THE IMPACT OF DIFFERENT TYPES OF SOCIAL MEDIA

INFLUENCERS ON UNIVERSITY STUDENTS' ACHIEVEMENT

MOTIVATION: A CASE STUDY OF UNIVERSITY STUDENTS

AT UTAR SUNGAI LONG CAMPUS, MALAYSIA.

BY

YANGYANG

A RESEARCH PROJECT

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ABSTRACT

This study employed quantitative research methods within the framework of Social Cognitive Theory, focusing on students at the Sungai Long campus of Universiti Tunku Abdul Rahman in Malaysia to explore the impact of different types of social media influencers on university students' achievement motivation, attitudes, and behaviours. Utilising multiple-choice questions, Likert scales, and the Achievement Motivation Scale (AMS), this research assessed the influence of different types of social media influencers (academic, career, social, and skill) on students' values and achievement motivation.

The results indicated that career and skill-related social media influencers had the most significant positive impact on students' career and skill achievement motivation. These influencers significantly enhanced students' motivation in these areas by sharing content related to career development and professional skills.

The study underscored the potential role of social media influencers in shaping students' academic and career development, supporting the Social Cognitive Theory view that observational learning and imitation behaviours are crucial in forming an individual's achievement motivation. The findings provide an empirical basis for how higher education institutions can utilise social media platforms to implement educational interventions for university students.

Keywords: Social media influencers, achievement motivation, Social Cognitive Theory, Malaysian university students, career achievement, skill development.

DECLARATION

I hereby confirm that the material presented in this paper is the result of my own independent work. Proper acknowledgement has been given to all sources, whether printed, electronic, or personal, as referenced in the bibliography.

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APPROVAL FORM

The research paper attached hereto, entitled "THE IMPACT OF DIFFERENT TYPES

OF SOCIAL MEDIA INFLUENCERS ON UNIVERSITY STUDENTS'

ACHIEVEMENT MOTIVATION: A CASE STUDY OF UNIVERSITY

STUDENTS AT UTAR SUNGAI LONG CAMPUS, MALAYSIA.

" written and submitted by YangYang, in partial fulfilment of the requirements for

Bachelor of Corporate Communications (HONS), is hereby accepted.

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TABLE OF CONTENT

LIST OF TABLE

LIST OF FIGURES

CHAPTER 1 Introduction

1.1 Background on the subject of study

With the arrival of the digital age, the audience for social media usage has become increasingly widespread. According to a 2022 survey, there are approximately 30.25 million social media users in Malaysia, accounting for 91.7% of the total population of 33.5 million (Kemp, 2022). This means that social media has become a primary channel for daily socialising, information acquisition, and entertainment in Malaysia. The content on social media is published by social media creators. When content created by a social media creator reaches a large audience and can influence and persuade others through their content, the social media creator becomes a social media influencer. They primarily gain fame and recognition through online activities such as content creation, video blogging, or social media interactions. These individuals use social media channels to cultivate a large and loyal following.

According to a social media influencer survey conducted by Rakuten Insight in May 2023, approximately 79% of Malaysian respondents reported that they follow social media influencers. Only 4% stated that they did not know what a social media influencer was (Statista Research Department, 2023). This indicates that social media influencers have significant influence and attention in Malaysia. Additionally, among Malaysian youths, at least 67% are actively engaged on social media platforms (Kemp, 2023). This represents not only the widespread popularity of social media among the

younger generation in Malaysia but also their high level of usage. As social media's influence in information dissemination increases, it has become not just a simple communication tool for young people but a platform that shapes their views, attitudes, and behaviours. Research has indicated that social media influencers (SMIs) are highly popular among teenagers and have a significant impact in various aspects. These influences are not limited to promoting products or services but also include profound effects on teenagers' behaviour, attitudes, and lifestyle habits. Furthermore, teenagers may develop emotional dependence on SMIs, viewing them as role models or examples. For instance, they may choose products recommended by SMIs, imitate SMIs' lifestyles and social behaviours, and adopt SMIs' behavioural norms and social conduct (Alves et al, 2022).

In 2023, over 10,000 Malaysian Sijil Pelajaran Malaysia (SPM) students failed to sit for the SPM exam due to social media influencers promoting the idea that success and wealth can be achieved without an SPM certificate. Consequently, these students view social media influencers as a shortcut to earning money without traditional education or qualifications, and they aspire to become social media influencers themselves. Some students even believe that delivering food can provide a good income, making the SPM seem irrelevant (Bernama, 2024). Additionally, Malaysian Education Minister Sidek stated that nearly half (over 180,000) of high school graduates chose not to proceed to university in 2021, which is higher than the 35.16% in the 2020 academic year. Sidek also mentioned that teachers, government agencies, and

universities are working to motivate students to pursue higher education (Gimino et al., 2023). This indicates that half of the high school graduates are opting to enter the workforce directly rather than pursue higher education.

Driven by the successful influence of social media influencers, many young people in Malaysia, especially SPM graduates, are interested in becoming social media influencers or working in social media-related jobs. Approximately 34% of those who forgo further studies hope to pursue careers in social media (Bernama, 2023). Achievement motivation is a crucial determinant in academic learning, educational choices, and career decisions in adolescence and early adulthood. External factors can influence an individual's pursuit of achievement by shaping their values, expectations, and goals. For example, factors such as cultural environment, educational system, family background, and social comparison may affect an individual's achievement motivation. These factors may either enhance or inhibit motivation in academic, professional, social, and skill-related domains (Edwards, 2024). Against this backdrop, the research aims to gain an in-depth understanding of the impact of social media influencers on Malaysian university students. Specifically, it explores how different types of social media influencers shape and alter students' values and behaviours, and to what extent they influence students' pursuit and evaluation of goals (i.e., achievement motivation). Through this study, I aim to reveal the influence of social media influencers on Malaysian university students' values and achievement motivation, and the impact of different types of social media influencers on various

dimensions of achievement motivation, providing insights for guiding and effectively conducting educational work with university students.

1.2 Research gap

In previous research, most studies have focused on the impact of social media influencers on university students' behaviours (such as consumption and dietary behaviours). There is currently a gap in research concerning whether and how social media influencers affect Malaysian university students' values and achievement motivation. One study on the influence of social media influencers on adolescent behaviour used empirical methods with cognitive mapping techniques, finding that the ability of social media influencers to provide original and unique content affects adolescents' behaviour, attitudes, and decision-making outcomes (Lajnef, 2023). However, this research highlighted connections without delving deeply into these influences and did not specifically examine the university student demographic.

Furthermore, in terms of achievement motivation, past studies have focused on academic achievement motivation and its influencing factors and relationships. For example, a study on factors affecting achievement motivation among private college students in the Kathmandu Valley found that positive classroom relationships are the most significant factor influencing students' achievement motivation (Thapa & Dhakal, 2023). However, this research only considered factors influencing academic

achievement motivation. Another study exploring "The Relationship Between Motivation and Academic Performance Among Medical Students in Riyadh" also investigated learning motivation and academic performance (Bin Abdulrahman et al., 2023). These studies did not address social media influencers, though many other studies explore the impact of social media influencers on students' learning, behaviour, or career aspects. For instance, a study on the impact of social media influencers on undergraduate students found a moderate influence on BA students in language-related areas (Atieh et al., 2023). However, this study did not specify the types of social media influencers, which could lead to non-specific results.

Specifically, existing research discusses the impact of social media influencers on university students' behaviour and attitudes. However, research on the influence of different types of social media influencers (e.g., fashion bloggers, tech bloggers) on specific student groups is very limited. Previous studies have explored the impact of external factors (such as teacher-student relationships, family education, cultural background) on certain aspects of university students' achievement motivation. Yet, these factors have not been subdivided, and social media influencers, as an external factor, have not been linked to achievement motivation among university students. Therefore, this paper aims to fill the research gap by providing a deeper understanding of how social media influencers affect university students' values and achievement motivation, and to explore the impact of different types of social media influencers on students' achievement motivation. This will offer more targeted recommendations for

policy development, educational interventions, and social media usage guidelines for universities.

1.3 Research objectives and questions

1.3.1 Research objectives

1. To understand whether social media influencers impact the behaviour, attitudes, and values of Malaysian university students.

2. To determine if different types of social media influencers lead to varying effects on the achievement motivation of Malaysian university students.

1.3.2 Research questions

1. To what extent do social media influencers affect the behaviour, attitudes, and values of Malaysian university students?

2. What are the different impacts of various types of social media influencers on the achievement motivation of Malaysian university students?

1.4 Key concepts and definitions

Social Media Influencers: Individuals with a certain level of influence and social media followers on platforms such as social media (TurnTo). They affect and shape others' opinions, behaviours, and consumer choices by posting content on social media. These influencers can cover a range of areas, including fashion, beauty, health, and technology, with their influence primarily built on the trust and resonance

established with their followers. In this study, social media influencers are categorised into four types: academic, career planning, social, and skills. Academic influencers typically share study tips, educational resources, and book reviews; career influencers focus on career development, entrepreneurial experiences, and professional skills; social influencers cover interpersonal relationships, emotional management, public advocacy, and cultural sharing; and skills influencers showcase expertise in fitness, beauty, fashion, cooking, crafts, and technology. They become key opinion leaders in their respective fields through high-quality content, interaction with followers, and their roles in brand promotion and social impact.

Values: Refers to the beliefs held by individuals, particularly those about what is right or wrong and what is most important in life. Values motivate people to act in certain ways, serving as a guide for human behaviour. They determine what goals an individual considers important. Personal values vary and play a crucial role in shaping individual decisions and actions (UTEXAS, 2022). In our study, we will focus on the impact and shaping of Malaysian university students' values by social media influencers. For example, if a person places a high value on personal development and self-actualisation, their achievement motivation might be more inclined towards pursuing excellence in academic or professional fields.

Achievement Motivation: Refers to an individual's intrinsic drive to succeed, achieve goals, and overcome challenges. It is the motivation exhibited by people when setting and pursuing goals, overcoming difficulties, and striving for excellence. Achievement

motivation is crucial for university students, as it involves their efforts and goal-setting in academic, career, social, and skill achievements (Psychologyroots, 2023). High academic achievement needs indicate that students place importance on their learning outcomes and academic performance. Such students aim to achieve good grades in their studies and are more willing to demonstrate strong motivation and commitment in academic activities. The dimension of career achievement needs reflects students' planning and efforts regarding their future careers. Students with high career achievement scores generally aim for good career development and recognition and accomplishment in their professional field. The dimension of social achievement needs reflects the extent to which students wish to gain recognition, influence, and a sense of belonging in interpersonal relationships. Students with high social achievement scores have a strong desire to establish and maintain interpersonal relationships and social recognition, and they are more inclined to be individuals who can influence and impact others. For instance, in routine group work, such students are more likely to aspire to be group leaders. The dimension of skill achievement needs reflects students' pursuit of refinement and mastery of specific skills. This includes professional skills in areas such as art, sports, and technology. Such students will show a desire to achieve results in a specific field, for example, learning makeup to enhance their appearance or learning fashion to improve their style.

CHAPTER 2 Literature Review

2.1 Review of past studies and identifying

In past research, the impact of social media influencers on university students has gradually attracted academic attention. Among them, Taillon et al. (2020) conducted a study titled "Understanding the Relationships Between Social Media Influencers and Their Followers: The Moderating Role of Closeness," which focused on the role of intimacy between social media influencers and their followers and explored how intimacy moderates the interaction between influencers and followers. The aim of the study was to gain a deeper understanding of how influencers effectively manage their interpersonal brands. The researchers used source characteristics theory and social exchange theory as frameworks, employing qualitative content analysis and path analysis methods to collect data through an online survey. The study gathered responses from 201 students from business schools at two universities. The results indicated that traits such as attractiveness, likability, and similarity positively predicted attitudes towards influencers, word-of-mouth, and purchase intentions, with intimacy playing a moderating role in the effects of attractiveness and likability on purchase intentions. This suggests that the level of intimacy between social media influencers and followers can significantly impact consumer behaviour, particularly in terms of brand attitudes and purchase intentions. For brand managers and social media influencers, understanding and managing the intimate relationships with their followers is crucial.

Ahmad and Bruno (2021) conducted the study "Social Media Influencers and The Dietary Choices Among University Students" to explore the impact of social media influencers on university students' dietary choices. The researchers used a survey method to collect data on university students' attitudes towards social media influencers, subjective norms, and dietary choices. They employed the "Theory of Planned Behaviour" as the theoretical framework for the study. The subjects were final-year students from the University of Sabah. The study found that 98.8% of respondents followed social media influencers on their social media accounts, with most of them following influencers on each social media platform. The study also found that students' attitudes towards social media influencers did not directly affect their dietary choices, while the subjective norms related to social media influencers in students' lives had a significant impact on dietary choices. This indicates that the influence of social media influencers on students' lives extends beyond dietary choices, impacting their lives more broadly.

Tsarashafa and Qastharin (2021) conducted a study titled "How Fashion Influencer Contributes to Consumers' Purchase Intention of University Student," which focused on how fashion influencers on social media affect university students' purchasing decisions. The aim was to determine how influencers' credibility, expertise, similarity, likability, and familiarity influence consumers' attitudes and how these attitudes translate into purchase intentions. The researchers used the Source Credibility Model and the Source Attractiveness Model as frameworks, with the influencers' credibility, expertise, similarity, likability, and familiarity as independent variables, consumers'

attitudes towards influencers as the mediator, and consumers' purchase intentions as the dependent variable. They collected over 234 valid questionnaires from female university students in Bandung, Indonesia. The data were processed using regression analysis, and the results showed that credibility, similarity, familiarity, and likability had a significant impact on purchase intentions, while expertise did not significantly affect purchase intentions. This indicates that consumers are more likely to develop purchase intentions when they perceive influencers as trustworthy, have similarities with the influencers, feel some familiarity, and like them. However, despite expertise enhancing consumers' positive perceptions of influencers, it does not directly induce purchase intentions. This means that, among university student consumers, personal charm and trustworthiness of influencers are key factors in forming purchasing decisions.

Additionally, Atieh et al. (2023) conducted a study titled "The Impact of Social Media Influencers on BA Students: A Study Targeting a Sample Chosen from the Students Enrolled at the University of Jordan: Snapchat as a Model" to explore the impact of social media influencers on Bachelor of Arts (BA) students at the University of Jordan. The researchers used a descriptive method to survey a random sample of 269 students from a total of 46,114 students enrolled in the Faculty of Humanities and Sciences at the University of Jordan. They used a questionnaire consisting of 22 questions. The study found that social media influencers had a moderate impact on students in language-related aspects, while their impact on behaviour was relatively

low. Furthermore, factors such as gender, faculty, and academic year did not show significant differences in language-related impacts, but the only significant behavioural difference was related to the time spent using Snapchat, particularly among those who spent three hours or more. This suggests that increased social media usage time among students may have a more pronounced impact on certain aspects of their behaviour.

Dutta and Bhattacharya (2023) conducted a study titled "Impact of Social Media Influencers on Brand Awareness: A Study on College Students of Kolkata," focusing on the impact of social media influencers on brand awareness among college students in Kolkata. The main objective of the study was to explore how social media influencers affect students' brand awareness and their purchasing decisions. The research also aimed to measure the true impact of these influencers to see if they could shape audience perceptions of brands and boost product sales. The researchers used a framework based on consumer behaviour theory, specifically the "Three Elements of Brand Awareness" — brand recognition, brand loyalty, and brand association. The study employed a quantitative research method and collected questionnaires from 500 college students in Kolkata, all of whom were active social media users and followed at least one social media influencer. The results indicated that social media influencers did indeed have a significant impact on students' brand awareness. Specifically, influencers helped increase brand recognition and led students to form positive brand associations, linking the brand to an ideal lifestyle.

Additionally, the study found that the intention to purchase products from related brands significantly increased after viewing influencers' recommendations, particularly when the influencers had a strong affinity with the students. This finding highlights the important role of social media influencers in shaping college students' brand awareness and driving consumer behaviour.

2.2 Key findings related to the proposed research topic

In past research, I discovered a significant gap in studies concerning social media influencers' impact on university students' achievement motivation. Therefore, in this section, we will focus on reviewing research related to social media influencers' effects on university students' behaviour, attitudes, and values, as well as other studies concerning students' self-motivation. Among them, Cummings et al. (2020) conducted a study called "An Exploration of Black Students Interacting With Computing College and Career Readiness Vlog Commentary Social Media Influencers." The main aim of the study was to explore how social media influencers in the computing field interacted with Black students and to assess the impact of these influencers in enhancing Black students' identification with the computing field. The study adopted a mixed-method approach, incorporating a thematic synthesis of YouTube influencer content, a user experience study, and research into social media interaction preferences. The sample included 41 students from various academic backgrounds and career stages. The study found that students not majoring in computer science showed more interest in interacting with influencers in the

computing field, despite their majors and career goals not being directly related to computer science. As for computer science students, they rated highly the supportive, encouraging, and authentic aspects of the influencers. The research showed that social media influencers can positively impact students' career readiness and academic development by providing career advice, boosting confidence, fostering a sense of community, and offering cultural identification through social media.

Esra & Çiğdem (2020) conducted a study titled "Factors influencing EFL students' motivation in online learning: A qualitative case study." This research focused on students' perceptions of online learning and explored the key factors that had either positive or negative effects on motivation. The aim was to understand how online learning influenced the motivation of EFL students during a seven-week course. The purpose of the study was to examine the relationship between online learning and students' motivation to learn English, identifying the main internal and external factors that influenced their motivation. The researchers adopted a qualitative case study method, collecting data from 12 students through semi-structured interviews (SSI) and creative writing assignments (CWA). These students were from the same preparatory school class, preparing for an English proficiency exam. By analysing students' feedback and creative writing, the researchers identified common themes related to motivation. The findings showed that students generally held a negative view of online learning and pointed out several reasons affecting their motivation. Students expressed dissatisfaction with the course content, which did not meet their

expectations, felt lonely due to the lack of social interaction, and struggled with self-discipline in the online learning environment. Furthermore, their motivation was influenced by different teaching methods, limited interaction with teachers, technical problems, and home environments not conducive to focused learning. This suggests that online learning presents significant challenges in maintaining students' motivation, particularly due to a lack of interaction, poor course organisation, and the need for more self-discipline. The study highlighted the importance of addressing both internal and external factors that influence motivation.

A study titled "Changes in Students' Achievement Motivation in the Context of the COVID-19 Pandemic: A Function of Extraversion/Introversion?" (Smith et al., 2021) focused on how students' achievement motivation changed during the pandemic and whether these changes were related to students' extraversion or introversion. The aim was to determine whether students had experienced changes in various dimensions of achievement motivation (such as ability beliefs, interest in learning, the utility value of learning, mastery goal orientation, and performance goal orientation) since the start of the pandemic, and whether these changes were similar for introverted and extroverted students. The researchers applied the expectancy-value theory framework to analyse students' achievement motivation, focusing on their self-assessments of ability and evaluations of learning value. The researchers collected data from 90 Canadian Grade 9 and Grade 10 students through two questionnaires conducted in January 2020 (pre-pandemic) and November 2020 (during the pandemic). The

questionnaires covered students' expectations of success (ability beliefs) and their evaluations of the value of learning (interest in learning, utility value, mastery goal orientation, and performance goal orientation). The researchers then used repeated measures multivariate analysis of variance (MANOVAs) to analyse the data. The findings revealed that most dimensions of motivation remained stable during the pandemic, but an increase in learning interest was associated with extroverted students. Extroverted students showed a significant increase in learning interest after returning to school, while introverted students' learning interest remained unchanged. This indicates that extroverted students are more susceptible to social environments, with their learning interest increasing rapidly when schools reopened, whereas introverted students tend to maintain a stable level of motivation.

Additionally, a study titled "Undergraduate Students' Motivation on English Language Learning at Universitas Teknokrat Indonesia" (Pranawengtias, 2022) focused on the motivation of undergraduates at Universitas Teknokrat Indonesia in learning English, particularly the internal and external factors influencing their motivation. The aim was to evaluate the main sources of motivation for undergraduates when learning English and to analyse the relative influence of intrinsic and extrinsic motivation. This included understanding how external factors such as rewards, punishments, and the quality of teachers interact with students' personal interest and intrinsic motivation for self-improvement. The researchers employed Gardner and Lambert's motivation theory as a framework to analyse

whether students' learning motivation stemmed from internal or external sources. The study used a quantitative research method, collecting data from 30 undergraduates across different majors, including Physical Education, Mathematics Education, and English Education. The questionnaire included 30 questions about two intrinsic motivation factors and three extrinsic motivation factors, which students answered on a Likert scale. The final results indicated that students' learning motivation was primarily driven by external factors. Rewards and punishments (41.4 points) and the quality of teachers and teaching processes (40.0 points) were the two main external motivation factors, while intrinsic motivation (36.1 points) had a lesser impact. This suggests that the reward and punishment system and the quality of teachers are key factors influencing students' motivation to learn. Thus, external motivation dominates in students' English learning, implying that teaching should focus on improving reward mechanisms and teaching quality to further stimulate students' interest and motivation in learning.

Additionally, Strowger et al. (2023) conducted a study titled "Following social media influencers who share alcohol-related content is associated with college drinking," which used an online survey to assess demographic information, social media usage, drinking behaviours, and alcohol-related consequences of 528 undergraduates from two US universities. These participants were asked to list up to five influencers they followed most frequently on social media and whose content they viewed the most. Finally, the researchers used a series of linear regression models to analyse the results.

The findings indicated that a high proportion of influencers sharing alcohol-related content (ARC) may frequently post content involving alcohol, potentially influencing university students' drinking behaviours. Moreover, the frequency with which influencers shared ARC was linked to individuals' overall alcohol consumption and peak drinking episodes, suggesting that frequent exposure to such social media content may be associated with increased drinking behaviours among university students. College students who regularly followed influencers sharing ARC were more likely to engage in heavier drinking on certain occasions.

2.3 Social Cognitive Theory

Social Cognitive Theory, proposed by Bandura (1977), focuses on the process through which children learn by observing others, laying the foundation for this theory. At this stage, Bandura emphasised the importance of observational learning, imitation, and the role of models in shaping individual behaviour. The theory mainly posits that individual behaviour is not only driven by intrinsic motivation but also influenced by the social environment and behavioural consequences. Later, Bandura (1986) expanded and supplemented his earlier findings. In his research, Bandura introduced the concept of self-efficacy, highlighting the individual's confidence in accomplishing tasks and achieving goals, which became a core concept of Social Cognitive Theory.

In a study titled "Social Media Influencers and Consumers' Pro-environmental

Behaviour: A Study on Social Commerce Platforms," Social Cognitive Theory was used as a theoretical framework to reveal how social media influencers affect their audience's pro-environmental behaviour through factors such as storytelling and product-related cues. Researchers collected data from 155 active Malaysian adolescent social media users via an online questionnaire and analysed the data using Partial Least Squares Structural Equation Modelling (PLS-SEM) (Sugiran et al., 2021). Additionally, in a study on "The Impact of Social Media Influencers on Customer Attitudes," Social Cognitive Theory was used to explain the relationship between social media influencers and brand perception. The aim of the study was to understand how social media influencers, acting as brand endorsers, influence consumers' attitudes towards a brand. Data were collected from 120 respondents from Kolej Universiti Poly-Tech MARA in Kuala Lumpur through an online questionnaire. The results showed that social media influencers who are attractive and well-matched to the product are more likely to change consumers' attitudes towards certain brands (Afandi et al., 2022). This indicates that Social Cognitive Theory can be applied to explore how social media influencers impact their audience's attitudes and perceptions of certain things.

In the context of this paper, observational learning from Social Cognitive Theory can be used to explain how university students learn new behaviours or attitudes by observing the actions and consequences of social media influencers. For example, university students may align themselves with the ideals promoted by social media

influencers, thereby altering their values. They may expect to achieve similar outcomes or lifestyles, gradually adjusting their behaviours accordingly. Secondly, the environmental factors in Social Cognitive Theory can be interpreted as the different environments created by various social media influencers. For instance, academic-focused influencers create an environment that encourages learning and knowledge exploration, while career-oriented influencers foster environments centred on career development and success. Therefore, in this paper, I consider different types of social media influencers as the independent variables and university students' achievement motivation as the dependent variable. Finally, self-efficacy can be used to explain how university students, when observing the achievements of social media influencers in a certain field, feel that they can also succeed. This motivation is especially strong when university students feel satisfied with what social media influencers convey. Thus, this paper seeks to explore whether different types of social media influencers have varying impacts on university students' achievement motivation, particularly in relation to the four distinct dimensions of motivation.

CHAPTER 3 Methodology

In the second chapter's literature review, previous research on the influence of social media influencers on adolescents was integrated, covering aspects such as lifestyle, consumption habits, and certain beliefs. The review indicates that previous studies have not extensively explored the impact of social media influencers on university students' values, nor have they begun investigating whether these influencers affect students' achievement motivation. Malaysian university students are now highly active on social media and frequently follow various social media influencers. Therefore, recognising the potential influence of social media influencers on university students' values and achievement motivation is crucial, as it relates to their current academic performance and their self-awareness and career choices upon entering the workforce. To further address this issue, this study has been designed based on its research objectives to explore the influence of different types of social media influencers on university students' achievement motivation.

This chapter will provide a detailed explanation of the research design, measurement tools, as well as the data collection and analysis process. The questionnaire will be distributed online via Google Forms to ensure efficiency and objectivity. This study adopts a random sampling method, targeting Malaysian university students who follow social media influencers. The sample will include at least 100 participants, covering various ages, genders, and cultural backgrounds. The questionnaire consists

of five sections: informed consent, screening questions, types and engagement with social media influencers, the Achievement Motivation Scale (AMS), and a rating scale to understand the types of social media influencers the respondents follow and their current achievement motivation. Through the distribution of this questionnaire, the study aims to explore the types of influencers university students follow, the reasons for following them, and the impact on their personal values and achievement motivation. The survey will be distributed among UTAR students, with anonymous data collected and filtered to ensure that participants meet the criteria, thereby protecting their privacy and maintaining ethical standards.

3.1 Quantitative approach

This study employs a quantitative research approach, as quantitative research is primarily used to identify patterns and averages, make predictions, and test causal relationships. Additionally, quantitative research utilises closed-ended questions, simplifying the data analysis process and enhancing the reliability and accuracy of the research results (Bhandari, 2023). A structured questionnaire will be designed for this study. By collecting and analysing numerical data, the study aims to quantify the influence of social media influencers on university students' values and perceptions of success. I hope to reveal any general trends and relationships between these factors through a large sample of data, which will help answer the research questions. The main objective of this study is to test whether different types of social media influencers have varying impacts on university students' achievement motivation

across four dimensions of need. Therefore, several hypotheses are proposed to examine the effects of different types of social media influencers on students' motivation in academic, career, social, and skill achievement. As a result, the independent variables in this study are: (a) academic-focused social media influencers, (b) career-focused social media influencers, (c) social-focused social media influencers, and (d) skill-focused social media influencers. The dependent variables are academic achievement scores, career achievement scores, social achievement scores, and skill achievement scores.

The study will use multivariate analysis of variance (MANOVA) to test whether these effects are significant. The specific hypotheses are as follows:

- Null hypothesis (H0): There are no significant differences in the impact of different types of influencers on the four dimensions of university students' achievement motivation.

- Alternative hypothesis (H1): There are significant differences in the impact of different types of influencers on the four dimensions of university students' achievement motivation.

Google Form will be used as the primary data collection tool. Due to the high accessibility of online surveys, it will allow me to quickly collect large amounts of data without geographical restrictions and with a high level of objectivity. Additionally, Google Form can be shared via email and social media, eliminating the

need for hiring surveyors and thus reducing survey costs. Furthermore, respondents will not be restricted by time when completing the questionnaire, allowing them to feel more at ease, and the anonymity of the survey will encourage more honest responses (Dalati & Marx Gómez, 2018). Moreover, online questionnaires typically include automatic analysis tools, which will help simplify the interpretation of results. To ensure the generalisability of the findings, this study will collect at least 100 responses to understand the influence of social media influencers on university students' values and perceptions of success.

3.2 Sampling

This study adopts a random sampling method, whereby I will randomly invite university students from the KA and KB buildings at UTAR Sungai Long campus to complete the questionnaire. Two conditions must be met for the sample selection. Firstly, the sample must consist of UTAR university students, and secondly, the sample must include students who have followed social media influencers. I will randomly select students from different years, majors, and backgrounds as the sample for this experiment. Our sample will consist of at least 100 university students, covering various ages, genders, and cultural backgrounds.

3.3 Research Questions Development

The questionnaire designed for this study consists of four sections: (1) The first section is the informed consent form, which aims to introduce respondents to the

researcher's information, the purpose of the study, and privacy protection measures to safeguard respondents' rights; (2) The screening questions, which are used to determine whether the respondents meet the sampling criteria; (3) This section will explore the types of social media influencers the respondents follow, how they consume the content from these influencers, and the extent to which they accept the values or content conveyed by the influencers; (4) This section will utilise the Achievement Motivation Scale (AMS) to assess the participants' levels of achievement motivation. We will examine the strength of university students' achievement motivation across each dimension. Apart from the first two sections, all review content will be presented using a rating scale.

3.3.1 Informed Consent Form

Research Questionnaire / Interview Protocol

informed consent

Chief investigator

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Research objectives

1. To understand whether social media influencers affect the behaviour, attitudes, and values of Malaysian university students.

2. To explore whether different types of social media influencers lead to varying impacts on the achievement motivation of Malaysian university students.

3.4 Measurement

In this study, to explore the influence of social media influencers on the values and achievement motivation of Malaysian university students, we designed several measurement tools, including multiple-choice questions, a Likert scale, and the Achievement Motivation Scale (AMS).

3.4.1 Multiple-choice questions

To better understand the impact of social media influencers on students' values, I designed three multiple-choice questions. These questions focus on the students' interests and usage habits. The first question concerns the types of social media influencers that students follow, allowing participants to choose the type of influencers they are most interested in and follow most frequently (e.g., academic, career, social, or skill-based influencers). The data from this question will directly link different types of influencers to students' achievement motivation and values, analysing the specific influence of each type of influencer. The second question

explores the main reasons students follow social media influencers, where participants can select multiple reasons for following them (e.g., informational value, entertainment value, professionalism, credibility). The five reasons provided are based on Lou & Kim's 2019 study, which tested similar influencer content factors. This question will help uncover the drivers behind students' engagement with social media influencers and examine how these factors relate to students' values and achievement motivation. The third question addresses the students' preferred forms of content, asking respondents to choose which type of content (e.g., images, videos, text) they prefer to consume on social media. This will help me understand students' attitudes towards different forms of content and whether these forms affect their values or achievement motivation.

3.4.2 Likert scale

The Likert scale helps quantify participants' attitudes towards social media influencers and the potential impact influencers have on their behaviour and values. I designed five questions using a 7-point Likert scale, where participants are asked to select a number from 1 to 7 based on their feelings towards the questions. The numbers 1 to 7 represent varying degrees of attitude, with 1 indicating strong disagreement and 7 indicating strong agreement. The numbers between 2 and 6 reflect varying degrees of neutrality, disagreement, or agreement. Compared to a 5-point scale, the 7-point scale allows for a broader range of responses, providing more nuance in the results (Likert, 1932). These five questions aim to quantify participants' attitudes towards social

media influencers and the influence influencers have in changing their thoughts, behaviour, and values. They will help me assess whether participants are influenced by the values or content shared by influencers, how they perceive the influencers' role in social culture, and their desire to emulate and pursue the success of influencers.

3.4.3 Achievement Motivation Scale (AMS)

The questions in Section B are adapted from the Achievement Motivation Scale, which was constructed and standardised by Shah (1986). It has been used in various studies to examine the relationship between achievement motivation and several other variables (e.g., academic achievement, job performance, and personality). In this study, I am using it to quantify Malaysian university students' achievement motivation across four dimensions, to assess the potential impact of different types of social media influencers on these dimensions. It is a 40-item Likert scale distributed across four dimensions: (a) the need for academic success (items 2, 3, 11, 14, 18, 21, 26, 31, 37, 40); (b) the need for career achievement (items 1, 5, 9, 13, 16, 17, 19, 20, 33, 36); (c) the need for social achievement (items 4, 7, 12, 15, 22, 23, 27, 34, 38, 39); and (d) the need for skill achievement (items 6, 8, 10, 24, 25, 28, 29, 30, 32, 35). Each statement is followed by three response options. These choices are arranged based on an individual's inclination towards achievement in academic, career, social, and skill contexts. The first, second, and third responses to each statement are assigned weights of 1, 2, and 3, respectively (SIDDIQU, 2017).

The academic achievement score assesses the extent to which students pursue academic success. This dimension explores students' motivation in learning, knowledge acquisition, and academic performance, helping to understand whether academic-focused social media influencers (e.g., those sharing study tips or educational resources) have a significant impact on students' academic achievement needs. The career achievement score measures students' emphasis on future career development and material success. This dimension helps analyse whether career-focused social media influencers (e.g., those sharing career planning or entrepreneurial experiences) influence students' career motivation. The social achievement score evaluates students' motivation to gain recognition and contribute to society in social contexts. This dimension helps examine the impact of social-focused influencers (e.g., those discussing relationship management or social causes) on students' social achievement motivation. Lastly, the skill achievement score assesses students' need to master and develop specific skills. This dimension aims to analyse whether skill-based influencers (e.g., those demonstrating skills or expertise, such as beauty bloggers or fitness influencers) promote students' pursuit and motivation for skill development.

In this study, I will categorise questions 1–40 into their respective dimensions: (a), (b), (c), and (d). Then, I will reorder them as (a) 1–10, (b) 1–10, (c) 1–10, and (d) 1–10. Participants will select the option that best reflects their situation for each of the 10

items in each dimension. I will then sum the scores for the 10 questions in each
dimension to assess the level of achievement motivation in each area.

3.5 Procedure

To facilitate the distribution of the questionnaire, I generated a QR code for the
Google online survey. This will allow students to easily access the questionnaire
content. First, I will conduct a trial phase for the survey. During this phase, I will
randomly invite 10 people from UTAR's Sungai Long campus to complete the
questionnaire, and I will accompany them throughout the process. During this time, I
will ask them about their understanding of the questionnaire items to ensure that the
questions are simple and easy to comprehend. Once the clarity of the questionnaire is
confirmed, I will proceed to the formal distribution stage. I will invite students from
the KA and KB buildings at UTAR Sungai Long campus to complete the
questionnaire. The screening questions will ask the respondents about their
educational status and whether they have followed at least one social media influencer.
At this step, respondents who meet the criteria will proceed to the main questionnaire,
while those who do not will automatically be excluded.

The first key screening condition is whether the respondent is currently a university
student. If the respondent selects an answer indicating they are not enrolled in
university, their questionnaire will be filtered out. The second condition is whether the
respondent has followed at least one social media influencer. Those who have not

followed any social media influencers will also be excluded from the survey.

After answering the screening questions, eligible participants will be asked to read the consent form. The informed consent form includes details about the researcher and guarantees the protection of participants' privacy. The survey will be anonymous, no individual analysis will be conducted, personal information will not be disclosed, and participants may withdraw from the survey at any time without facing any risk or responsibility. By clearly stating the privacy protection and anonymous nature of the survey, respondents are more likely to participate and provide honest responses (Andrews et al., 2003). Participants will then be asked to respond to and rate each item in the questionnaire according to their feelings and opinions. We will ensure that the survey is well-designed and easy to understand, to maximise the accuracy and reliability of the data. Completing the survey will take approximately 15 minutes. After completing the survey, participants will receive a summary of their data and a thank-you note. Finally, once over 100 valid responses have been collected, the participation portal will be closed.

CHAPTER 4 Research Findings

From July 22, 2024, to August 7, 2024, the questionnaire distribution and survey were completed. During this period, a total of 106 people participated in the questionnaire, of whom 2 did not meet the sampling criteria, so 104 valid responses were ultimately collected. All subsequent data and analyses are based on these 104 valid responses.

4.1 Screening Questions

The screening questions in this questionnaire served a filtering function, with three main criteria. The first criterion is whether the participants are currently studying at a university in Malaysia. The second criterion is to ascertain the educational background of the respondents. If a respondent has an education level beyond a bachelor's degree, their questionnaire will be filtered out. In this survey, two respondents with education levels beyond a bachelor's degree were excluded. The third criterion is whether the respondents have followed social media influencers; questionnaires from those who have not followed social media influencers will be filtered out. The researcher intended to set up a system to automatically close non-compliant questionnaires before the survey, but this functionality was not implemented during the practical process, so manual screening was ultimately used.

The purpose of the screening questions was to ensure that the data collected closely aligns with the research objectives of this study, minimizing the interference of irrelevant information and ensuring the accuracy, validity, and reliability of the

research results. Through this filtering process, the final 104 valid questionnaires were from current university students in Malaysia who have followed social media influencers.

4.2 Analysis of University Students' Motivations for Following Social Media Influencers and Their Impact
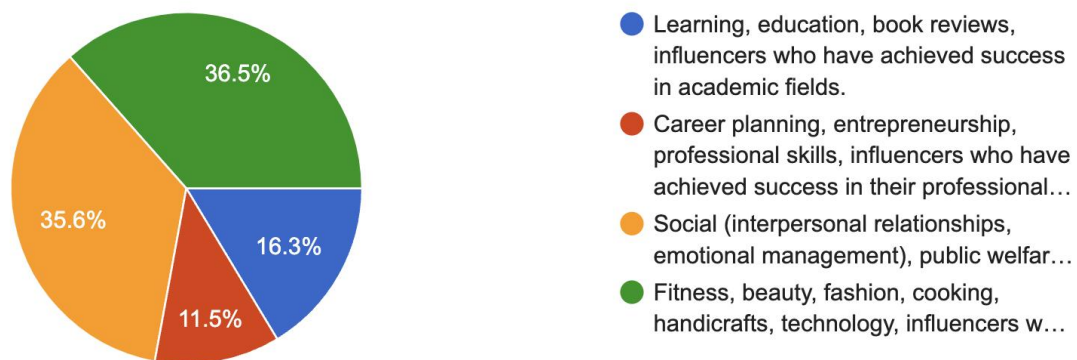
Figure 4.2.1Distribution of Preferred Types of Social Media Influencers Among

Respondents

Figure 4.2.1 shows that among the 104 respondents, 36.5% are most interested in influencers related to lifestyle areas such as fitness, beauty, fashion, cooking, crafts, and technology; 35.6% are interested in influencers related to social aspects such as interpersonal relationships, emotional management, and public welfare; 16.3% focus on influencers in the academic field, including learning, education, and book reviews; and 11.5% are interested in influencers related to career planning, entrepreneurship,

and professional skills. This indicates that the types of social media influencers most appealing to respondents are primarily those related to lifestyle areas (such as fitness, beauty, and fashion), followed by content related to social and emotional management. This suggests that social media content in these areas has a higher level of engagement among the student population, while academic and career-related influencers have relatively lower levels of attention.
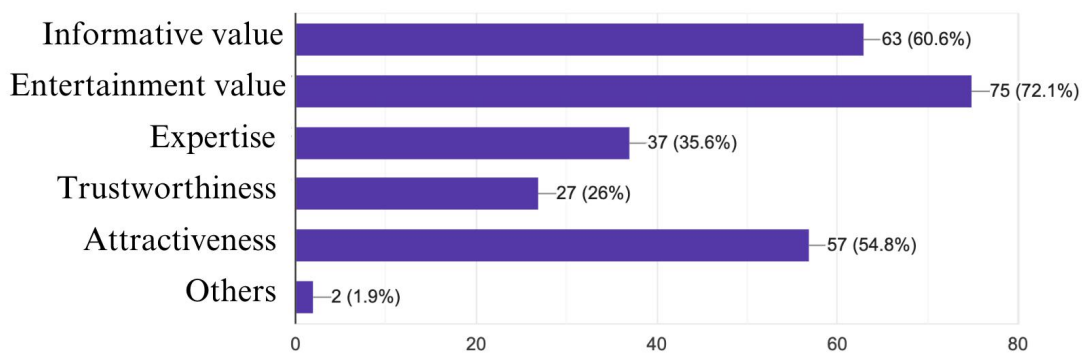
Figure4.2.2Main Reasons Why Respondents Follow Social Media Influencers

In the results shown in Figure 4.2.2, among the 104 respondents, 72.1% chose Entertainment value; 60.6% chose Informative value; 54.8% chose Attractiveness; 35.6% chose Expertise; 26% chose Trustworthiness; and 1.9% chose Other reasons. This indicates that entertainment and informational value are the two primary factors influencing university students' attention to social media influencers, while attractiveness and expertise also have strong impacts. Trustworthiness is relatively less mentioned, which may suggest that in the current social media environment,

respondents place more importance on the entertainment and practicality of content

rather than the credibility of the influencers.
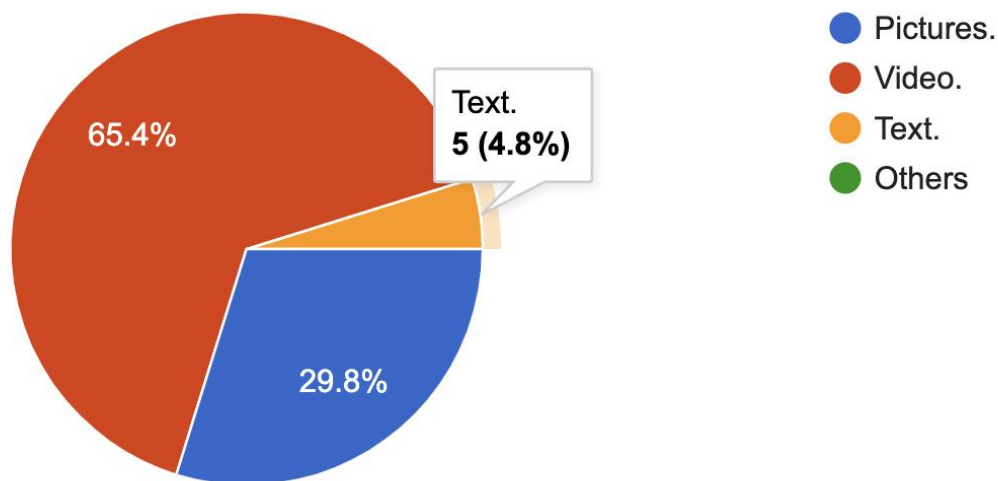
Figure 4.2.3 shows the distribution of social media content types preferred by

respondents.

Figure 4.2.3 shows that among respondents, video content is the most preferred type

of content when using social media, accounting for 65.4%, followed by image content

at 29.8%. Only 4.8% of respondents prefer text content. This indicates that the

majority of university students are more inclined towards visual and dynamic content,

with videos and images being the primary forms of content on social media, while

text content is relatively less appealing.
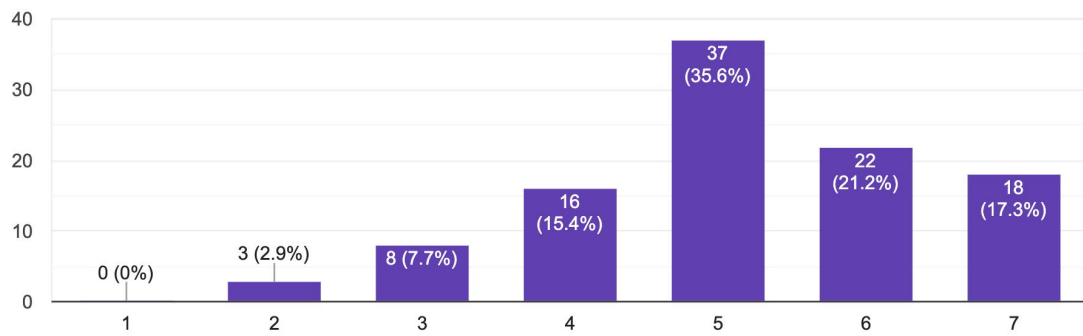
Figure4.2.4Respondents' Agreement with the Influence of Social Media Influencers

on Their Thoughts and Behaviours

Based on Figure 4.2.4, it displays the views of 104 respondents on whether the values

or content conveyed by social media influencers would change their thoughts or

behaviours. Respondents' choices range from 1 to 7, with 1 indicating strong

disagreement and 7 indicating strong agreement. The results show that 35.6% of

respondents chose the midpoint value of 5, 21.2% chose 6, and 17.3% chose 7.

Additionally, 15.4% of respondents chose 4, and only a few respondents (2.9% and

7.7%) chose 2 and 3, with no one selecting 1. This clearly indicates that the majority

of respondents believe that social media influencers have some influence on their

thoughts and behaviours, particularly as 74.1% of respondents chose a rating of 5 or

higher. This suggests that the content from social media influencers has a substantial

potential impact, capable of altering the audience's views, attitudes, and behaviours to

a certain extent.
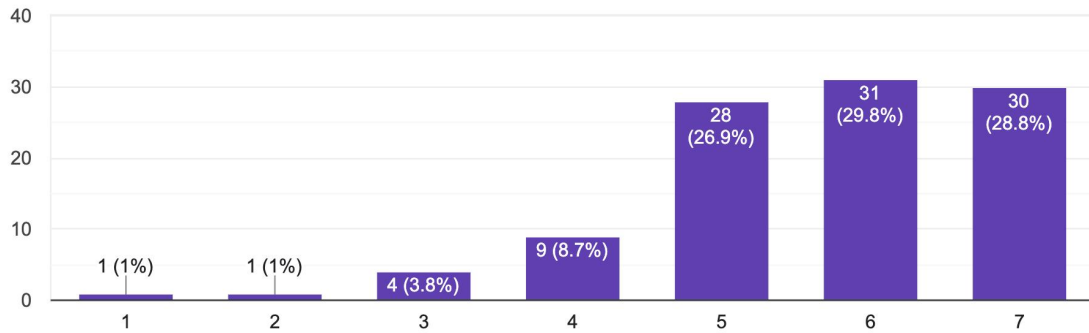
Figure4.2.5 Respondents' Agreement with the Role of Social Media Influencers in

Shaping Social Culture and Values

Based on Figure 4.2.5, 29.8% of respondents chose a rating of 6, and 28.8% chose a

rating of 7, indicating that these respondents strongly agree with the significant role of

social media influencers in shaping social culture and values. Additionally, 26.9% of

respondents selected the middle rating of 5, showing a neutral but leaning agreement

with this view. Relatively fewer respondents chose lower ratings, with 8.7% selecting

4, 3.8% selecting 3, and only 1% of respondents selecting the lowest ratings of 1 and

2. Further analysis reveals that the majority of respondents (85.5%) believe that social

media influencers play an important role in shaping social culture and values,

reflecting the influence of social media influencers in modern society, particularly

their significant role in forming and disseminating cultural values. Only a very small

number of people hold different opinions, indicating that social media influencers are

widely regarded as influential opinion leaders in today's society, capable of shaping

and changing public cultural perceptions and value systems.
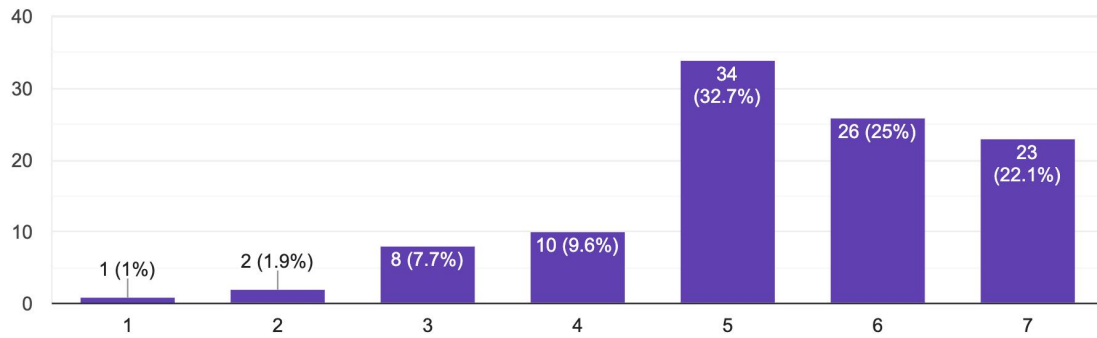
Figure 4.2.6 shows the level of satisfaction among respondents with the values or content conveyed by the social media influencers they follow.

The figure shows that among the 104 respondents, 32.7% chose the midpoint value of 5, indicating a neutral but slightly satisfied attitude towards the values or content conveyed by social media influencers. At the same time, 25% of respondents chose 6, and 22.1% chose 7, meaning that these individuals have a higher level of approval of the content provided by social media influencers and follow them because of this. Additionally, 9.6% of respondents chose 4, reflecting a neutral stance towards the content. Fewer respondents chose lower scores, with 7.7% selecting 3, 1.9% selecting 2, and 1% selecting the lowest score of 1, indicating that only a small portion of people do not follow social media influencers due to satisfaction with their content. Most respondents (79.8%) gave a score of 5 or higher, suggesting that the majority of people follow social media influencers because they are satisfied with the content or values conveyed. Only a small number expressed disagreement or lower levels of approval. This also reflects a sense of recognition and trust among university students towards the content of social media influencers.
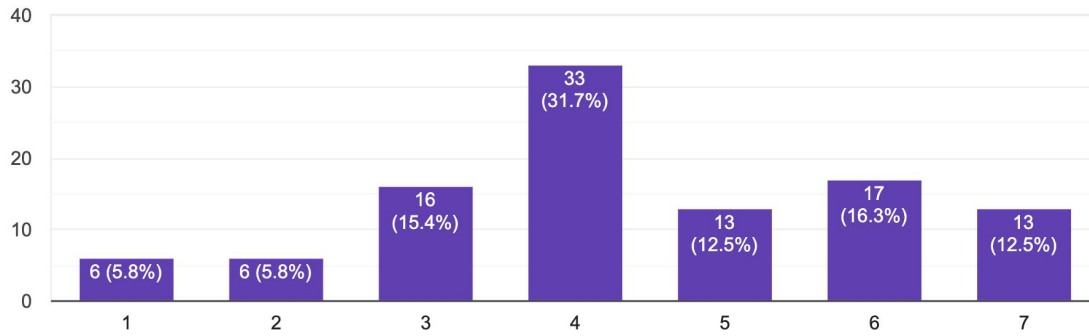
Figure4.2.7 The Degree to Which Respondents Aspire to Become Social Media

Influencers They Follow

Based on Figure 4.2.7, 31.7% of respondents chose the midpoint value of 4, indicating

a neutral attitude towards becoming a social media influencer similar to those they

follow. At the same time, 16.3% of respondents chose 6, and 12.5% chose 7, showing

that 12.5% and 15.4% of respondents chose 5 and 3 respectively, while 5.8% chose 1

and 2, indicating disagreement with this view. Overall, respondents' opinions are

relatively dispersed. The majority (31.7%) are neutral about whether they want to

become social media influencers like those they follow, choosing a score of 4.

However, a portion of people (28.8%) gave high scores (6 and 7), showing a higher

level of agreement with this view, possibly influenced by their admiration for the

influencers they follow and a desire to become similar influencers. On the other hand,

low scores (1 to 3) are given by a smaller proportion (27%), indicating that some

respondents do not wish to become social media influencers like those they follow,

which might be related to their lower identification with the values or lifestyle of

these influencers. This also suggests that while university students follow and

appreciate the content of certain influencers, they do not have a strong desire to become like them.
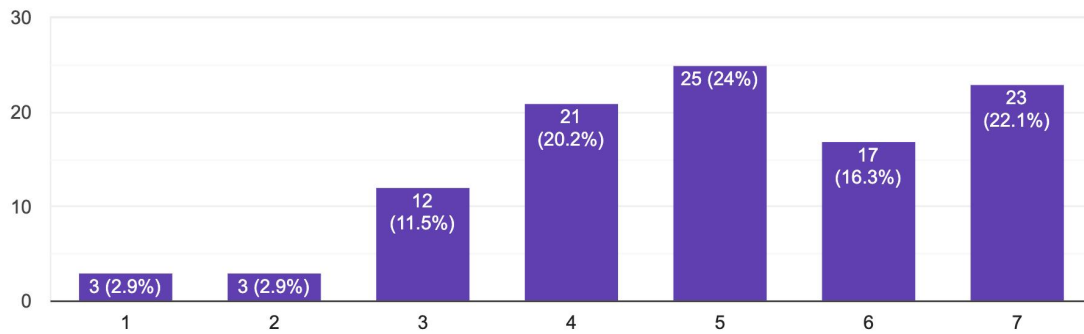
Figure 4.2.8 shows the respondents' expected ratings for achieving the level of success of social media influencers.

Based on Figure 4.2.8, 24% of the respondents selected a score of 5, and 22.1% selected a score of 7, indicating a strong desire to achieve the level of success of the social media influencers they follow. Additionally, 20.2% of respondents chose a score of 4, reflecting a relatively neutral but somewhat positive attitude towards this view. In contrast, 16.3% of respondents chose a score of 6, 11.5% chose a score of 3, and only 2.9% chose the lowest scores of 1 and 2, indicating that they disagree with this view. The majority of respondents (62.4%) gave a score of 5 or higher, suggesting that they agree with and aspire to reach the level of success achieved by social media influencers. This reflects the strong desire for success among most university students and a high recognition of the success attained by the social media influencers they follow.

4.3 Analysis of the Impact of Different Types of Social Media Influencers on University Students' Achievement Motivation

Between-Subjects Factors

		N
Influencer_Type	a	17
	b	12
	c	37
	d	38

table4.3.1Distribution of Sample Sizes for Different Influencer Types

Based on Table 4.1.1, this chart displays the distribution of Influencer Types in the study. The "N" column represents the sample size for each influencer type, indicating the number of participants in each category. Specifically, 17 participants selected Type A influencers, 12 participants selected Type B influencers, 37 participants selected Type C influencers, and 38 participants selected Type D influencers.

Descriptive Statistics

	Influencer_Type	Mean	Std. Deviation	N
Academic_Achievement_Score	a	22.94	3.897	17

	b	21.92	3.370	12
	c	21.97	3.460	37
	d	21.32	3.322	38
	Total	21.88	3.468	104
Career_Achievement_score	a	20.65	2.473	17
	b	24.25	4.413	12
	c	21.30	3.503	37
	d	20.32	3.197	38
	Total	21.17	3.524	104
Skill_Achievement_score	a	20.35	2.805	17
	b	20.50	4.210	12
	c	20.54	3.863	37
	d	18.92	3.105	38
	Total	19.91	3.517	104
Social_Achievement_score	a	21.06	3.864	17
	b	20.33	4.207	12
	c	21.05	4.034	37
	d	20.87	3.892	38
	Total	20.90	3.923	104

table4.3.2 Descriptive Statistics

Based on Table 4.3.3, the Mean represents the average level of the data, reflecting the overall central tendency. The Std. Deviation (Standard Deviation) indicates the volatility or dispersion of the data, showing the degree of variability among individuals. N represents the sample size, indicating the number of data points used in the calculation of the mean and standard deviation. Together, these three statistics help us understand the overall trend, individual differences, and the scope of the sample in the statistical analysis.

From the table, we can observe that different types of social media influencers have varying impacts on the four dimensions of university students' achievement motivation (academic achievement, career achievement, skill achievement, and social achievement). For academic achievement, the means across different influencer types are similar (ranging from 21 to 23), with Type a being slightly higher. The standard deviation is relatively small, indicating minor individual differences. In terms of career achievement, Type b has the highest mean (24.25) and the largest standard deviation (4.413), suggesting a strong impact but with significant individual variability. For skill achievement, Type c has the highest mean (20.54), while Type b shows the greatest standard deviation (4.21), indicating substantial individual differences. Regarding social achievement, the means across the four types are close (ranging from 20.33 to 21.06), with no significant differences, but Type b shows larger individual variability.

Overall, Type b has the strongest influence on career achievement, Type a stands out in academic achievement, Type c shows a more pronounced effect on skill achievement, and the impact on social achievement exhibits minimal differences across influencer types.

Box's Test of Equality of Covariance Matrices[a]	
Box's M	75.149
F	2.257
df1	30
df2	6950.067
Sig.	.000

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.[a]

a. Design: Intercept + Influencer_Type

table4.3.3Box's Test of Equality of Covariance Matrices

The results of the Box's test are used to assess whether the covariance matrices of the dependent variables are equal across different influencer types. Based on Table 4.3.4, the Box's M value is 75.149, with an F value of 2.257, degrees of freedom df1 = 30 and df2 = 6950.067, and a significance (Sig.) value of .000. Since the significance value is less than 0.05, I can reject the null hypothesis (H0): that there are no significant differences in the effects of different influencer types on the four dimensions of university students' achievement motivation. This indicates that the

covariance matrices of the dependent variables across different groups are statistically significantly different. Therefore, I can conclude that different types of influencers have a significant effect on the four dimensions of university students' achievement motivation.

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.986	1695.549[b]	4.000	97.000	.000	.986
	Wilks' Lambda	.014	1695.549[b]	4.000	97.000	.000	.986
	Hotelling's Trace	69.920	1695.549[b]	4.000	97.000	.000	.986
	Roy's Largest Root	69.920	1695.549[b]	4.000	97.000	.000	.986
Influencer_ Type	Pillai's Trace	.213	1.895	12.000	297.000	.034	.071
	Wilks' Lambda	.796	1.933	12.000	256.929	.031	.073

Hotelling's Trace	.246	1.958	12.000	287.000	.028	.076
Roy's Largest Root	.188	4.655ᶜ	4.000	99.000	.002	.158

a. Design: Intercept + Influencer_Type

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

table4.3.4Multivariate Tests

The values in this table are used to assess the significance of the intercept effect. By examining Pillai's Trace and Wilks' Lambda, we can evaluate the overall significance of the model. A Wilks' Lambda value closer to 0 or a Pillai's Trace value closer to 1 indicates a more significant model effect. A larger F value suggests stronger effect significance, and a smaller Sig. value (typically less than 0.05) indicates statistical significance. Partial Eta Squared represents the effect size, where values closer to 1 imply that a greater proportion of the variance is explained by the effect.

According to the statistical analysis results from Table 4.3.4, the different types of social media influencers show significant differences in their impact on the four

achievement dimensions. Specifically, the influence of Influencer type on career

achievement is statistically significant (Sig. = 0.007), with a relatively strong

explanatory power, accounting for 11.5% of the variance. However, the effects on

academic achievement, skill achievement, and social achievement are not statistically

significant, with weaker explanatory power, accounting for only 2.5%, 4.7%, and

0.3% of the variance, respectively. Overall, Influencer type has a significant impact

primarily on career achievement, while its influence on the other achievement

dimensions is minimal.

Levene's Test of Equality of Error Variances[a]

		Levene Statistic	df1	df2	Sig.
Academic_Achievement_Score	Based on Mean	.092	3	100	.964
	Based on Median	.041	3	100	.989
	Based on Median and with adjusted df	.041	3	92.234	.989
	Based on trimmed mean	.076	3	100	.973
Career_Achievement_score	Based on Mean	2.268	3	100	.085
	Based on Median	2.147	3	100	.099

	Based on Median and with adjusted df	2.147	3	91.626	.100
	Based on trimmed mean	2.271	3	100	.085
Skill_Achievement_score	Based on Mean	1.234	3	100	.301
	Based on Median	1.051	3	100	.373
	Based on Median and with adjusted df	1.051	3	90.211	.374
	Based on trimmed mean	1.155	3	100	.331
Social_Achievement_score	Based on Mean	.282	3	100	.838
	Based on Median	.288	3	100	.834
	Based on Median and with adjusted df	.288	3	97.053	.834
	Based on trimmed mean	.277	3	100	.842

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.[a]

a. Design: Intercept + Influencer_Type

table4.3.5 Levene's Test of Equality of Error Variances

In Table 4.3.6, Levene's Test is used to assess whether the variances between groups are equal. The Levene Statistic is the value calculated for this test, while df1 and df2 represent the degrees of freedom used to compute the statistic. The Sig. value (significance level or p-value) is used to determine whether the variances are homogeneous across the groups. If the Sig. value is greater than 0.05, it indicates that the variances are equal, making it appropriate to use standard variance analysis methods; if the Sig. value is less than 0.05, it suggests unequal variances, requiring adjustments to the analysis method.

In the results of Levene's Test, the table shows that the Sig. values for all dimensions are greater than 0.05. This indicates that the assumption of homogeneity of variances holds true for all dimensions, which satisfies one of the key assumptions for conducting MANOVA analysis.

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Academic_Achievement_Score	31.574[a]	3	10.525	.872	.458	.025
	Career_Achievement_score	146.812[b]	3	48.937	4.323	.007	.115
	Skill_Achievement_score	59.386[c]	3	19.795	1.629	.187	.047
	Social_Achievement_score	5.197[d]	3	1.732	.110	.954	.003
Intercept	Academic_Achievement_Score	39743.411	1	39743.411	3292.630	.000	.971
	Career_Achievement_score	38281.420	1	38281.420	3381.534	.000	.971
	Skill_Achievement_score	32994.552	1	32994.552	2715.971	.000	.964
	Social_Achievement_score	35505.572	1	35505.572	2247.413	.000	.957
Influencer_ Type	Academic_Achievement_Score	31.574	3	10.525	.872	.458	.025

	Career_Achievement_score	146.812	3	48.937	4.323	.007	.115
	Skill_Achievement_score	59.386	3	19.795	1.629	.187	.047
	Social_Achievement_score	5.197	3	1.732	.110	.954	.003
Error	Academic_Achievement_Score	1207.041	100	12.070			
	Career_Achievement_score	1132.073	100	11.321			
	Skill_Achievement_score	1214.835	100	12.148			
	Social_Achievement_score	1579.842	100	15.798			
Total	Academic_Achievement_Score	51048.000	104				
	Career_Achievement_score	47902.000	104				
	Skill_Achievement_score	42515.000	104				
	Social_Achievement_score	47030.000	104				

Corrected Total	Academic_Achi evement_Score	1238.615	103
	Career_Achieve ment_score	1278.885	103
	Skill_Achievem ent_score	1274.221	103
	Social_Achieve ment_score	1585.038	103

a. R Squared = .025 (Adjusted R Squared = -.004)

b. R Squared = .115 (Adjusted R Squared = .088)

c. R Squared = .047 (Adjusted R Squared = .018)

d. R Squared = .003 (Adjusted R Squared = -.027)

table4.3.6 Tests of Between-Subjects Effects

The values in this table are used to assess the significance of the intercept effect.

Pillai's Trace and Wilks' Lambda are key indicators for determining the overall

significance of the model. A Wilks' Lambda value closer to 0 or a Pillai's Trace value

closer to 1 indicates a more significant model effect. The larger the F value, the

stronger the effect's significance, while a smaller Sig. value (p-value) — typically less

than 0.05 — signifies statistical significance. Partial Eta Squared represents the

proportion of variance explained by the effect, with values closer to 1 indicating a

greater amount of variance explained.According to the statistical analysis results in Table 4.3.6, the different types of social media influencers show significant differences in their impact on the four achievement dimensions. The effect of Influencer type on career achievement is statistically significant (Sig. = 0.007), with relatively strong explanatory power, accounting for 11.5% of the variance. However, the effects on academic achievement, skill achievement, and social achievement are not statistically significant, with weaker explanatory power, accounting for 2.5%, 4.7%, and 0.3% of the variance, respectively. Overall, Influencer type primarily has a significant impact on career achievement, while the influence on the other achievement dimensions is less noticeable.

Estimates

Dependent Variable	Influencer_Type	Mean	Std. Error	95% Confidence Interval Lower Bound	Upper Bound
Academic_Achievement_Score	a	22.941	.843	21.269	24.613
	b	21.917	1.003	19.927	23.906
	c	21.973	.571	20.840	23.106
	d	21.316	.564	20.198	22.434
Career_Achievement_score	a	20.647	.816	19.028	22.266

		Mean	Std. Error	Lower Bound	Upper Bound
	b	24.250	.971	22.323	26.177
	c	21.297	.553	20.200	22.395
	d	20.316	.546	19.233	21.399
Skill_Achievement_score	a	20.353	.845	18.676	22.030
	b	20.500	1.006	18.504	22.496
	c	20.541	.573	19.404	21.677
	d	18.921	.565	17.799	20.043
Social_Achievement_score	a	21.059	.964	19.146	22.971
	b	20.333	1.147	18.057	22.610
	c	21.054	.653	19.758	22.350
	d	20.868	.645	19.589	22.148

table4.3.7 Estimated Marginal Means

Based on Table 4.3.8, the Mean indicates the average influence of each influencer type, while the Std. Error represents the estimated error of the mean, with smaller errors indicating more reliable means. The 95% Confidence Interval provides the range in which the true mean likely falls, with Lower Bound and Upper Bound representing the lowest and highest possible values of the mean, respectively, helping to assess the range and reliability of the influence.

From this table, we can observe that different types of social media influencers have varying effects on the four dimensions of achievement. In academic achievement,

Type a influencers have the highest mean (22.941), while Type b has the lowest

(21.917), with minimal differences between means, indicating high data stability. For

career achievement, Type b influencers have the highest mean (24.250), with a

significant and stable impact. In skill achievement, Type c influencers have the

highest mean (20.541), while Type d has the lowest (18.921), indicating a larger

influence from Type c. In social achievement, Type a and Type c have higher means

(21.059 and 21.054, respectively), while Type b has the lowest (20.333).

Overall, Type b influencers have the greatest impact on career achievement, and Type

c influencers have a more substantial influence on skill achievement.

Pairwise Comparisons

Dependent Variable	(I) Influencer_ Type	(J) Influencer _Type	Mean Differenc e (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
Academic_A chievement_ Score	a	b	1.025	1.310	1.000	-2.501	4.550
		c	.968	1.018	1.000	-1.772	3.708
		d	1.625	1.014	.672	-1.103	4.354
	b	a	-1.025	1.310	1.000	-4.550	2.501
		c	-.056	1.154	1.000	-3.163	3.050

		d	.601	1.150	1.000	-2.496	3.698
	c	a	-.968	1.018	1.000	-3.708	1.772
		b	.056	1.154	1.000	-3.050	3.163
		d	.657	.802	1.000	-1.503	2.817
	d	a	-1.625	1.014	.672	-4.354	1.103
		b	-.601	1.150	1.000	-3.698	2.496
		c	-.657	.802	1.000	-2.817	1.503
Career_Achievement_score	a	b	-3.603*	1.269	.033	-7.018	-.188
		c	-.650	.986	1.000	-3.304	2.003
		d	.331	.982	1.000	-2.311	2.974
	b	a	3.603*	1.269	.033	.188	7.018
		c	2.953	1.118	.057	-.056	5.961
		d	3.934*	1.114	.004	.935	6.933
	c	a	.650	.986	1.000	-2.003	3.304
		b	-2.953	1.118	.057	-5.961	.056
		d	.982	.777	1.000	-1.110	3.073
	d	a	-.331	.982	1.000	-2.974	2.311
		b	-3.934*	1.114	.004	-6.933	-.935
		c	-.982	.777	1.000	-3.073	1.110
Skill_Achievement_score	a	b	-.147	1.314	1.000	-3.684	3.390
		c	-.188	1.021	1.000	-2.937	2.561

			Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
		d	1.432	1.017	.973	-1.306	4.169
	b	a	.147	1.314	1.000	-3.390	3.684
		c	-.041	1.158	1.000	-3.157	3.076
		d	1.579	1.154	1.000	-1.528	4.686
	c	a	.188	1.021	1.000	-2.561	2.937
		b	.041	1.158	1.000	-3.076	3.157
		d	1.619	.805	.282	-.547	3.786
	d	a	-1.432	1.017	.973	-4.169	1.306
		b	-1.579	1.154	1.000	-4.686	1.528
		c	-1.619	.805	.282	-3.786	.547
Social_Achievement_score	a	b	.725	1.499	1.000	-3.308	4.759
		c	.005	1.165	1.000	-3.130	3.140
		d	.190	1.160	1.000	-2.931	3.312
	b	a	-.725	1.499	1.000	-4.759	3.308
		c	-.721	1.320	1.000	-4.275	2.834
		d	-.535	1.316	1.000	-4.078	3.008
	c	a	-.005	1.165	1.000	-3.140	3.130
		b	.721	1.320	1.000	-2.834	4.275
		d	.186	.918	1.000	-2.285	2.657
	d	a	-.190	1.160	1.000	-3.312	2.931
		b	.535	1.316	1.000	-3.008	4.078

c	-.186	.918	1.000	-2.657	2.285

Based on estimated marginal means

*. The mean difference is significant at the 0.05 level.

b. Adjustment for multiple comparisons: Bonferroni.

table4.3.8 Pairwise Comparison

Based on Table 4.3.9, this table presents the results of pairwise comparison analysis, typically used after ANOVA or MANOVA to determine whether there are significant differences between specific groups. Dependent Variable refers to the variable being measured (e.g., academic achievement, career achievement), while Influencer Type (I and J) represents different types of social media influencers, with I and J denoting two comparison groups. Mean Difference (I-J) shows the mean difference between the two influencer types, where a positive value indicates that the mean of Type I is higher than that of Type J, and a negative value indicates the opposite. Std. Error represents the standard error of the mean difference; the smaller the error, the more reliable the mean difference. The Sig. column shows the significance value (p-value), with a value less than 0.05 indicating that the mean difference is statistically significant. The 95% Confidence Interval for Difference provides the confidence interval for the mean difference, indicating the possible range of the difference.

The influence of different types of social media influencers varies across the four achievement dimensions. In academic achievement, there are no significant differences between Type a and other types (Sig. > 0.05), although the difference between Type a and Type d approaches significance but is not strong enough to be considered significant. In career achievement, Type b has a significantly higher influence than Type a (Sig. = 0.033), and the difference between Type b and Type d is also significant (Sig. = 0.004), indicating that Type b has the greatest influence on career achievement. For skill achievement, the difference between Type a and Type d approaches significance but is not statistically significant (Sig. > 0.05). In social achievement, there are no significant differences between the types (Sig. > 0.05). Thus, Type b has the most significant influence on career achievement, while there are no significant differences between the types in other achievement dimensions.

Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.213	1.895	12.000	297.000	.034	.071
Wilks' lambda	.796	1.933	12.000	256.929	.031	.073
Hotelling's trace	.246	1.958	12.000	287.000	.028	.076

Roy's largest root	.188	4.655[a]	4.000	99.000	.002	.158

Each F tests the multivariate effect of Influencer_Type. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. The statistic is an upper bound on F that yields a lower bound on the significance level.

table4.3.9 Multivariate Tests

Based on Table 4.3.10, this table shows the results of multivariate tests, commonly used to analyze data from a multivariate analysis of variance (MANOVA). Value represents the statistic of the multivariate test, such as Pillai's Trace or Wilks' Lambda, used to assess whether significant differences exist between different groups. F refers to the F-test statistic, where a larger F value indicates greater differences between groups. Hypothesis df indicates the degrees of freedom for the hypothesis, usually related to the number of groups being compared, and Error df refers to the error degrees of freedom, related to the sample size. Sig. indicates the significance value (p-value); if it is less than 0.05, it means that the differences between groups are statistically significant. Partial Eta Squared measures the effect size or the proportion of variance explained by the effect, with values closer to 1 indicating stronger explanatory power. These statistics collectively help determine whether different

types of social media influencers have a significant impact on multiple dependent variables, such as academic achievement, career achievement, and others.

From this table, it can be seen that the multivariate test results indicate that Influencer type has a significant effect on multiple dependent variables, including academic achievement, career achievement, skill achievement, and social achievement. Four statistical methods were used in the table (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root), and all significance levels (Sig.) were less than 0.05, indicating that Influencer type has a statistically significant effect on achievement motivation. Specifically, Pillai's Trace value is 0.213, with a significance level of 0.034, explaining 7.1% of the variance; Wilks' Lambda value is 0.796, with a significance level of 0.031, explaining 7.3% of the variance; Hotelling's Trace value is 0.246, with a significance level of 0.028, explaining 7.6% of the variance; and Roy's Largest Root value is 0.188, with the lowest significance level of 0.002, explaining 15.8% of the variance. Overall, although Influencer type has a significant effect on achievement motivation, its explanatory power is relatively low, suggesting that other factors may have a greater impact on achievement motivation.

Multiple Comparisons

Bonferroni

Dependent Variable	(I) Influencer_Type	(J) Influencer_Type	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Academic_Achievement_Score	a	b	1.02	1.310	1.000	-2.50	4.55
		c	.97	1.018	1.000	-1.77	3.71
		d	1.63	1.014	.672	-1.10	4.35
	b	a	-1.02	1.310	1.000	-4.55	2.50
		c	-.06	1.154	1.000	-3.16	3.05
		d	.60	1.150	1.000	-2.50	3.70
	c	a	-.97	1.018	1.000	-3.71	1.77
		b	.06	1.154	1.000	-3.05	3.16
		d	.66	.802	1.000	-1.50	2.82
	d	a	-1.63	1.014	.672	-4.35	1.10
		b	-.60	1.150	1.000	-3.70	2.50
		c	-.66	.802	1.000	-2.82	1.50
Career_Achievement_score	a	b	-3.60*	1.269	.033	-7.02	-.19
		c	-.65	.986	1.000	-3.30	2.00

		d	.33	.982	1.000	-2.31	2.97
	b	a	3.60*	1.269	.033	.19	7.02
		c	2.95	1.118	.057	-.06	5.96
		d	3.93*	1.114	.004	.94	6.93
	c	a	.65	.986	1.000	-2.00	3.30
		b	-2.95	1.118	.057	-5.96	.06
		d	.98	.777	1.000	-1.11	3.07
	d	a	-.33	.982	1.000	-2.97	2.31
		b	-3.93*	1.114	.004	-6.93	-.94
		c	-.98	.777	1.000	-3.07	1.11
Skill_Achievement_score	a	b	-.15	1.314	1.000	-3.68	3.39
		c	-.19	1.021	1.000	-2.94	2.56
		d	1.43	1.017	.973	-1.31	4.17
	b	a	.15	1.314	1.000	-3.39	3.68
		c	-.04	1.158	1.000	-3.16	3.08
		d	1.58	1.154	1.000	-1.53	4.69
	c	a	.19	1.021	1.000	-2.56	2.94
		b	.04	1.158	1.000	-3.08	3.16
		d	1.62	.805	.282	-.55	3.79
	d	a	-1.43	1.017	.973	-4.17	1.31
		b	-1.58	1.154	1.000	-4.69	1.53

	(I)	(J)	Mean Difference	Std. Error	Sig.	Lower Bound	Upper Bound
		c	-1.62	.805	.282	-3.79	.55
Social_Achievement_score	a	b	.73	1.499	1.000	-3.31	4.76
		c	.00	1.165	1.000	-3.13	3.14
		d	.19	1.160	1.000	-2.93	3.31
	b	a	-.73	1.499	1.000	-4.76	3.31
		c	-.72	1.320	1.000	-4.27	2.83
		d	-.54	1.316	1.000	-4.08	3.01
	c	a	.00	1.165	1.000	-3.14	3.13
		b	.72	1.320	1.000	-2.83	4.27
		d	.19	.918	1.000	-2.29	2.66
	d	a	-.19	1.160	1.000	-3.31	2.93
		b	.54	1.316	1.000	-3.01	4.08
		c	-.19	.918	1.000	-2.66	2.29

Based on observed means.

The error term is Mean Square(Error) = 15.798.

*. The mean difference is significant at the 0.05 level.

table4.3.10Multiple Comparisons

Based on Table 4.3.11, this table presents the results of the multiple comparisons

analysis using the Bonferroni correction. Dependent Variable refers to the analyzed

outcome variable (such as academic achievement), and (I) Influencer Type and (J)

Influencer Type represent two different types of social media influencers being

compared. Mean Difference (I-J) shows the mean difference between Type I and Type J, where a positive value indicates that the mean of Type I is higher than that of Type J, and a negative value indicates the opposite. Std. Error represents the standard error of the mean difference, with smaller values indicating more reliable results. Sig. indicates the significance level; if it is less than 0.05, the mean difference is statistically significant. Finally, the 95% Confidence Interval provides the confidence interval for the mean difference, with Lower Bound representing the lower limit and Upper Bound representing the upper limit, used to estimate the range of the mean difference.

The results show that for academic achievement, there is no significant difference between the different types of influencers (Sig. > 0.05). However, there is a significant difference between Type a and Type b (Sig. = 0.033), as well as between Type c and Type d (Sig. = 0.004). For skill achievement, a significant difference is observed between Type b and Type d (Sig. = 0.004). No significant differences were found between other achievement types and influencer types in the analysis.

CHAPTER 5 Discussion and Conclusion

This chapter will delve into the research findings to address the study's objectives and research questions, and explore the significance of these results.

Research Objectives

1.   To understand whether social media influencers affect Malaysian university students' behavior, attitudes, and values.

2.   To explore whether different types of social media influencers lead to different impacts on Malaysian university students' achievement motivation.

Research Questions

1.   To what extent do social media influencers affect Malaysian university students' behavior, attitudes, and values?

2.   What are the different impacts of different types of social media influencers on Malaysian university students' achievement motivation?

5.1 Discussion of Research Results

5.1.1 Impact of Social Media Influencers on Malaysian University Students' Behavior, Attitudes, and Values

According to social cognitive theory, when individuals identify with a role model (such as a social media influencer), they are more likely to imitate the behavior or internalize the values of that role model. The research results show that 79.8% of respondents are satisfied with the content and values communicated by social media

influencers. This indicates that most students hold a positive attitude towards the

content and values conveyed by influencers and exhibit a high level of recognition.

Furthermore, 74.1% of respondents believe that social media influencers have

changed their behavior and attitudes to some extent. With 79.8% of students agreeing

with the values and behaviors promoted by influencers, it suggests that social media

influencers have significantly impacted university students' behavior, attitudes, and

values through their content. This process aligns with the core concept of

observational or imitation learning in social cognitive theory. The results of this study

are consistent with past research; for example, Strowger et al. (2023) found that social

media influencers can influence university students' behavior, especially in terms of

drinking behavior, further validating the strong impact of social media influencers in

shaping personal behavior. Ahmad and Bruno (2021) explored the impact of social

media influencers on university students' dietary choices, finding that social media

influencers significantly affect students' food decisions. This further underscores the

significant influence of social media influencers on students' attitudes and values.

**5.1.2 Different Impacts of Social Media Influencer Types on Malaysian
University Students' Achievement Motivation**

(a) Impact of Academic Influencers

The research data show that while academic influencers can stimulate some students'

pursuit of learning and academic success, their overall impact is relatively low.

According to social cognitive theory, students enhance their self-efficacy in learning

by observing the study techniques and academic resources of academic influencers,

but this increase in self-efficacy is relatively limited. Therefore, the impact of academic influencers on students' academic achievement motivation is moderately low. This finding is consistent with Atieh et al. (2023), which explored the impact of social media influencers on language learning and found that social media influencers had a moderate effect on students' introductory learning behaviors, although these impacts were relatively limited.

(b) Impact of Career Influencers

The research data indicate that students who follow career influencers score significantly higher in career achievement motivation compared to those following other types of influencers. This suggests that career influencers effectively enhance students' expectations and motivation for career development. According to social cognitive theory, students increase their self-efficacy by observing the success stories of these influencers, believing they too can achieve success in their careers. Therefore, the impact of career influencers on students' career achievement motivation is the highest. This is consistent with Cummings et al. (2020), which examined the impact of social media influencers on Black students' career preparation and academic development in the field of computer science. The study indicated that influencers can positively impact students' career achievement motivation by providing career advice and boosting confidence.

(c) Impact of Social Influencers

The research data indicate that social influencers have a certain impact on students' social achievement motivation, but their influence is relatively small compared to other types of influencers. Therefore, the impact of social influencers on students' social achievement motivation is lower.

(d) **Impact of Skill Influencers**

The research data show that students who follow skill influencers score higher in skill achievement, indicating that these influencers motivate students to pursue the enhancement of specific skills. According to the observational learning mechanism in social cognitive theory, students increase their confidence in mastering these skills by observing the demonstrations of skill influencers, which in turn stimulates their skill achievement motivation. Therefore, the impact of skill influencers on students' skill achievement motivation is relatively high, although not as high as that of career influencers.

5.2 Explain Research Limitations

This study has several limitations. First, the research sample is limited to university students in Malaysia, and the sample size is relatively small, which may not fully represent a broader population. Second, the data primarily rely on self-reports, which could be influenced by respondents' subjectivity and affect the objectivity of the results. Additionally, because the survey questionnaire was lengthy, respondents may have experienced fatigue, which could impact the quality of their responses.

5.3Recommend Areas for Further Research

Future research could expand the sample range to include populations from different countries and age groups to enhance the generalizability of the findings. Moreover, exploring the potential impact of more specific types of social media influencers (such as environmental advocates) on university students' achievement motivation could provide deeper insights. Finally, experimental studies could further validate the actual impact of social media influencers on student behavior and motivation, addressing the limitations of self-reports. Additionally, as this study has low explanatory power, future research could conduct subgroup analyses based on gender, academic background, and family economic status to investigate how these variables moderate the acceptance of influencer content.

5.4 Conclusion

This study reaffirms that social media influencers have a significant impact on university students' behavior, attitudes, and values. Furthermore, it finds that different types of social media influencers significantly affect Malaysian university students' achievement motivation, particularly in the areas of career and skills. The results support social cognitive theory, indicating that students can enhance their self-efficacy and achievement motivation by observing and imitating influencers' behaviors. Despite its limitations, the study provides an important foundation for future exploration of the impact of social media influencers on students' behavior and motivation.For educational practice, this finding underscores the need to consider the

influence of social media influencers when formulating educational policies and

interventions. Educators could incorporate these influencers into their teaching, for

instance, through collaborative projects where influencers share their experiences and

skills to spark students' interest and motivation in specific fields. Additionally,

educational institutions should teach students how to critically assess social media

content, fostering their ability to think independently and make more informed career

and life choices.

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APPENDICES

Student Number	Types of social media influencers students follow	Academic achievement needs score	Career achievement needs score	Social achievement needs score	Skills achievement needs score
1	a (Academic Type)	24	18	22	25
2	a (Academic Type)	26	22	26	30
3	a (Academic Type)	25	18	15	16
4	a (Academic Type)	27	23	23	24
5	a (Academic Type)	21	22	19	23
6	a (Academic Type)	25	23	20	21
7	a (Academic Type)	19	23	21	21
8	a (Academic Type)	23	20	21	16
9	a (Academic Type)	21	20	24	21
10	a (Academic Type)	24	22	19	21
11	a (Academic Type)	18	20	20	22
12	a (Academic Type)	28	23	20	19
13	a (Academic Type)	14	18	18	18
14	a (Academic Type)	19	18	24	18
15	a (Academic Type)	29	20	17	19
16	a (Academic Type)	24	25	19	27
17	a (Academic Type)	23	16	18	17

table 7.1 The students' scores for following type a social media influencers.

Student Number	Types of social media influencers followed	Academic achievement needs score	Career achievement needs score	Social achievement needs score	Skills achievement needs score
18	b (Career Type)	27	21	30	26
19	b (Career Type)	24	27	20	24
20	b (Career Type)	22	20	20	17
21	b (Career Type)	23	22	21	17
22	b (Career Type)	19	17	22	21
23	b (Career Type)	26	21	21	24
24	b (Career Type)	21	21	21	16
25	b (Career Type)	23	26	20	25
26	b (Career Type)	25	27	25	24

Student Number	Types of social media influencers followed	Academic achievement needs score	Career achievement needs score	Social achievement needs score	Skills achievement needs score
27	b (Career Type)	17	30	15	14
28	b (Career Type)	17	29	16	16
29	b (Career Type)	19	30	15	20

table 7.2 The students' scores for following type b social media influencers.

Student Number	Types of social media influencers followed	Academic achievement needs score	Career achievement needs score	Social achievement needs score	Skills achievement needs score
30	c (Social Types)	19	22	19	22
31	c (Social Types)	23	19	16	19
32	c (Social Types)	23	26	18	20
33	c (Social Types)	21	21	19	22
34	c (Social Types)	25	19	22	25
35	c (Social Types)	21	18	22	17
36	c (Social Types)	20	19	18	15
37	c (Social Types)	26	22	18	24
38	c (Social Types)	24	22	18	25
39	c (Social Types)	22	25	17	26
40	c (Social Types)	24	21	21	23
41	c (Social Types)	23	24	22	24
42	c (Social Types)	22	19	23	22
43	c (Social Types)	24	17	19	18
44	c (Social Types)	20	23	22	23
45	c (Social Types)	25	21	20	19
46	c (Social Types)	19	23	14	20
47	c (Social Types)	15	19	16	19
48	c (Social Types)	19	18	20	16
49	c (Social Types)	26	22	23	20
50	c (Social Types)	23	27	21	24
51	c (Social Types)	22	21	16	20
52	c (Social Types)	22	23	19	16
53	c (Social Types)	21	22	16	21
54	c (Social Types)	19	17	17	21
55	c (Social Types)	29	30	30	30
56	c (Social Types)	27	27	27	28
57	c (Social Types)	25	21	18	22
58	c (Social Types)	19	24	25	27

59	c (Social Types)	24	24	18	21
60	c (Social Types)	19	20	20	16
61	c (Social Types)	20	22	25	24
62	c (Social Types)	13	15	26	13
63	c (Social Types)	28	24	17	16
64	c (Social Types)	17	16	23	21
65	c (Social Types)	19	13	28	14
66	c (Social Types)	25	22	27	26

table 7.3 The students' scores for following type c social media influencers.

Student Number	Types of social media influencers followed	Academic achievement needs score	Career achievement needs score	Social achievement needs score	Skills achievement needs score
67	d (Skills Types)	16	21	23	19
68	d (Skills Types)	18	21	20	18
69	d (Skills Types)	15	16	17	27
70	d (Skills Types)	19	21	17	19
71	d (Skills Types)	25	22	17	17
72	d (Skills Types)	23	25	26	24
73	d (Skills Types)	23	20	19	22
74	d (Skills Types)	20	21	17	20
75	d (Skills Types)	23	20	16	18
76	d (Skills Types)	20	17	18	17
77	d (Skills Types)	23	21	21	20
78	d (Skills Types)	18	22	19	21
79	d (Skills Types)	26	26	23	25
80	d (Skills Types)	25	22	16	20
81	d (Skills Types)	18	16	15	13
82	d (Skills Types)	22	18	17	21
83	d (Skills Types)	24	20	20	22
84	d (Skills Types)	18	25	18	15
85	d (Skills Types)	24	22	16	20
86	d (Skills Types)	20	21	17	18
87	d (Skills Types)	26	23	19	22
88	d (Skills Types)	26	21	20	19
89	d (Skills Types)	24	23	19	26
90	d (Skills Types)	23	22	19	21
91	d (Skills Types)	21	21	25	19

92	d (Skills Types)	24	18	19	16
93	d (Skills Types)	25	22	22	22
94	d (Skills Types)	25	22	18	25
95	d (Skills Types)	19	18	16	17
96	d (Skills Types)	22	24	21	20
97	d (Skills Types)	22	22	21	28
98	d (Skills Types)	24	20	17	22
99	d (Skills Types)	17	15	14	27
100	d (Skills Types)	16	14	17	28
101	d (Skills Types)	21	23	21	18
102	d (Skills Types)	15	13	27	16
103	d (Skills Types)	17	13	13	29
104	d (Skills Types)	23	21	19	22

table 7.4 The students' scores for following type d social media influencers.

Turnitin Report

chapter1—5.docx

13%	9%	10%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

1	"Celebrity, Social Media Influencers and Brand Performance", Springer Science and Business Media LLC, 2024 Publication	1%
2	cosmosscholars.com Internet Source	1%
3	Ton Duc Thang University Publication	1%
4	Reynaldo Gacho Segumpan, Joanna Soraya Abu Zahari. "Mixed Methods Perspectives on Communication and Social Media Research", Routledge, 2022 Publication	1%
5	shodhganga.inflibnet.ac.in Internet Source	1%
6	dokumen.pub Internet Source	<1%
7	jambs.poltekkes-mataram.ac.id Internet Source	<1%

table 8 Turnitin Report

Survey Questionnaire

Launch question

question	problem types	objective	options
Are you studying at a university in Malaysia	single choice	screening sample	☐ No ☐ Yes
Current education background	single choice	screening sample	☐ Undergraduate degree or less (not including undergraduate degree) ☐ Undergraduate ☐ Bachelor degree or above (not including bachelor degree)
Have you followed a social media influencer	single choice	screening sample	☐ No ☐ Yes

table 9 Launch question

SECTION A

Please choose the one you think best suits your situation according to the question.(Choose one)

1.Select the type of social media influencer you are most interested in and follow the most (choose one):
- Learning, education, book reviews, influencers who have achieved success in academic fields.
- Career planning, entrepreneurship, professional skills, influencers who have achieved success in their professional fields.
- Social (interpersonal relationships, emotional management), public welfare

promotion, cultural sharing, daily life vlogs, influencers who have achieved success in a certain aspect.
- Fitness, beauty, fashion, cooking, handicrafts, technology, influencers who possess a specific skill.

2. What are the main reasons you follow social media influencers? (Select one or more)
- Informative value (you can get a lot of information from their content)
- Entertainment value (their content makes you feel fun)
-Expertise (you think the content they present is very professional)
- Trustworthiness (you feel they have qualities you like or approve of)
- Attractiveness (you think they are good-looking, fashionable, rich, powerful, and have status)
- Others (please specify)

3. During your use of social media, what kind of content do you prefer to accept? (Choose one)
- Pictures.
- Video.
- Text.
- Others (please specify)

for question 4-8,please choose the number you think is most appropriate (Choose one)
1 = Strongly disagree
2 = disagree
3 = Partially disagree
4 = neutral
5 = Partially agree
6 = Agree
7 = Strongly agree
4. Do you agree that the values or content conveyed by social media influencers can change your thoughts or behavior?
1   2   3   4   5   6   7
5. Do you agree that the content delivered by social media influencers plays an important role in shaping the culture and values of today's society?
1   2   3   4   5   6   7
6. Do you agree that you follow social media influencers because you are satisfied with the values or certain content they convey?
1   2   3   4   5   6   7
7. Do you agree that you want to become the social media influencer you follow?
1   2   3   4   5   6   7
8. Do you agree that you want to achieve the same level of success as the social media influencer you follow?
1   2   3   4   5   6   7

SECTION B

Answer the 40 questions below and choose one of the three answers to each question that you think is correct.(Choose one)

a) **Need for academic success**

1.I will like to study those subjects in which........
(a) less labour is needed.
(b) higher probability of success is definite.
(c) generally difficulty is felt.

2.I think to get better marks in examination depends upon........
(a) teacher's good will.
(b) encouragement of parents & relatives.
(c)hard labour.

3. I study at home lest.......
(a) my parents will rebuke me.
(b) I will be blamed for being unsuccessful in the examination.
(c)I will fail in the examination.

4. At leisure I like to read ....
(a)the detective (Jasusi) novels and film magzines.
(b)Comics.
(c) Knowlegeable books.

5.When the light suddenly goes at study time,I.......
(a) feel happy of being free from study.
(b) feel irritation.
(c) complete my work in light of candle/kerosine lamp.

6.I like to utilise my knowledge in the tasks through which I may get.......
(a) money.
(b) fame.
(c) self-satisfaction.

7.When I fail to follow any lession then.......
(a) I leave that lession.
(b) I take help from others to understand that lession.
(c) try again and again to follow that lession.

8.I feel proud of those friends who......
(a) achieve pass marks in examination.
(b) provide help to weaker students.
(c) get brilliant success in examination.

9. I respect those persons who.......
(a) work because they feel it is their duty.
(b) work to keep them busy.
(c) indulge themselves in the work withfull devotion and competence.

10. I feel sad when.....
(a)I am punished by the teacher.
(b) my work is compared with others.
(c)I failed to achievei my goal.

b) Need for vocational achievement

1.I believe that after 10 years,I will.....
(a) earn a lot of money.
(b) achieve my desired vocation.
(c) be known as a renowned person in my area of work.

2. In the future, I would like to adopt an occupation that........
(a) requires the least responsibility.
(b) provide the opportunity to help others.
(c) contain more opportunities for promotion.

3.If I were an engineer, I would like to
(a) earn money.
(b) construct beautifully designed buildings.
(c) be involved in the research related to new technologies.

4. I like to become rich by.......
(a) doing any type of work.
(b) winning lottery.
(c) earning money through hard work.

5. I will feel very happy if.........
(a) I get an opportunity to guide and supervise the work of others.
(b) people honour my ability and seek my help.
(c) people accept my guidance with full faith and confidence.

6.I pay respect to those who........
(a) leave their work incomplete on doubting's success.
(b) change their goal of getting other work
(c) continue their efforts till the goal is achieved.

7.If I were a doctor, I would like to.......

(a) earn money.

(b) provide free medicines to the patients.

(c) be a successful surgeon.

8.I like to do some such work by which may be counted among the ……

(a)rich people.

(b) respectable persons of society.

(c) famous people of the country.

9. I like those people who.......

(a) are honest towards their job.

(b)are conscious towards their job.

(c) do their job with full devotion and honesty.

10. I feel the progress of an occupation depends on.......

(a) sources of income.

(b) contact with influential persons.

(c)hard labour.

c) Need for social achievement

1.I feel happy when I......

(a) remain busy with my friends.

(b) get an opportunity for leadership.

(c) get an opportunity to help any person.

2. At my leisure, I like to ....

(a) gossip with my friends.

(b) play with my classmates.

(c) extend my cooperation in social welfare activities.

3. I hope that in the future, I.......

(a) should be known as a politician.

(b) should be able to help others.

(c) should become a successful and renowned social worker.

4.I wish to be recognised in society by ....

(a) leading religious functions.

(b) serving the patients.

(c) by doing something extra-ordinary.

5.According to my opinion the most important achievement of life is......

(a)happy family life.

(b) participation in the social welfare activities.

(c) to work for the fulfilment of the needs of the country.

6. I usually think to
(a) make as many friends as I could.
(b) help the poor and needy persons.
(c) remove the social evils and mischiefs.

7. I feel happy to……
(a) see others in trouble.
(b) see others happy.
(c) assist others.

8. I often desire to ....
(a) be recognised as a leader.
(b) achieve the ability to do somethingmeaningful.
(c) serve the patients.

9.On visualising an injured person in an accident I feel.......
(a) people should help him.
(b) it is enough to inform the police.
(c) it is my duty to hospitalise him assoon as possible.

10. I like to work for......
(a)myself.
(b)others.
(c)Nation.

d) Need for skill achievement
1.When I start any work I.......
(a) leave it when I feel bore.
(b) leave it when it seems to be difficult.
(c) never leave it incomplete.

2.I like to.......
(a) do light works.
(b) repair the broken articles/things.
(c) collect informations about the new inventions.

3. Before starting any work I.........
(a) prepare its plan.
(b) discuss it with the experienced persons.
(c) perceive the probable problems and find out their solutions.

4. When I take-up my work I try to.......
(a)complete it within due course of time.
(b) do it neatly and cleanly.

(c) do it better than others.

5. I like to make my friends thoses ons who ....
(a) believe that success depends upon fateand God.
(b) start their work without any hesitation.
(c) keep the caliber to lead their work successfully.

6. I start any work with the aim tocomplete it......
(a) as soon as possible.
(b) in an organized manner and get the praise of others.
(c)with full competence.

7.In writing, articles I give importance to......
(a)the length of the article.
(b)hand-writing.
(c) language and thoughts.

8.I like to be involved in such work.......
(a) which will give me an opportunity to learn some extra competence.
(b)through which I may get an opportunity to know my weaknesses and improve them.
(c) in which chances of success are rate.

9. I feel the most important work in life is to.......
(a)earn money.
(b) motivate others for better work.
(c)achieve the excellent competence in work.

10.When I do any work I like to startit.......
(a) without any pre-thinking.
(b)systematically.
(c) with full efficiency.

Raw Date

		launch question		Section A											SECTIONB				
											Academic Achievement Need			Career achievement needs		Social Achievement Need		Skill Achievement Nee	
	Question																		
	Email Address	at a univ	nt education backg	soci	are mos	2. What are the	3. During	4. D											

Email Address					Section A		
21ujb03345@1utar.my	Yes	Bachelor of degree	Yes	a	Expertise (you t	Video.	4 4 3 1 1 2 3 3 3 1 1 2 3 3 3 1 2 1 3 2 3 1 2 2 1 3 3 3 3 1 2 3 2 1 1 3 2 2 3 2 3 3 3 1 3
mohyuenrou@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Pictures.	4 4 3 4 4 3 2 2 3 3 3 3 2 3 2 2 3 2 3 1 2 3 2 1 2 3 3 3 3 3 3 3 2 3 1 3 3 3 3 3 3 3 3 3
2201806j@1utar.my	Yes	Bachelor of degree	Yes	a	Attractiveness (	Pictures.	4 6 6 4 5 2 3 3 3 1 3 2 2 3 3 1 2 1 2 2 3 1 2 3 1 1 2 3 1 1 2 1 2 1 3 1 1 2 2 1 2 2 1 1
kuanshen@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	5 6 4 3 5 2 2 3 2 3 3 3 3 3 2 3 2 3 1 3 3 2 1 3 3 2 2 3 1 2 2 3 2 3 3 1 3 3 1 2 3 2 3
puiyanwoh@1utar.my	Yes	Foundation Progra	Yes	a	Others Text.		5 5 5 5 5 2 1 3 2 2 1 2 3 3 2 2 3 1 3 3 3 2 1 2 2 3 2 2 3 1 2 2 2 1 1 3 1 2 2 3 3 2 1 3
rikersi@1utar.my	Yes	Bachelor of degree	Yes	a	Entertainment v	Video.	6 6 5 4 5 2 1 3 3 3 3 3 3 1 3 3 2 1 3 2 3 3 2 3 1 3 3 2 1 1 3 2 2 1 2 3 3 1 1 1 3 1 3 2 3
2202786@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Pictures.	6 6 6 6 5 2 3 2 1 2 3 2 2 1 1 3 3 2 2 2 1 3 2 3 2 3 2 2 3 1 2 3 2 1 2 3 3 1 1 2 1 2 3 2 3
2401383@1utar.my	Yes	Foundation Progra	Yes	a	Trustworthiness	Video.	6 6 6 6 6 2 3 3 3 1 3 2 2 3 1 2 3 2 1 1 1 3 2 3 2 3 1 2 3 3 3 2 2 1 1 1 3 1 1 1 2 1 2 2 2
yewjunyong9595@1utar.	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	6 6 6 7 7 2 1 2 2 1 1 3 3 3 3 1 2 3 1 1 3 2 2 3 3 2 3 1 3 3 2 3 1 3 1 2 2 3 1 3 2 1 3
1peizi@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	7 7 5 6 4 2 2 3 3 1 3 2 2 3 3 2 2 2 3 1 3 2 2 3 2 2 3 2 2 1 2 2 2 1 2 3 3 3 2 2 1 3 1 2 1
jwho0912@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	5 6 5 5 5 2 3 2 1 1 1 1 3 1 3 2 1 2 1 3 1 3 2 3 2 3 3 3 3 1 1 3 1 1 2 2 2 2 2 3 2 2 3
chongleegoh.007@1utar	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	4 7 4 4 7 3 3 3 2 3 3 2 3 3 3 2 2 3 1 3 3 2 1 3 3 3 2 2 1 2 2 2 1 2 3 3 1 1 2 1 2 1 3 2
siahaotein@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	7 7 7 7 7 2 1 1 2 1 1 2 2 1 1 3 3 1 1 2 1 3 2 1 1 3 3 2 1 1 1 2 3 1 1 3 3 1 1 2 1 3 1 2 1
y.yin0717@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	7 7 7 7 7 2 2 2 2 1 1 2 2 3 2 1 1 1 2 3 3 1 2 3 1 3 1 3 3 3 2 3 2 3 1 2 1 2 2 3 1 2 2 1 2
mingfenglim0110@1utar.	Yes	Bachelor of degree	Yes	a	Attractiveness (	Video.	3 5 6 6 5 3 3 3 3 3 3 3 3 2 2 2 2 1 2 2 2 3 2 2 2 1 2 2 2 1 2 1 1 2 3 2 2 2 2
nwwp2123@1utar.my	Yes	Bachelor of degree	Yes	a	Entertainment v	Video.	5 6 7 2 6 2 3 3 2 1 3 3 3 1 3 3 3 2 3 3 3 2 1 2 2 3 2 1 1 2 2 3 1 3 3 3 3 3 1 3 3 3 2
harryk@1utar.my	Yes	Bachelor of degree	Yes	a	Informative valu	Video.	7 7 5 4 5 2 2 3 3 3 1 2 1 3 3 1 2 1 1 1 3 2 2 2 1 2 3 3 1 1 2 1 3 1 3 1 1 2 2 1 3 1 1 2
793624197@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	6 7 6 2 6 2 3 3 3 3 3 3 3 1 3 1 3 1 2 3 1 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 1 2
changyeexin2002@1utar	Yes	Bachelor of degree	Yes	b	Informative valu	Text.	6 6 6 7 7 2 3 1 3 2 1 3 3 3 3 3 3 3 2 3 3 2 3 2 2 1 3 3 1 2 2 2 3 1 1 3 3 3 3 3 3 3 1 3 1
laraang23@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	6 7 7 1 1 2 3 3 2 1 1 2 3 3 2 2 1 1 1 2 3 3 3 1 3 3 2 1 1 1 3 2 1 2 1 3 1 1 2
jswong0819@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	5 6 5 4 5 2 3 3 2 1 1 3 2 3 3 1 2 3 3 3 3 2 2 1 2 3 1 2 2 1 2 3 3 1 3 2 2 1 2 1 1 1 2 2 3

wxin0412@1utar.my	Yes	Bachelor of degree	Yes	b	Entertainment v	Pictures.	5 3 2 4 4 2 3 1 2 2 1 2 2 1 3 2 2 1 2 1 2 2 2 1 2 2 3 3 3 2 3 2 2 1 1 3 1 2 1 3 1 3 2 3 2
kwakhaimun@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	5 6 6 4 6 2 1 3 3 3 3 3 2 3 1 3 1 3 2 3 2 1 3 2 1 2 3 3 2 3 2 3 1 3 1 3 2 2 1 2 3 3 2 3 3
leezhiwhye@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Pictures.	7 5 7 5 6 1 3 2 3 1 2 2 2 3 2 2 3 2 1 2 2 2 1 2 1 2 3 3 3 1 1 2 3 3 1 1 2 1 1
khookaizheng@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	7 7 7 6 7 2 3 3 1 1 3 2 2 3 3 2 3 2 3 2 3 3 3 3 1 3 3 1 3 3 1 2 2 2 1 2 1 2 3 3 2 3 3 3 3
2103538@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	5 6 5 5 7 2 2 1 3 3 2 3 2 3 3 3 2 2 3 3 3 3 3 2 3 3 2 3 2 2 2 2 2 3 3 3 3 3 1 1 3 3 3 2 3 2
ren0606@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	7 7 7 6 7 2 2 2 2 1 1 2 2 1 2 3 3 3 3 3 3 3 3 1 1 2 2 1 1 2 2 2 1 1 2 2 1 2 1 2 1 1 2
hwongyuyi02@1utar.my	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	6 5 7 7 7 2 2 2 2 1 1 2 2 1 2 3 3 3 3 3 2 3 3 3 1 2 2 2 1 2 1 2 1 2 2 2 1 2 2 1 2 1 1 1 2
kristychangyiijie@1utar.r	Yes	Bachelor of degree	Yes	b	Informative valu	Video.	7 7 7 6 7 2 2 3 3 2 2 1 1 2 2 2 3 3 3 3 3 3 3 1 2 1 2 1 1 3 3 1 1 2 3 2 2 2 2 2 2 2 2
sherlynnkoh@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	6 5 6 4 5 2 1 3 1 1 1 2 2 3 3 2 1 1 2 3 3 2 3 2 1 1 3 1 3 3 2 1 1 3 1 3 1 2 2 3 1 3 3
siewkuan1113@1utar.m	Yes	Bachelor of degree	Yes	c	Entertainment v	Video.	5 5 4 4 4 2 3 3 1 1 3 1 3 3 3 2 1 2 1 2 3 3 1 1 2 2 2 1 1 2 2 1 1 3 3 3 2 2 1 1 1 2
delisawjy@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	3 5 5 3 3 2 3 1 3 1 3 2 3 2 3 3 3 3 3 3 1 3 1 3 1 3 3 1 1 2 2 1 1 3 3 2 1 2 1 3 1 1 3
nicolettefoo.nf@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	6 6 4 4 2 3 3 2 1 1 2 2 3 2 1 3 1 3 3 2 1 3 1 3 1 2 2 2 1 3 1 1 3 1 3 3 3 1 1 3
weienn@1utar.my	Yes	Foundation Progra	Yes	c	Entertainment v	Text.	6 6 7 4 4 2 3 3 1 3 3 3 3 3 1 3 1 2 1 1 3 3 2 2 1 3 3 3 3 2 2 2 1 3 3 1 2 3 3 3 3 2 2
yingsiwong48@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	5 4 5 5 4 2 1 3 2 1 1 2 3 3 3 1 2 1 3 2 3 1 2 1 2 3 1 3 1 3 3 2 1 2 2 1 3 1 2 1 3 1 1 2
2103335@1utar.my	Yes	Bachelor of degree	Yes	c	Entertainment v	Video.	6 7 5 6 6 2 3 2 1 2 3 2 1 1 3 1 2 2 3 1 3 2 2 2 1 2 1 1 3 2 1 1 2 1 1 1 2 1 1 1
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kamwenglai@1utar.my	Yes	Foundation Progra	Yes	c	Informative valu	Video.	5 5 6 6 4 2 2 3 1 3 3 2 2 3 3 1 1 2 2 3 3 3 3 3 1 2 2 2 1 1 3 3 2 2 2 2 1 2 3
wzhoung@1utar.my	Yes	Foundation Progra	Yes	c	Informative valu	Video.	4 6 4 7 7 2 2 3 3 1 3 2 1 3 1 2 3 3 1 3 3 3 3 2 2 3 3 1 2 2 3 1 1 3 3 2 2 3 2 3 1 3 2
2103114@1utar.my	Yes	Bachelor of degree	Yes	c	Entertainment v	Pictures.	5 6 6 4 5 1 1 3 1 2 3 2 3 3 3 2 1 2 1 1 3 3 2 3 1 3 1 1 1 3 1 3 3 2 3 3 3 3 2 1 2 2 3 3 2 2 2

evanong1224@1utar.my	Yes	Bachelor of degree	Yes	c	Entertainment v	Video.	5 5 5 2 2 2 2 3 2 3 3 2 2 3 2 1 3 1 1 2 3 1 1 3 1 3 1 2 3 1 2 2 2 2 1 3 1 2 1 2 1 3 2 1 2
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yuhan1023@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	3 6 5 3 5 2 3 3 2 1 2 3 3 3 3 2 1 3 3 3 2 1 3 3 3 1 3 3 1 1 3 1 2 2 1 3 1 2 1 1 2 3 1 2 2
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yokechien@1utar.my	Yes	Foundation Progra	Yes	c	Entertainment v	Video.	7 7 7 7 7 3 1 1 1 1 2 3 1 1 3 1 3 1 3 3 1 1 1 1 1 3 1 1 1 1 1 3 1 1 1 1 1 3 1 1 1 3 3 2 4
2103236@1utar.my	Yes	Bachelor of degree	Yes	c	Entertainment v	Video.	5 5 6 3 2 1 2 1 1 3 2 2 3 2 1 2 2 2 1 3 2 2 1 1 3 2 3 2 1 2 2 2 1 2 1 2 2 2 1 1
eehao041026@1utar.my	Yes	Bachelor of degree	Yes	c	Expertise (you t	Video.	4 4 5 6 5 2 2 2 3 3 3 3 3 2 2 2 3 1 3 2 2 3 1 2 3 2 2 3 2 3 2 2 3 2 3 1 2 3 1 3 2
darren04@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Video.	5 5 5 3 2 1 2 2 3 3 2 2 3 2 3 3 3 3 3 3 1 2 2 2 2 2 3 2 2 2 3 1 3 3 3 1 3
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ruxintay0220@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Pictures.	6 6 5 6 5 2 3 3 3 1 3 1 1 3 2 2 3 1 1 2 2 2 1 3 1 2 1 1 2 3 1 1 2 2 3 1 1 2 1 3 1 1
guanrongang@1utar.my	Yes	Bachelor of degree	Yes	c	Informative valu	Pictures.	3 5 3 3 4 2 3 1 2 1 3 2 2 1 3 3 3 3 3 2 2 2 2 3 3 3 3 3 3 3 1 1 3 3 3 2 3
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cloudie0604@1utar.my	Yes	Bachelor of degree	Yes	c	Attractiveness (	Pictures.	6 4 6 2 3 3 3 3 3 2 3 3 1 2 2 3 3 2 1 2 3 1 1 3 2 2 1 1 2 2 2 1 2 1 1 2

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victoriakam88@1utar.my	Yes	Foundation Progra	Yes	d	Informative valu	Pictures.	4 4 5 1 1 1 2 3 3 3 3 1 1 3 1 2 1 3 2 3 2 3 3 1 1 1 1 2 2 1 2 2 2 3 2 2 1 1
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van18@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu	Pictures.	4 5 5 3 4 2 3 3 3 3 1 3 2 1 3 2 1 3 1 3 1 1 2 3 2 2 1 1 3 1 2 2 3 3 3 2 1
nathalie0627@1utar.my	Yes	Foundation Progra	Yes	d	Informative valu	Video.	7 7 7 7 7 2 3 2 1 1 1 2 2 1 3 2 2 2 3 3 2 2 3 3 3 1 3 1 1 1 3 2 2 1 1 1 3 1 1 2 1 3 1 1

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88	deniseyhloo@1utar.my	Yes	Foundation Progra	Yes	d	Informative valu Video.	4 4 3 1 4 2 3 3 1 3 3 3 2 1 3 3 1 2 3 1 2 3 2 3 2 2 1 1 1 2 1 2 2 3 1 3 2 1 2 3 1 3 2 1 2
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90	haozchan@1utar.my	Yes	Bachelor of degree	Yes	d	Entertainment v Video.	5 5 5 4 6 2 3 3 2 3 3 2 2 3 3 2 3 2 2 2 3 3 2 2 2 3 1 2 2 1 2 3 2 1 2 2 1 3 3 2 2 3 1 2 3
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93	lilyyap0102@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Pictures.	5 5 5 3 3 2 1 3 2 3 3 2 3 1 3 2 1 2 2 2 3 3 1 3 3 1 1 3 3 1 3 2 2 2 1 2 1 1 2 2 3 3 1 3 3
94	wzrou514@1utar.my	Yes	Bachelor of degree	Yes	d	Entertainment v Video.	5 5 6 4 4 2 3 3 1 1 1 3 3 1 3 2 2 2 3 1 3 3 2 2 1 3 2 2 3 3 3 3 2 3 1 1 2 2 3 1 1 3 1 2 3
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97	yongyiwen@1utar.my	Yes	Bachelor of degree	Yes	d	Attractiveness (Video.	6 5 7 5 5 1 3 3 3 2 3 2 2 3 3 2 2 2 3 1 3 2 2 3 2 3 1 2 3 1 1 3 2 1 1 1 2 3 2 3 3 3 2 3 3
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102	ianngyuyan@1utar.my	Yes	Bachelor of degree	Yes	d	Entertainment v Video.	7 7 7 7 7 1 2 2 2 2 2 1 2 2 1 2 1 1 1 2 1 1 2 2 2 1 2 2 2 1 1 1 2 1 1 3 3 3 3 3 2 3 2 3 2
103	kjj00270036@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Video.	7 7 7 6 7 2 2 2 2 2 1 1 1 1 2 2 2 1 1 1 1 1 1 1 3 1 2 2 2 2 2 1 2 2 1 2 3 3 3 3 3 3 3 2 3
104	ooishiqi02@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Pictures.	4 6 6 6 7 1 3 2 2 1 1 3 2 3 3 2 3 2 3 2 3 2 3 1 2 3 2 3 1 2 3 1 3 3 2 2 1 1 1 1 3 3 3 1 1 1
105	yizhegan28@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Video.	6 6 6 7 7 2 3 3 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 1 1 1 1 3 3 3 3 3 3 3 3 3 2 1 1 2 1 1 1 2 1 2 2 3
106	gumeng248@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Video.	7 7 7 6 7 1 1 3 2 2 1 1 1 2 3 1 2 1 1 1 1 1 1 2 2 2 2 1 2 1 1 1 1 1 1 3 3 3 3 3 3 3 3 3 2 3
107	graceccs02@1utar.my	Yes	Bachelor of degree	Yes	d	Informative valu Video.	5 5 5 4 4 1 3 3 2 1 3 2 2 3 3 1 1 2 3 2 3 2 2 3 2 1 2 2 3 1 3 3 2 1 1 3 3 3 2 1 2 2 1 3 2

table 10 Raw Date