

THE IMPACT OF SOCIAL NETWORKING IN THE DEVELOPMENT OF
SELF-ESTEEM, SOCIAL SKILLS AND LEARNING BEHAVIOUR AMONG
STUDENTS IN JOHOR BAHRU

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To my beloved husband, mother and dad...

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In the name of Allah the Most Gracious, the Most Merciful

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ABSTRACT

This study aims to identify the most dominant factor and effect of the online social networking site. This study focuses on four factors; loneliness, social anxiety, social influence and addiction. The effects studied are the self-esteem, social skills and learning behaviours. Respondents were 220 students from seven schools in the district of Johor Bahru. The data were analyzed using SPSS version 17. Descriptive statistics show that social influence is the dominant factor. The study also found that the dominant effect is self-esteem. Instant Messenger is an online social site that contributes to self-esteem, social skills and learning behaviours. Inferential statistics show that there is a significant impact between loneliness and social influences towards the effects of social websites. In addition, there is a significant impact between loneliness and self-esteem. There is also a significant impact of social influence, addiction and social anxiety towards social skills. Loneliness and addiction also brings a significant impact on learning behaviour. Several suggestions have been made to enhance self-esteem, social skills and learning behaviours.

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti faktor dan kesan yang paling dominan terhadap laman sosial atas talian. Kajian ini memberi tumpuan terhadap empat faktor iaitu kesepian, kebimbangan sosial, pengaruh sosial dan ketagihan. Kesan-kesan yang dikaji pula ialah harga diri, kemahiran sosial dan tingkah laku pembelajaran. Responden terdiri daripada 220 orang pelajar dari tujuh buah sekolah menengah di daerah Johor Bahru. Data dianalisis dengan menggunakan SPSS versi 17. Statistik diskriptif menunjukkan bahawa pengaruh sosial merupakan faktor yang paling dominan. Kajian juga mendapati bahawa kesan yang paling dominan adalah harga diri. *Instant Messenger* pula merupakan laman sosial atas talian yang menyumbang kepada harga diri, kemahiran sosial dan tingkah laku pembelajaran. Statistik inferensi menunjukkan bahawa terdapat impak yang signifikan diantara kesepian dan pengaruh sosial terhadap kesan laman sosial. Selain itu, terdapat impak yang signifikan diantara kesepian dan harga diri. Terdapat juga impak yang signifikan antara pengaruh sosial, ketagihan dan kebimbangan sosial terhadap kemahiran sosial. Kesepian dan ketagihan juga membawa impak yang signifikan terhadap tingkah laku pembelajaran. Beberapa cadangan telah dikemukakan bagi meningkatkan tahap harga diri, kemahiran sosial dan tingkah laku pembelajaran pelajar.

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LIST OF ABBREVIATIONS

IM	Instant Messenger
WWW	World Wide Web
HTML	HyperText Markup Language
SNS	Social Networking Sites
SDD	Standard Deviation
SA	Strongly Agree
A	Agree
NS	Not Sure
D	Disagree
SD	Strongly Disagree
β	Beta

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CHAPTER 1

1.0 Introduction

The Internet is becoming a way of life. Since it supply broad coverage and access provisions to millions of users worldwide, the online media has evolved to become a venue of the most notable modern communities. Now, geographical locations have no boundaries and setbacks to prevent people with the same interests in life from interacting.

Online social networking is one of the Internet mediums that allow users to communicate and interact among each other. Almost all online users, especially the younger ones, are members and users of one, two or more social networking sites operating actively. Most social networks aim to provide various and interesting means on how uses can interact. Such features may include instant messaging, video calling, chat, file sharing, discussion groups, voice chats, emails, blogging and so on. These applications may gives variety of facilities to communicate to the outer side of the world.

Social networking is huge among teenagers and they often do not realize the potential danger that comes with social networking online. They are usually naïve making them an easy prey for criminals and the young often put out too much of their personal information online for everyone to see and get hold of. While there are a lot of righteous people to find when network socially online,

there are also a lot of people that will try and scam money or to trick someone into providing them with personal information such as bank account information.

Students have integrated social networking as part of their lives. One of the biggest downsides of social networking is privacy. A lot of people are very naïve and they will put up just about anything about themselves. But not only is it their fault, the social networking websites also change their privacy rules often and the personal information that was once only visible to you are now also visible to others.

1.1 Background Problems

The growing popularity of social networking sites (SNS) among the Internet users demands an introspection of personal and social behaviour of human beings. The social networking sites have attracted various parts of state, culture and people. Starting from 1997 to 2010 there are some 1.5 billion users of social networking websites (Kreutz, 2009).

Social networking accounted for nearly 1 in every 5 minutes spent online globally in October 2011, ranking as the most engaging online activity worldwide. Social networking sites now reach 82 percent of the world's Internet population age 15 and older that accessed the Internet from a home or work computer, representing 1.2 billion users around the globe, according to a report from comScore, a company specializing in the measurement of the digital world (eWeek, 2011)

Social networking sites, namely Facebook, Twitter, blogs, YouTube, allow detailed descriptions about oneself to be provided to other users. An issue of privacy may be arises. People from various walks of life use social networking for many purposes. Some of them use social networking as a basic medium of interaction with other family and friends, some may use it as a medium to make friends and some may use it to expand their business. It's just a click way to create a virtual profile and connect with millions of users across the world.

Despite of its advantages, there are also people misuses it. It is reported that it may cause harm. A shocking story was reported by the Florida Times-Union in 2010. SalumKombo, 18 yrs from London, was stabbed by his friend over an argument that started over on Facebook. Salum wrote something stupid on his friends wall and that provoked the boy to kill his best friend on the street (France, 2009)

Students relatively do not left behind with the vast globalization of the world of social networking. When they're on the computer, it is likely they are on a social media site, too. Ninety-two percent of kids socialize online and over half have made new friends online. Of those who have an online social life, just 1 in 4 are be friend with their parents. (Norton Online Living Report, 2009). Students whom tend to be online are also exposes themselves not only the good site of social networking, but also it can cause harm. As reported above, a 18 years boys stabbed his friend over an argument on Facebook. Besides that, cyber bullying is one of the harmness that can affect a student.

Being social online may help one of the social psychology problems which is social anxiety. Social anxiety is one of the common psychological problems that could be faced by human being. Social anxiety disorder (SAD) is considered to be the third most prevalent psychiatric disorder (Brunello et al, 2000). Social anxiety or also known as social phobia is an anxiety disorder characterized by intense fear in social situation. (Webmd, 2011). It can cause considerable distress and diminished the ability to function in at least some parts of daily life.

People whom uneasily social with others in reality world were given a chance to social with others online. This may help them to boost their social skills and self esteem. In a recent study, researchers at Cornell University, who conducted the study, say looking at Facebook, where we all tend to put our best digital foot forward, appears to provide a quick ego boost (CNN, 2011).

In addition, it is important to realize all of the wonderful benefits that social media has provided to children. A recent study by Patti Valkenburg, a professor at

the University of Amsterdam's Center for Research on Children, Adolescents and the Media, found that for most children social media mainly presents a positive experience that allows them to build their self-esteem, create friendships, and develop their social skills (Mary Kay, 2011).

The demanding site of social networking may attract someone to spend hours in front of the computer. Thus, it lead a student achievement and that could be because they are addicted in online social networking. Some, including some members of the psychology community, say that Facebook also can lead to troublesome behaviour. Some therapists say they've seen clients who display addictive behaviour toward the site (CNN ,2011). A research on facebook and academic achievement have been done and it is shown that Facebook® users reported having lower GPAs and spend fewer hours per week studying than nonusers (P.A. Kirschner, A.C. Karpinski,2010)

1.2 Problem Statement

The vast developing of web 2.0 mainly the online social networking sites has urges billions of people on using it as part of their daily life. Some of the end-user, known as the students is exposed to the advantages and disadvantages of the social networking sites.

This research is made to identify the factors that contributing to social networking among students. It is also to resolve which factors contribute most towards social networking. In addition, this research would also like to identify the effects of social networking. It would also relate the factors (social anxiety, loneliness, influence and addiction) to its effect (self-esteem, social skills and achievement).

1.3 Research Objectives

The research objectives are:

1. To identify the most dominant factors on social anxiety, loneliness, social influence and addiction that contributes to online social networking.
2. To identify the most dominant effect on self-esteem, social skills and learning behaviour towards online social networking.
3. To identify the most dominant social networking sites that contributes to self-esteem, social skills and learning behaviour.
4. To identify the impact of loneliness, social anxiety, influence, addiction and social networking sites towards effect (self-esteem, social skills and learning behaviour).
5. To identify the impact of loneliness, social anxiety, influence, addiction and social networking sites towards self-esteem.
6. To identify the impact of loneliness, social anxiety, influence, addiction and social networking sites towards social skills.
7. To identify the impact of loneliness, social anxiety, influence, addiction and social networking sites towards learning behaviour.
8. To identify the impact of loneliness, social anxiety, influence and addiction towards social networking sites.

1.4 Research Questions

There are few questions that researcher would like to answer which are:

1. What is the most dominant factors on social anxiety, loneliness, social influence and addiction that contributes to online social networking?
2. What is the most dominant effect on self-esteem, social skills and learning behaviour towards online social networking?
3. What is the most dominant social networking sites that contributes to self-esteem, social skills and learning behaviour?
4. What is the impact of loneliness, social anxiety, influence, addiction and social networking sites towards effect (self-esteem, social skills and learning behaviour)?
5. What is the impact of loneliness, social anxiety, influence, addiction and social networking sites towards self-esteem?
6. What is the impact of loneliness, social anxiety, influence, addiction and social networking sites towards social skills?
7. What is the impact of loneliness, social anxiety, influence, addiction and social networking sites towards learning behaviour?
8. What is the impact of loneliness, social anxiety, influence and addiction towards social networking sites?

1.5 Research Hypothesis

From the research questions, 24 hypotheses were formulated.

1.5.1 General Hypothesis

There is no significant impact between loneliness, social anxiety, social influence, addiction and social networking sites towards effect.

1.5.1.1 Hypothesis 1

There is no significant impact between loneliness and effect.

1.5.1.2 Hypothesis 2

There is no significant impact between social anxiety and effect.

1.5.1.2.1 Hypothesis 3

There is no significant impact between social influence and effect.

1.5.1.2.2 Hypothesis 4

There is no significant impact between addiction and effect.

1.5.1.2.3 Hypothesis 5

There is no significant impact between social networking sites and effect.

1.5.2 General Hypothesis

There is no significant impact between loneliness, social anxiety, influence, addiction and social networking sites towards self-esteem.

1.5.2.1.1 Hypothesis 6

There is no significant impact between loneliness towards self esteem.

1.5.2.1.2 Hypothesis 7

There is no significant impact between social anxiety towards self esteem.

1.5.2.1.3 Hypothesis 8

There is no significant impact between social influence towards self esteem.

1.5.2.1.4 Hypothesis 9

There is no significant impact between addiction towards self esteem.

1.5.2.1.5 Hypothesis 10

There is no significant impact between social networking sites towards self-esteem.

1.5.3 General Hypothesis

There is no significant impact between loneliness, social anxiety, social influence, addiction and social networking sites towards social skills.

1.5.3.1 Hypothesis 11

There is no significant impact between loneliness towards social skills.

1.5.3.2 Hypothesis 12

There is no significant impact between social anxiety towards social skills.

1.5.3.3 Hypothesis 13

There is no significant impact between social influence towards social skills.

1.5.3.4 Hypothesis 14

There is no significant impact between addictions towards social skills.

1.5.3.5 Hypothesis 15

There is no significant impact between social networking sites towards social skills.

1.5.4 General Hypothesis

There is no significant impact between loneliness, social anxiety, social influence, addiction and social networking sites towards learning behaviour.

1.5.4.1 Hypothesis 16

There is no significant impact between loneliness towards learning behaviour.

1.5.4.2 Hypothesis 17

There is no significant impact between social anxiety towards learning behaviour.

1.5.4.3 Hypothesis 18

There is no significant impact between social influence towards learning behaviour.

1.5.4.4 Hypothesis 19

There is no significant impact between addiction towards learning behaviour.

1.5.4.5 Hypothesis 20

There is no significant impact between social networking sites towards learning behaviour.

1.5.5 General Hypothesis

There is no significant impact between loneliness, social anxiety, social influence and addiction towards social networking sites.

1.5.5.1 Hypothesis 21

There is no significant impact between loneliness towards social networking sites.

1.5.5.2 Hypothesis 22

There is no significant impact between social anxiety towards social networking sites.

1.5.5.3 Hypothesis 23

There is no significant impact between social influence towards social networking sites.

1.5.5.4 Hypothesis 24

There is no significant impact between addiction towards social networking sites.

1.6 Significance of Study

With the outcome of this research, it is hoped that it will give benefits especially to the parents, school, community and student.

The results of this study will raise awareness towards parents. Parents may advice and control their children's activity on the net and restrict their child's time on the net. Parents also should aware of their child's studies if social networking may be a factor why their child achievement may decline.

Besides that, schools may educate their students on the advantages and disadvantages of online social networking. Teachers should teach their students on how to behave during online social networking (do's and don'ts). Should anything harm happen to the students, the student are clear enough to seek for help. If the student seems inattentive in class, such as lack of sleep in class because of long hours on social networking, teachers may give advice and inform to the parents. Declining in students' studies should be aware by teachers during early stages. This is to avoid the students to be addicted to online social networking and neglect their studies.

Students with lower self-esteem can be treated with exposing them to online social networking. Similar to the lower social skills. This may help them to increase their motivation level. Thus, parents, teachers and school should see this as another method to enlighten students' soft skills and well polished them.

The communities also have their role in this field. The communities may help each other with monitoring the activities of others on online social networking. If they see any harm or people misuse the net, further steps such as report to the police should be done.

1.7 Research Limitation

This study has several limitations. First, the sample of the research is from secondary schools in Johor Bahru may not be generalized to other students in Malaysia.

Secondly, this research is to seek factor that contributes towards social networking which are loneliness social anxiety, social influence and addiction only. The respondents are not true patient of the above psychological problem but rather have at least certain trait towards the problem.

Thirdly, the effects that researcher would seek are self-esteem, social skills and achievement and its relation towards the factor. The study would like to know if there are correlation between the cause and effect of the social networking.

1.8 Terms Definition

In this subtopic, the terms used throughout the researcher will be defined.

1.8.1 Web 2.0

The term Web 2.0 is associated with webapplications that facilitate interactive systemicbiases, interoperability, user-centered design, and developing the World Wide Web. A Web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as consumers ofuser-generated content in a virtual community,in contrast to websites where users (prosumers)are limited to the active viewing of content thatthey created and controlled. Web 2.0 is aboutrevolutionary new ways of creating, collaborating, editing and sharing user-generated content online.(Wikipedia, 2010).

O'Reilly and Battelle summarized key principles they believed characterized Web 2.0 applications (Tim O'Reilly and John Batelle,2004):

1. The web as a platform
2. Data as the driving force
3. An architecture of participation
4. Open source development
5. Content and service syndication
6. The end of the software adoption cycle (“the perpetual beta”)

1.8.2 Social Network

A social network is a social structure made up of individuals (or organizations) called "nodes", which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships, or relationships of beliefs, knowledge or prestige(Wikipedia, 2011). In other word, a social network is a map of specified ties, such as friendship, between the nodes being studied. The nodes to which an individual is thus connected are the social contacts of that individual.

1.8.3 Social Network Sites

Social Network Sites can be defined as web based services that allow individuals to (1) construct a public or semi public profile within a bounded system, (2) articulate a lists of other users with whom they share a connection, and (3) view and transverse their list of connections and those made by others within the system (Boyd& Ellison,2008)

1.8.4 Social Anxiety

Social anxiety is defined as a cognitive and affective experience that is triggered by the perception of possible evaluation by others (Schlenker& Leary, 1982). It includes unpleasant psychological arousal and fear of psychological harm (Leary & Kowalski, 1995). The definition focuses on a feeling or state of arousal that is centered in interactions with others.

1.8.5 Social Influence

When an individual's thoughts, feelings or actions are affected by other people, social influence occurred. Herbert Kelman, a Harvard psychologist, identified three broad varieties of social influence in 1958, which are compliance, identification and internalization. Compliance is when people appear to agree with others, but actually keep their dissenting opinions private. Identification is when people are influenced by someone who is liked and respected, such as a famous celebrity. Internalization is when people accept a belief or behaviour and agree both publicly and privately.

Morton Deutsch and Harold Gerard described two psychological needs that lead humans to conform to the expectations of others. These include our need to be right (informational social influence), and our need to be liked (normative social influence). Informational influence (or social proof) is an influence to accept information from another as evidence about reality. Informational influence comes into play when people are uncertain, either because stimuli are intrinsically ambiguous or because there is social disagreement. Normative influence is an influence to conform to the positive expectations of others. In terms of Kelman's typology, normative influence leads to public compliance, whereas informational influence leads to private acceptance.

1.8.6 Addiction

Historically, addiction has been defined as physical and psychological dependence on psychoactive substances (for example alcohol, tobacco, heroin, caffeine and other drugs), which cross the blood-brain barrier once ingested, temporarily altering the chemical milieu of the brain (Wikipedia, 2011).

Addiction can also be viewed as a continued involvement with a substance or activity despite the negative consequences associated with it. Pleasure, enjoyment or relief from actual or perceived ailments would have originally been sought; however, over a period of time involvement with the substance or activity is needed to feel normal

Internet addiction is characterized by excessive or poorly controlled preoccupations, urges or behaviours regarding computer use and Internet access that lead to impairment or distress. The condition has attracted increasing attention in the popular media and among researchers, and this attention has paralleled the growth in computer (and Internet) access. (Martha Shaw and Donald W. Black, 2008)

1.8.7 Self-Esteem

In psychology, the term self-esteem is used to describe a person's overall sense of self-worth or personal value. Self-esteem is often seen as a personality trait, which means that it tends to be stable and enduring. Self-esteem can involve a variety of beliefs about the self, such as the appraisal of one's own appearance, beliefs, emotions and behaviours (Kendra Cherry,2011).

According to one definition (Braden, 1969), there are three key components of self-esteem:

1. Self-esteem is an essential human need that is vital for survival and normal, healthy development.
2. Self-esteem arises automatically from within based upon a person's beliefs and consciousness.
3. Self-esteem occurs in conjunction with a person's thoughts, behaviours, feelings and actions.

1.10 Conclusion

In this chapter, researcher has discussed on the introduction, background problems, problem statement, research objectives, research questions, research hypothesis, significance of the research, research limitations, definitions of terms related to this study and conceptual framework.

1.9 Conceptual Framework

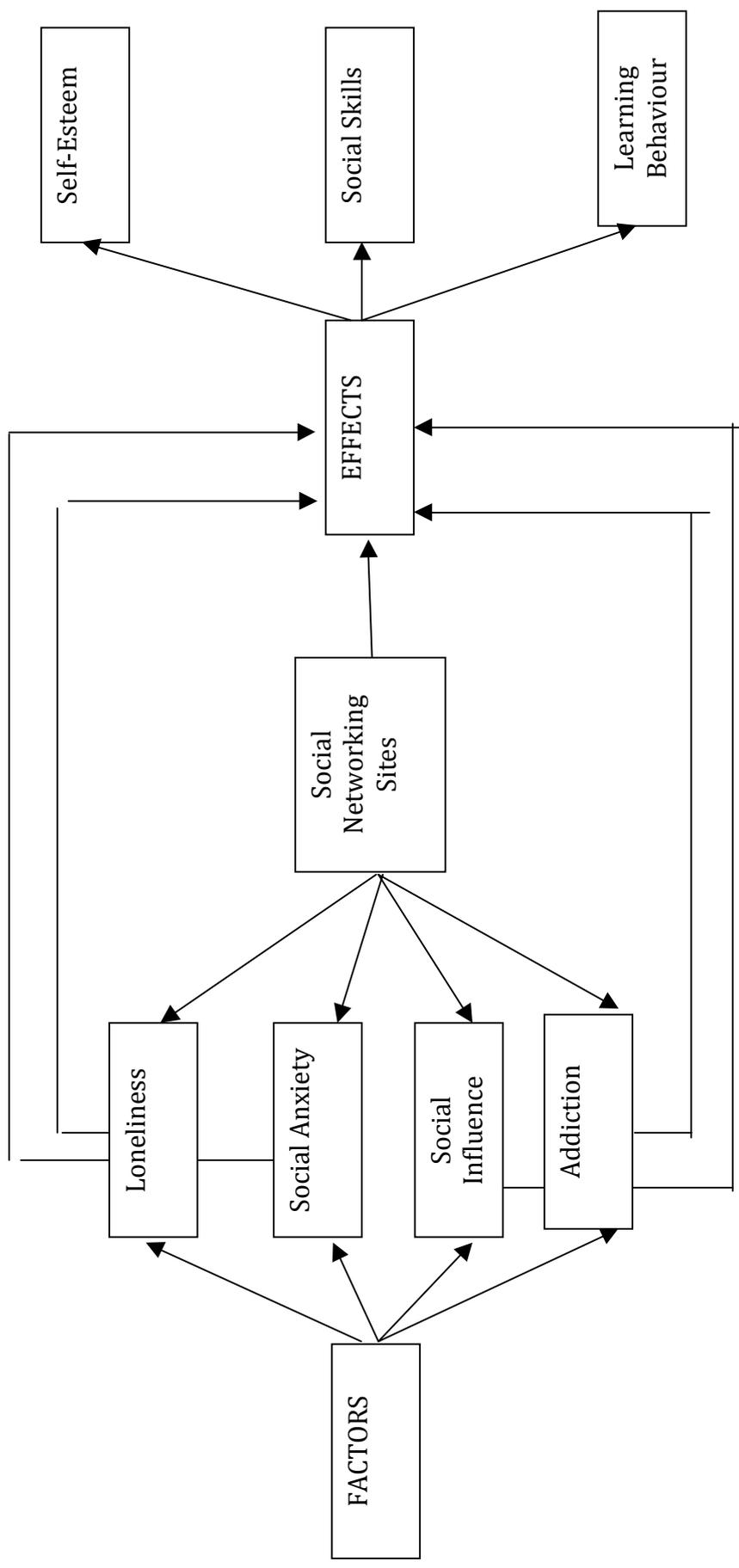


Figure 1.1: Conceptual Framework for the research ” The impact of social networking in the development of self-esteem, social skills and learning behaviour among students in Johor Bahru. “

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