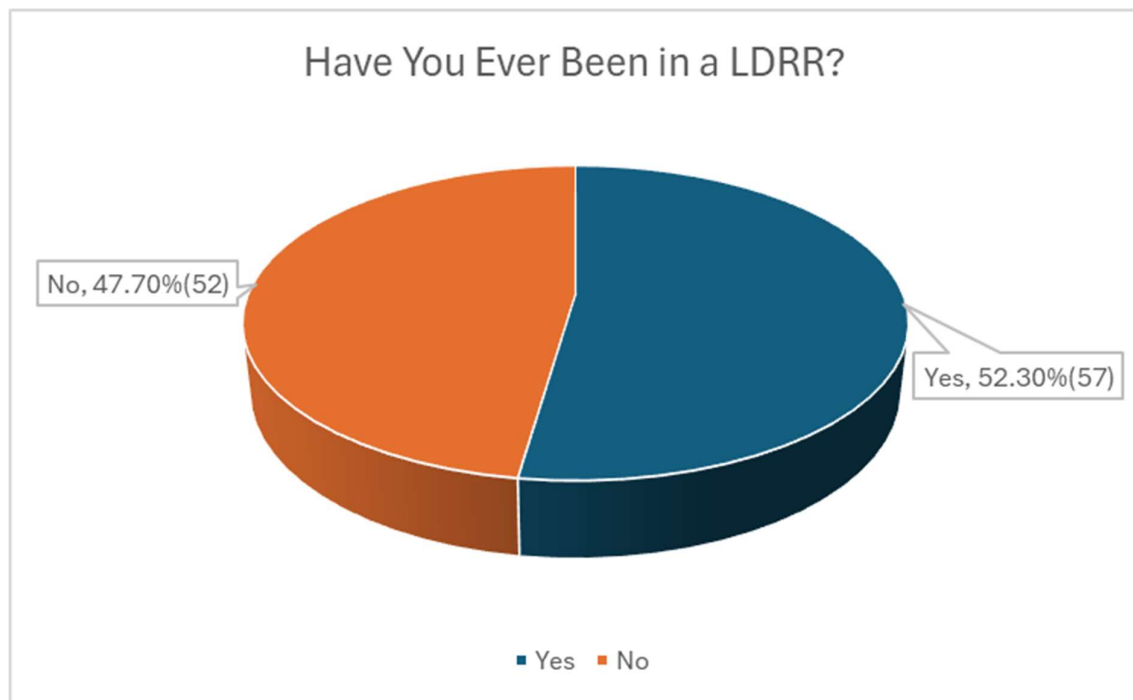
Figure 4.6 Have Participants Ever Been in a LDRR?

52.30% of them, of which 57 participants have never been in a LDRR while 47.70%(52) of them were in a LDRR.
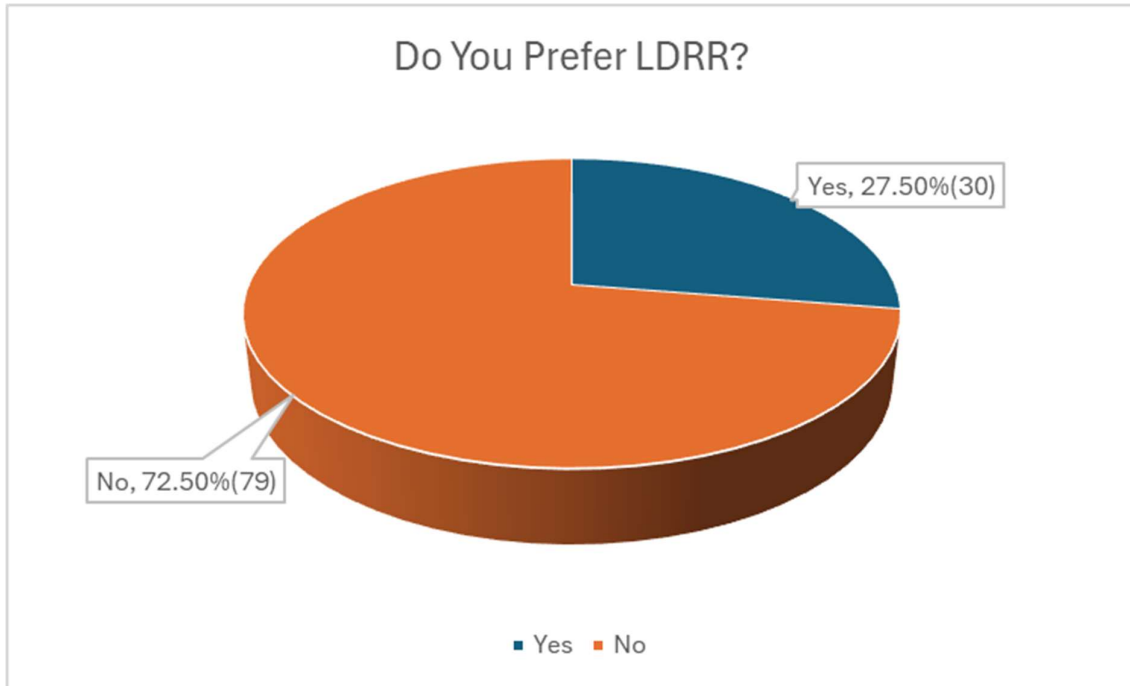
Figure 4.7 Do Participants Prefer LDRR?

Majority of the participants, which consist of 72.50%(79) do not prefer LDRR while 27.50%(30) prefer LDRR.
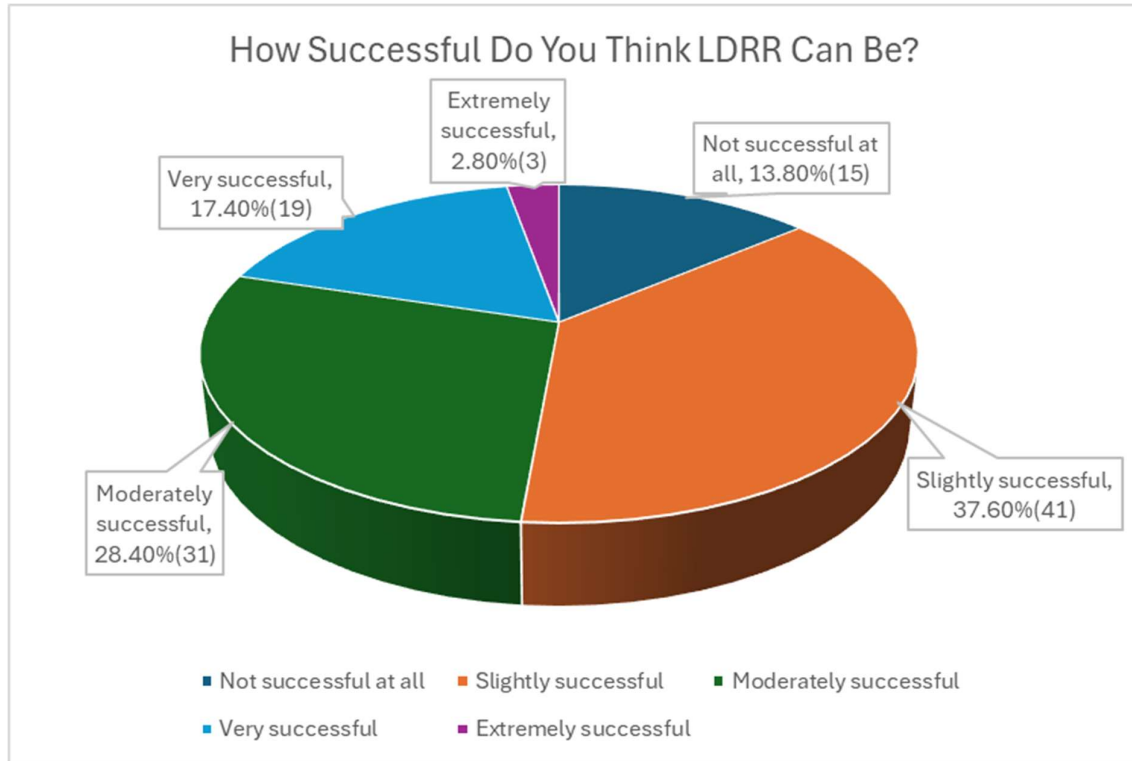
Figure 4.8 How Successful Do Participants Think LDRR Can Be

The result indicates that 13.80%(15) of them think that LDRR will not be successful at all and 37.60%(41) of them think that LDRR can be slightly successful. Meanwhile, 28.40%(31) of them will think that LDRR will be moderately successful, 17.40%(19) of them will think that LDRR will be very successful and 2.80%(3) of them think LDRR can be extremely successful.
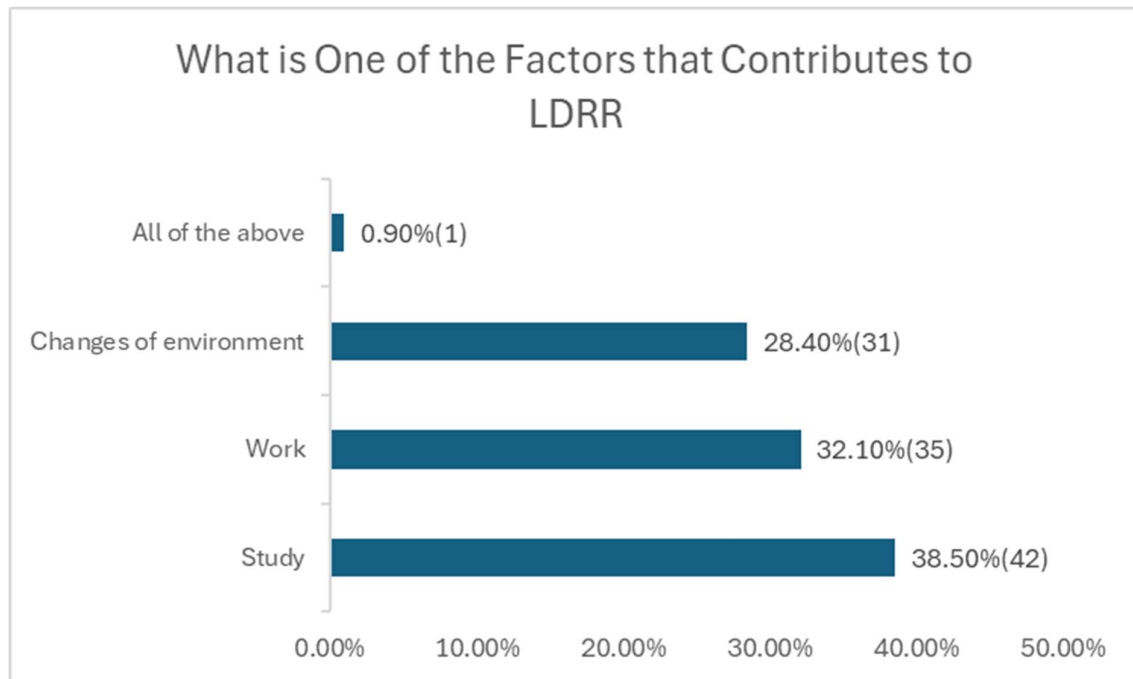
Figure 4.9 Factors that Contribute to LDRR

Based on the figure, 'Study' has the highest score for Factors that Contribute to LDRR with the result being 38.50%(42 participants). The second highest score is 'Work' where 32.10%(35) of them think that it is also one of the factors that contributes to LDRR. Lastly, 28.40%(31) of them choose 'Changes of Environment' with the score being the third highest while 0.90%(1) of them think all of the above are factors that contribute to LDRR.
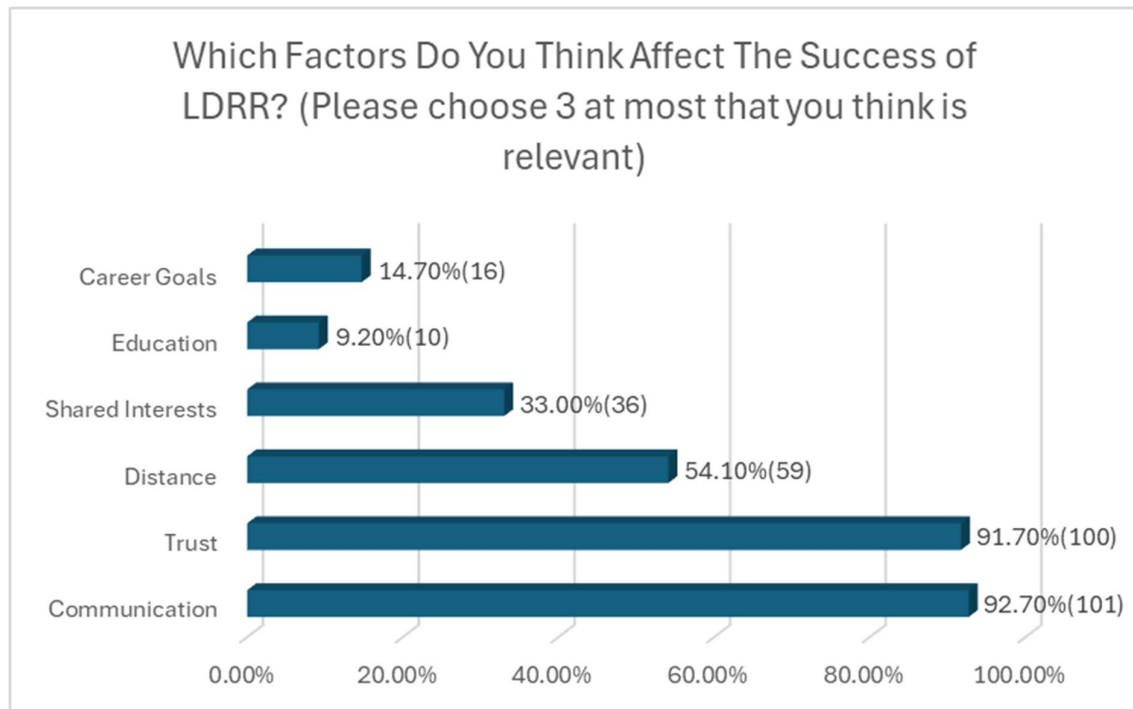
Figure 4.10 Factors that Affect The Success of LDRR

The top 2 factors that participants think affect the success of LDRR are 'Communication' and 'Trust' with the score of 92.70%(101) and 91.70%(100). Besides that, 54.10%(59) of them also think that 'Distance' is a factor that affects the success of LDRR.
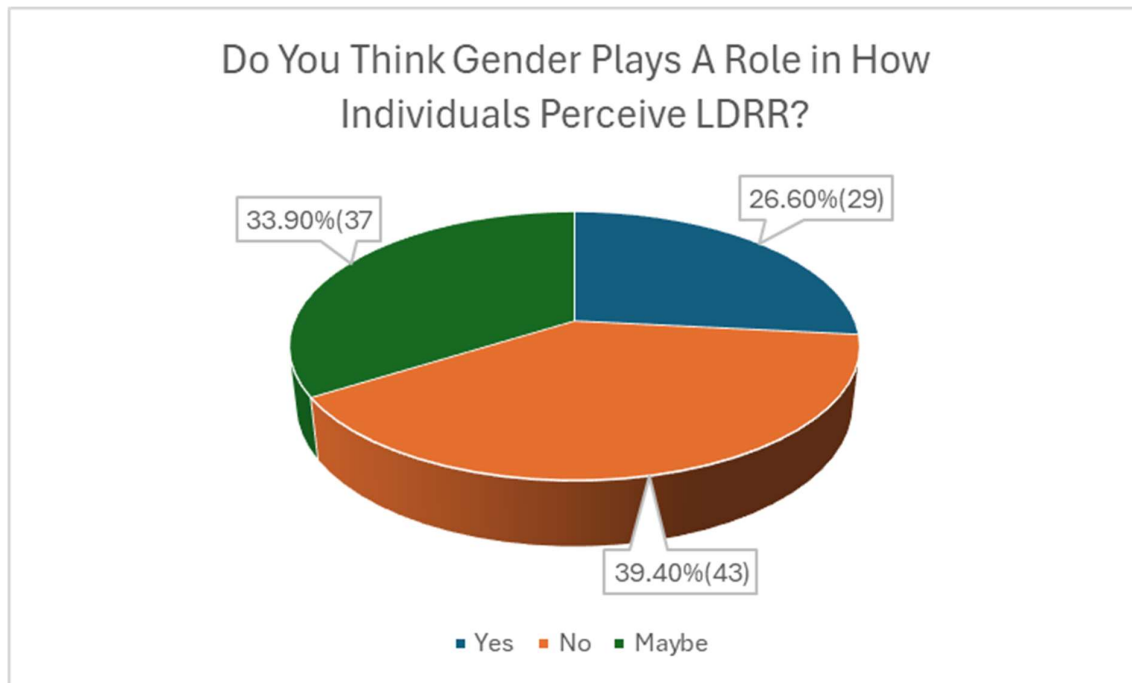
Figure 4.11 Do Participants Think Gender Plays A Role in How Individuals Perceive LDRR

The results show that 33.90%(37) of them think that gender plays a role in how individuals perceive LDRR, 39.40%(43) of them think that gender does not play a role in how individuals perceive LDRR while 26.60%(29) of them are unsure whether gender plays a role in how individuals perceive LDRR.
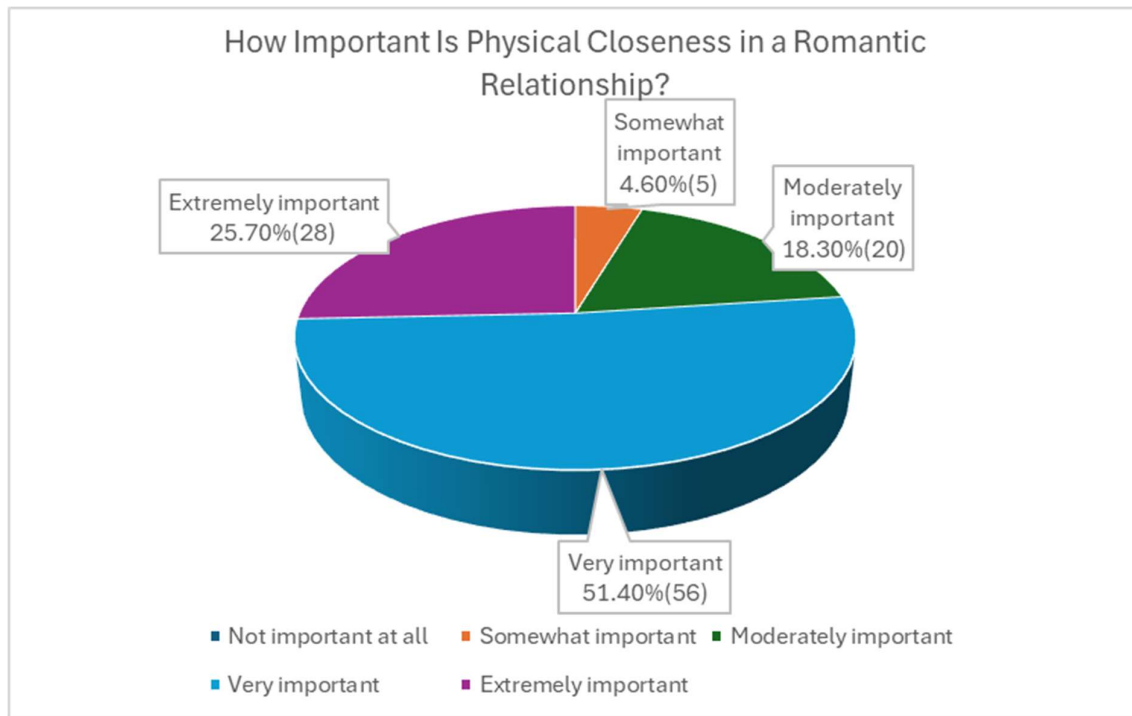
Figure 4.12 How Important Is Physical Closeness in Romantic Relationship

When it comes to the importance of physical closeness in a romantic relationship, 4.60%(5) think it is somewhat important, 18.30%(20) think it is moderately important, 51.40%(56) think it is very important and 25.70%(28) think it is extremely important.

Section C Behavioural Questions
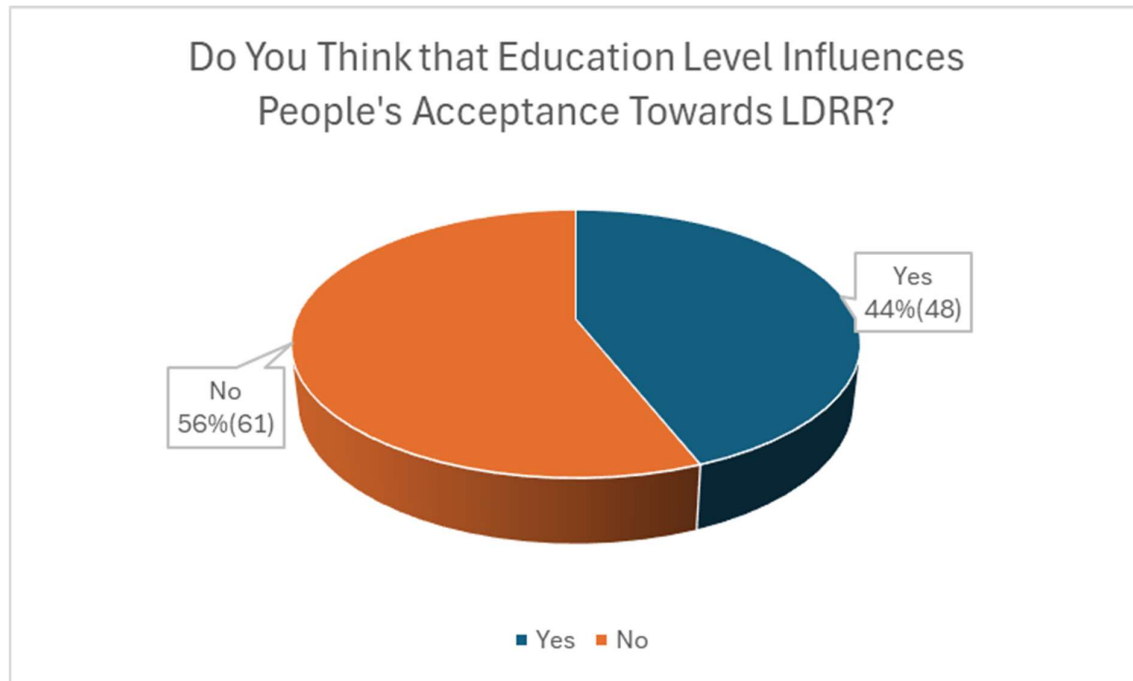
Figure 4.13 Do Participants Think that Education Level Influences People's Acceptance

Towards LDRR?

44%(48) of the participants think that educational level influences people's acceptance towards

LDRR. In contrast, 56%(61) of them think that educational level does not influence people's

acceptance towards LDRR.
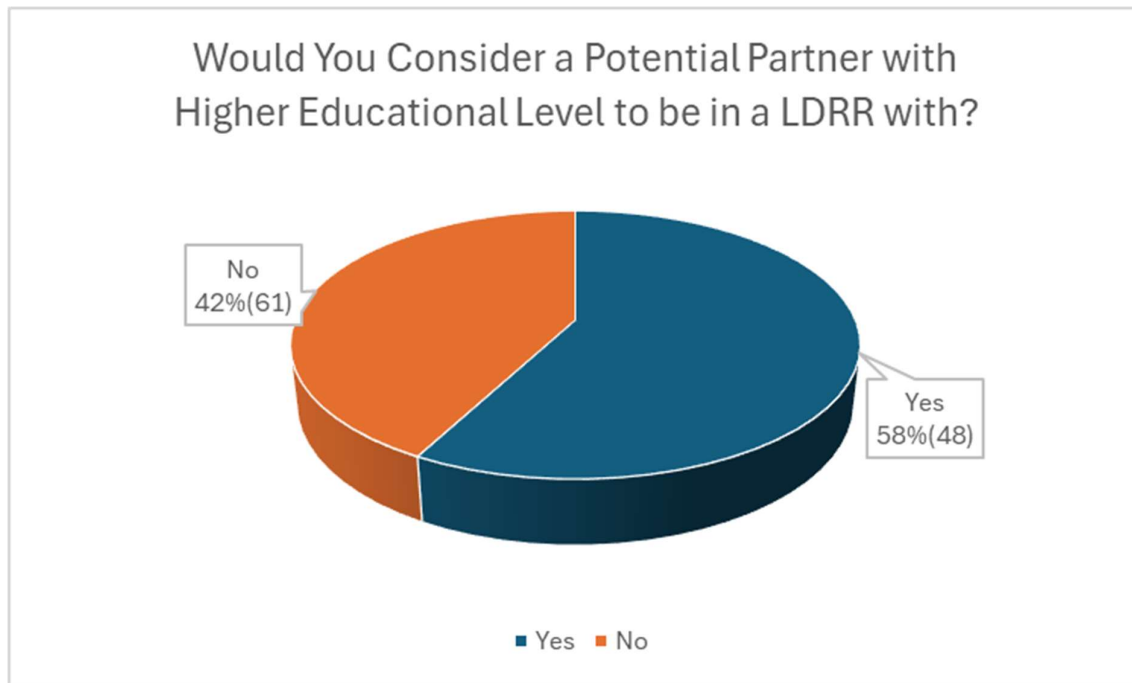
Figure 4.14 Would Participants Consider a Potential Partner with Higher Educational Level

to be in a LDRR with?

Based on the result, 58%(48) of them would consider a potential partner with higher educational level to be in a LDRR with. 42%(61) of them do not consider a potential partner with a higher educational level to be in a LDRR with.
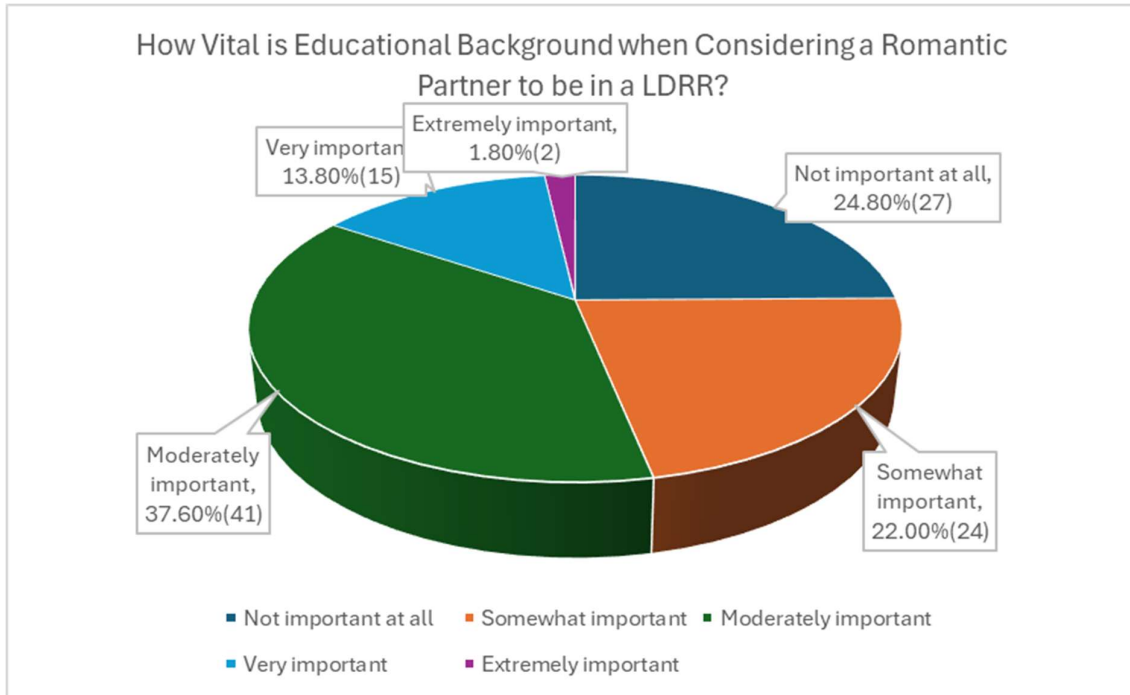
Figure 4.15 How Vital is Educational Background when Considering a Romantic Partner to

be in a LDRR

The finding shows that 24.80%(27) choose 'Not important at all', 22.00%(24) choose 'Somewhat important', 37.60%(41) choose 'Moderately important', 13.80%(15) choose 'Very important' and 1.80%(2) choose 'Extremely important' when ask of the vitality of educational background when considering a romantic partner to be in LDRR.
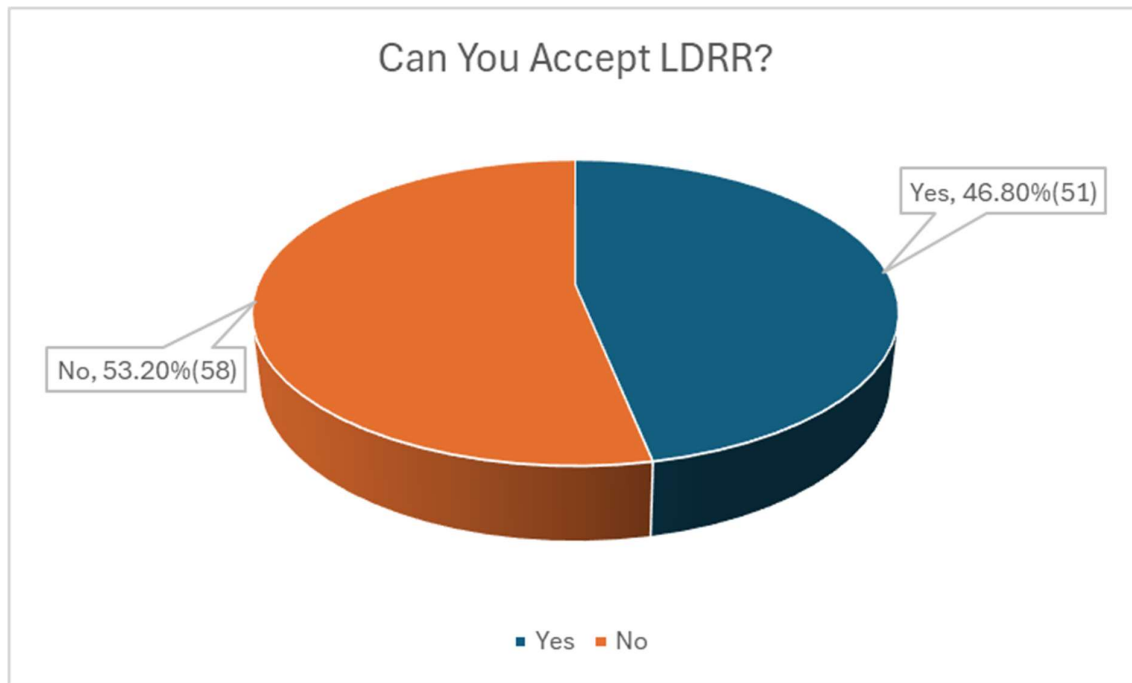
Figure 4.16 Can Participants Accept LDRR

46.80%(51) of the participants could accept LDRR and 53.20%(58) of the participants could not accept LDRR.
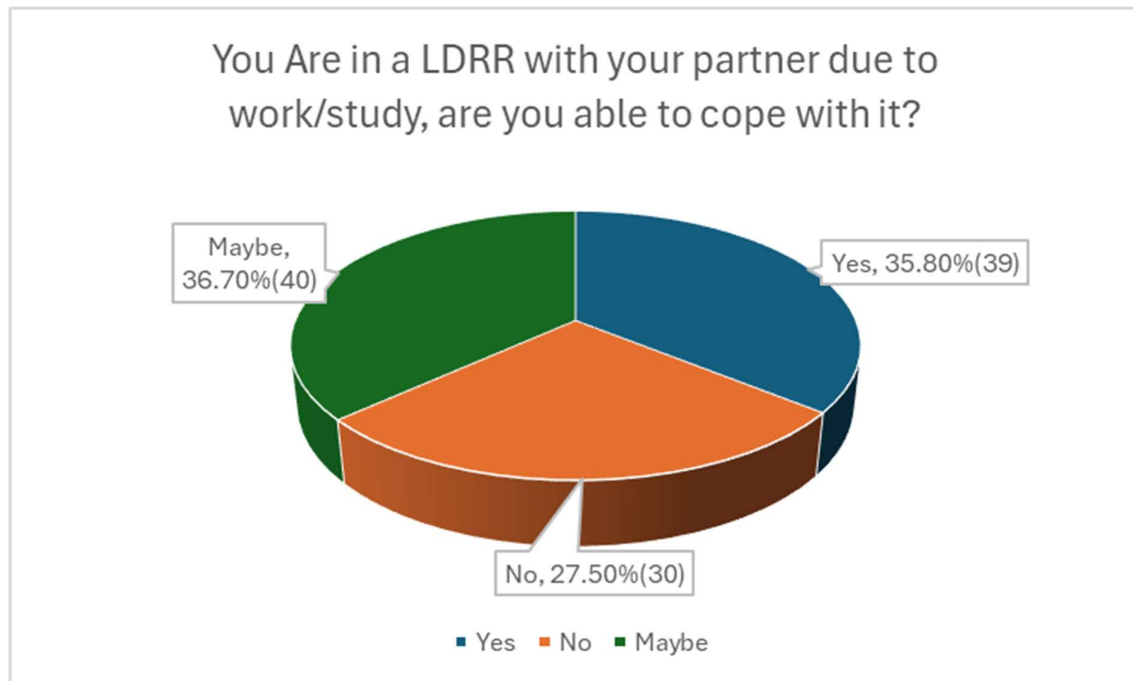
Figure 4.17 Are Participants Able to Cope with LDRR

When asked about whether participants are able to cope with LDRR, 35.80%(39) of them pick 'Yes', 27.50%(30) pick 'No' and 36.70%(40) pick 'Maybe'.

Chapter 5

Discussion and Conclusion

5.1 Discussion on Major Findings

The correlations between the education level and the level of acceptance towards long-distance romantic relationships amongst students.

According to the findings in Chapter 4, all participants are currently studying for a bachelor's degree in UTAR. Figure 4.13 indicates that more than half of the participants do not think that educational level influences people's acceptance towards LDRR. 44% of them agreed that educational level influences people's acceptance towards LDRR. Figure 4.14 shows that 58%(48) of them would consider a potential partner with higher educational level to be in a LDRR with. 42%(61) of them do not consider a potential partner with a higher educational level to be in a LDRR with.

The finding shows that 24.80%(27) choose 'Not important at all', 22.00%(24) choose 'Somewhat important', 37.60%(41) choose 'Moderately important', 13.80%(15) choose 'Very important' and 1.80%(2) choose 'Extremely important' when ask of the vitality of educational background when considering a romantic partner to be in LDRR. There are correlations between the students' educational level and the level of acceptance towards long-distance romantic relationships as most students think that educational background is somewhat important when considering a romantic partner to be in LDRR with. Not only that, 58% of them would consider a potential partner with a higher educational level to be in a LDRR with.

The different perceptions of male and female students about long-distance romantic relationships.

There was a total of 68 females, 40 males and 1 who did not prefer to reveal their gender. According to the result, 45.90% of them had a positive view on LDRR while 54.10% had a negative view on LDRR. This demonstrated that most of the female participants amongst 68 of them have a positive view on LDRR while most of the male have a negative view on LDRR. Most male participants think that 'Communication, Trust and Shared Interests' are the factors that influence the success of long-distance romantic relationships. On the other hand, the female participants think that 'Communication and Trust' are the main 2 factors that influence the success of long-distance romantic relationships. When it comes to female's perception about gender roles in how individuals perceive long-distance romantic relationships, most of them choose 'maybe' as their answer. On the other hand, most male participants choose 'No' when it comes to gender roles in how individuals perceive long-distance romantic relationships.

Not only that, the results also show that male participants tend to hold a less positive view of LDRRs. Despite both genders sharing a similar understanding of LDRRs in terms of commitment and trust, male participants feel that physical presence is crucial for a healthy relationship. They believe it is necessary to be present for each other in times of need and to be aware of each other's daily lives to maintain a strong bond. Moreover, male participants think that intimacy plays an essential role in strengthening the connection with their partner, which is often lacking in LDRRs. Consequently, they perceive maintaining an LDRR as a significant challenge due to the absence of physical presence and intimacy. As a result, both partners in an LDRR must invest significant time, effort, and trust to make the relationship successful. They also reported that the limited physical presence and intimacy in LDRRs present

significant challenges to the relationships. They think that without much communication and interaction, the uncertainty between a couple could not be reduced as they don't have much information on their own partners. The importance of regular in-person interaction and shared experiences to maintain intimacy was emphasised by male participants as it helps them identify the characteristics of their partners. These methods provide different forms of closeness to compensate for the lack of physical presence in the relationship. Conversely, female participants tend to express a more positive outlook than male participants during interviews. Specifically, the study found female participants expressed confidence in the success of a relationship when both partners maintained a sense of independence. With independent minds, they think that both people in a LDRR could make their relationship work without much intimacy interactions.

5.2 Limitations and Recommendations

As this study is conducted in UTAR amongst FCI students who are currently studying bachelor's degree, the restricted location has affected the sampling of this research. Not only that, the study also only focuses on university students without considering other parties like working adults. Thus, the results may not be able to generalise in other areas, timeline and places. Other than that, the limited data availability also has an impact on the depth of the research. Certain in-depth information may be restricted which prevents the research from confidential data. The incomplete data will also lead to missing elements, which lead to a few gaps in the study as well. Without a lot of previous research on the correlations between educational level and level of acceptance, the study has very limited findings and thus might not be able to provide in-depth results.

In future, researchers can consider expanding the geographical area and also involve more parties to obtain more in-depth results and findings. It is recommended to involve more viewpoints from other people so that there will be more study that addresses the correlations between educational level and level of acceptance.

5.3 Conclusion

In conclusion, this research aims to find out if the education level significantly correlates with the level of acceptance towards long-distance romantic relationships amongst students and to find out the different perceptions of male and female students about LDRR. This research was carried out through a quantitative research method with 109 respondents involved in the study. Other than that, URT was utilised to determine the specific factors that contribute to reducing uncertainty about the social environment in which couples are situated. This theory illustrates how individuals might anticipate their environment and the interpersonal connections they maintain with others. As a result, there are no significant correlations between the educational level and level of acceptance towards LDRR and male and female students both have distinctive perceptions on LDRR as well.

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APPENDICES

SURVEY QIESTIONNAIRES

Perception of Long-Distance Romantic Relationship Among FCI Students in University Tunku Abdul Rahman (UTAR)

B I U GD X̶

Hi everyone, I am Vi Vien, student from Bachelor of Corporate Communication(Honors). I am conducting this survey for study above. Please choose the answer(s) that is relevant to you. Thank you for participating!

Section A: Demographic Question
Description (optional)

* Indicates required question

Section A: Demographic Question

Please choose your age range. *

◯ 18-23

◯ 24 and above

Please choose your gender *

◯ Male

◯ Female

◯ Prefer not to say

Course *

○ Corporate Communication

○ Broadcasting

○ Media & Creative Studies

○ Graphic Design & Multimedia

○ Game Design

○ Journalism in Chinese Media

○ Early Childhood Education

○ Digital Animation

○ Game Development

Country *

◯ Malaysia

◯ Singapore

◯ China

◯ Other: _____

Section B: Psychographic Questions

How do you feel about long-distance romantic relationships in general? *

◯ Positive

◯ Negative

Have you ever been in a long-distance romantic relationship? *

○ Yes

○ No

Do you prefer long-distance romantic relationship? *

○ Yes

○ No

How successful do you think long-distance relationships can be *

○ Not successful at all

○ Slightly successful

○ Moderately successful

What is one of the factors that contributes to long-distance romantic relationships? *

○ Study

○ Work

○ Changes of environment

○ Other: _____

Which factors do you think affect the success of long-distance relationships? *
(Please choose at most 3 that you think is relevant)

☐ Communication

☐ Trust

☐ Distance

☐ Shared Interests

☐ Education

Do you think gender plays a role in how individuals perceive long-distance romantic relationship? *

○ Yes

○ No

○ Maybe

How important is physical closeness in a romantic relationship? *

○ Not important at all

○ Somewhat important

○ Moderately important

○ Very important

○ Extremely important

Section C: Behavioral Question

Do you think that educational level influences people's acceptance towards long-distance romantic relationships? *

○ Yes

○ No

Would you consider a potential partner with higher educational level to be in a long-distance relationships with? *

○ Yes

○ No

How vital is educational background when considering a romantic partner to be in a long-distance romantic relationships? *

○ Not important at all

○ Somewhat important

○ Moderately important

○ Very important

○ Extremely important

Can you accept long-distance romantic relationship? *

○ Yes

○ No

You are in a long-distance romantic relationship with your partner due to work/study, are you able to cope with it? *

○ Yes

○ No

○ Maybe

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RAW DATA

Perception of Long-Distance Romantic Relationship (Responses)

	B	C	M	N	O
1	Please choose your age	Please choose your	Do you think gender plays a role in how individuals perceive long-distance romantic relationship?	How important is physica	Do you think that educa
30	18-23	Male	No	Moderately important	No
32	24 and above	Male	Yes	Very important	Yes
35	24 and above	Male	No	Very important	No
36	18-23	Male	No	Very important	No
38	18-23	Male	No	Very important	Yes
40	18-23	Male	No	Very important	No
42	18-23	Male	No	Very important	No
46	18-23	Male	No	Very important	No
47	18-23	Male	No	Extremely important	No
49	18-23	Male	No	Very important	No
51	18-23	Male	No	Very important	No
52	18-23	Male	No	Very important	Yes
53	18-23	Male	No	Moderately important	No
55	24 and above	Male	Yes	Very important	No
61	24 and above	Male	No	Somewhat important	No

Perception of Long-Distance Romantic Relationship (Responses)

	N	O	P	Q	R	S	T
1	nship? How important is physica	Do you think that educati	Would you consider a po	How vital is educational t	Can you accept long-dist	You are in a long-distance romantic relationship with your partne
30	Moderately important	No	No	Somewhat important	No	No	
32	Very important	Yes	Yes	Moderately important	Yes	Yes	
35	Very important	No	Yes	Moderately important	Yes	Yes	
36	Very important	No	No	Not important at all	No	No	
38	Very important	Yes	Yes	Somewhat important	Yes	Yes	
40	Very important	No	No	Not important at all	No	No	
42	Very important	No	Yes	Somewhat important	Yes	Yes	
46	Very important	No	No	Somewhat important	No	No	
47	Extremely important	No	Yes	Somewhat important	Yes	Yes	
49	Very important	No	Yes	Moderately important	No	No	
51	Very important	No	No	Not important at all	No	No	
52	Very important	Yes	Yes	Not important at all	Yes	Maybe	
53	Moderately important	No	Yes	Not important at all	Yes	Maybe	
55	Very important	No	Yes	Not important at all	Yes	Yes	
61	Somewhat important	No	No	Moderately important	Yes	Yes	

Perception of Long-Distance Romantic Relationship (Responses)

	B	C	M	N	O
1	Please choose your age	Please choose your	Do you think gender plays a role in how individuals perceive long-distance romantic relationship?	How important is physica	Do you think that educa
	24 and above	Male	No	Somewhat important	No
62	24 and above	Male	Maybe	Moderately important	Yes
64	24 and above	Male	No	Very important	No
65	18-23	Male	Maybe	Extremely important	No
67	18-23	Male	No	Very important	No
68	18-23	Male	Maybe	Somewhat important	Yes
71	18-23	Male	No	Extremely important	No
75	24 and above	Male	No	Extremely important	No
79	18-23	Male	No	Very important	No
87	18-23	Male	Maybe	Very important	Yes
90	18-23	Male	No	Extremely important	Yes
92	18-23	Male	No	Very important	Yes
96	18-23	Male	Yes	Very important	No
98	18-23	Male	Yes	Very important	No
100	18-23	Male	Yes	Very important	No
102	18-23	Male	Yes	Very important	No

Perception of Long-Distance Romantic Relationship (Responses)

File Edit View Insert Format Data Tools Extensions Help

B1 | Please choose your age range.

	N	O	P	Q	R	S	T
1	tic relationship?	How important is physica	Do you think that educati	Would you consider a po	How vital is educational t	Can you accept long-dist	You are in a long-distance romantic relationship with y
		Somewhat important	No	No	Moderately important	Yes	Yes
62		Moderately important	Yes	Yes	Moderately important	Yes	Yes
64		Very important	No	No	Not important at all	No	Maybe
65		Extremely important	No	Yes	Moderately important	Yes	Yes
67		Very important	No	No	Not important at all	Yes	Yes
68		Somewhat important	Yes	Yes	Moderately important	No	Maybe
71		Extremely important	No	No	Somewhat important	No	Maybe
75		Extremely important	No	No	Moderately important	No	No
79		Very important	No	No	Not important at all	No	No
87		Very important	Yes	Yes	Very important	No	Maybe
90		Extremely important	Yes	Yes	Very important	No	Maybe
92		Very important	Yes	Yes	Moderately important	No	No
96		Very important	No	Yes	Somewhat important	No	No
98		Very important	No	No	Somewhat important	Yes	Maybe
100		Very important	No	No	Not important at all	Yes	Yes
102		Very important	No	No	Not important at all	No	Maybe