E-PROCEEDING OF THE

1st INTERNATIONAL MEDLIT CONFERENCE 2018

MEDIA LITERACY FOR SOCIAL CHANGE

5TH – 6TH MARCH 2018
KUALA LUMPUR, MALAYSIA
APPRECIATION:

Co-funded by the Erasmus+ Programme of the European Union

Universiti Malaysia KELANTAN

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PREFACE

On behalf of the conference committee, it is our pleasure to present to you the proceedings of the 1st International MEDLIT Conference 2018. The conference theme is on Media Literacy and Social Change, reflecting that media can be a powerful tool in nation building through societal transformation. This conference addresses research, experiences and information in the success of the industrial revolution is the ability of the society to use the media as the source of information, interpreting the meaning of the information, joining the elements in the society, transmitting values of the society and of course making media as a form of entertainment.

The conference is also the platform for researchers, educators and practitioners from various international institutions to disseminate new ideas relevant to the 4th Industrial Revolution. The presentations were held on Mac 05 – 06, 2018 at Palace of the Golden Horses Hotel, Kuala Lumpur Malaysia.

The major areas covered and presented in this volume are very wide and related with media literacy and social change which include media literacy competency (finance, science, agriculture, youth, woman, gender and medicine entrepreneurship), media literacy awareness/adoption/application, media literacy policy and regulations, mindset change of media literacy, the culture of media literacy, the future of media, and, 4th Industrial Revolution of media. The main media for the proceedings of this conference is the program book and abstract book which were distributed to all participants during the conference. Further information pertaining the conference can be accessed through http://icmedlit2018.umk.edu.my.

In closing, we would like to thank all authors for submitting their work and all members of the MEDLIT Committee, for their cooperation and time spent in the preparation of this proceeding. We look forward to the continuation of next MEDLIT Conference on year 2020.

Thank you.

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CHAPTER 1
QUIZLET APPLICATION AS MOOC SUPPORTIVE INSTRUMENT IN TEACHING MANDARIN AS A THIRD LANGUAGE IN MALAYSIA

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QUIZLET APPLICATION AS MOOC SUPPORTIVE INSTRUMENT IN TEACHING MANDARIN AS A THIRD LANGUAGE IN MALAYSIA

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ABSTRACT

Mandarin has become one of the popular languages to be learnt by non-native Mandarin learners, but the learners always found that learning Mandarin is difficult. Hence, in recent years, Massive Open Online Courses (MOOC) has become gradually popular in language learning as it makes learning become spontaneous, ubiquitous and informal. In this research, a MOOC supportive application called Quizlet was implemented and in the end of the study, a questionnaire in was delivered to students in a university in Kelantan. The research findings show that non-native Mandarin learners demonstrated positive reactions towards the Quizlet application tools applied in MOOC, such as Flashcards, Spell, Learn, Test and Scatter or Match. However, the findings also indicate that there were certain tools such as text audio, picture, exercise and vocabulary, are needed to be developed as part of Quizlet learning tools.

Keywords: Mass Open Online Course (MOOC), Quizlet Application, Mandarin Language Learning
1. Introduction

Mandarin is global mostly used communicated language after English as China rises as an economic giant. Oxford Internet Institute (2015) showed that the gap between English and Mandarin Internet users is getting closer, from about 55 million in 2011 to around 36 million in 2013, and it also predicts that Mandarin Internet users will surpass English Internet users in the near future. Hence, Mandarin has become one of the most famous languages to be learnt by non-native Mandarin speakers all around the world (Chua, Tan and Lin, 2015).

Currently, owning a mobile phone or a tablet is a common thing in our society. This condition is supported by Tan, Ng and Lee (2013), who stated that based on the statistic of Malaysian Communication and Multimedia Commission (MCMC), in 2010, an estimation of 91 percent of the 27 million Malaysian population are subscribed to mobile phone services. Hence, most Malaysians consider mobile phone a necessity (Tan et al., 2013). This fact shows that Malaysian universities have to be prepared for Mobile Learning as learners are moving towards that. A well-developed mobile learning technology can play a vital role in teaching and learning as mobile learning bears the potential of making learning more spontaneous, informal, personalized and ubiquitous.

From this point, in order to get on global track, Mass Open Online Courses (MOOC) has been implemented in Malaysian local universities with the idea to promote lifelong learning among Malaysians. MOOC is a free web-based distance learning platform that is designed for the participation of large numbers of geographically dispersed students. The courses are opened to anyone without entry qualification, and offer a full or complete online course experience for free.

In order to follow to the new trend, an exploratory research on the application of Quizlet among non-native Mandarin learners is done to study their perceptions on the usage of Quizlet as a MOOC supportive instrument. The findings of this research would inform language instructors and course developers about the effectiveness of Quizlet in the teaching and learning of Mandarin through open online course as well as the additional features that can be added to make learning more effective.
2. Literature Review

What is Quizlet application?

The Quizlet application is an online service that aims to assist learners to quickly memorise a large number of new foreign words. The application is rather a complex system, where it constantly develops and changes over time. However, the application has gained popularity over time as it has over 100 million user-created study sets and 40 million users every month (Quizlet, as cited in Dizon, 2016), and it is one of the most widely used flashcard systems available worldwide. The benefits of the Quizlet application is that it provides a platform for instructors to create learning activities, while for students, it provides learning activities for them to using personal computer, and mobile devices. Moreover, Quizlet is also a useful platform for language assessment in MOOC, as it offers several ways to study vocabulary as shown in the table below.

Table 1: Comparison between Quizlet platform, mobile app and MOOC.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Website</th>
<th>Mobile app</th>
<th>MOOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word lists</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Flashcards</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Speller</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Learn</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Test</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Scatter game</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Gravity game</td>
<td>+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each of the features in Quizlet assists learners in their vocabulary learning, where it helps in strengthening their vocabulary memorisation. The basic function of each feature, game and tool provided is explained below.
2.1 Flashcards

Flashcards in Quizlet is a basic study tool that stimulates the application of rehearsal learning strategies, where it involves reciting or naming items from a list (Pintrich et al., 1991). The flashcards adapt the concept of paper word card and it is developed to operate on several modes. Firstly, language learners can select whether to start with their native language, the target language or display both sides of the flashcards at the same time, if they want to simply browse through the set. The cards can be flipped by the learners either using the space bar, arrows or by clicking on the flashcard. All flashcards can also be viewed in the flowmode, where learners only need to scroll through the cards displayed. By using the application, learner could recall the item on the other side while browsing through the set and then they could check whether the answer is right or wrong as they flip through the cards. Stars can be added to mark difficult items that require them to study independently, and audio is played after the target language term appears or clicked on. The audio pronunciation could be enhanced with a slower and more explicit audio version in settings, which will assist learners in vocabulary listening and pronunciation. Cards can also be shuffled to prevent the list effect or played automatically in a lapse so that it does not have to be controlled manually (Kálecký, 2016).

Figure 1: Learners need to click on the Flashcards to flip for the answer.
2.2 Learn

The Learn in Quizlet is an application that is useful in test memorisation and memory based on given image and description (Ahmad ZakiAmiruddin,2014), as it further down learners’ memorisation by retrieving the equivalence between native and target language as they need to type the correct answer. Each of the trial is followed by instant feedback, the item is then pronounced aloud and at the end of each study session, Quizlet will show the performance in statistic form and the list of studied words with the incorrect ones highlighted (Kálecký, 2016).

Figure 2: Based on the given image, learners click on the correct answer.
2.3 Speller

Speller is the third learning tool found in Quizlet, where it functions to test whether learners could listen and pronounce the given vocabulary correctly. Hence, Speller is designed to assist learners in practicing words spelling. The item is firstly pronounced aloud while the opposite side of the card is displayed and the task given is for learners to type it correctly. Faster and slower audio version can also be selected. If the learners misspelled the term, the system will rectify the learners by spelling it aloud correctly with an animation of necessary changes. At the end of the study session, results of each round are presented in statistic form, where a list of words is sorted by the number of errors(Kálecký, 2016).

![Quizlet](image)

Figure 3: Learners need to type out what they heard in order to answer.

2.4 Test

Test is the next learning tool that includes multiple choice questions (it automatically provides four most confusing choices within the set, e.g. with a similar morpheme or modifier), pictorial questions (between image and target language), matching (between native language and target language), fill in the blanks, true/false (evaluating the correctness of given pairs). Hence, this part could be applied by language instructorsto create a quick test that can be exported into pdf or printed document easily, as well as used by learners for their self-evaluation.
Figure 4: Test part in Quizlet contains written, multiple choice, matching and true/false questions. Each session has five questions.
2.5 Scatter or Match

One of the learning games in Quizlet is called Scatter or Match, a language game that requires learners to match the given words by dragging and dropping them onto each other following the given images or descriptions correctly in the given time. The main purpose of this tool is to revise the meaning of words.

![Figure 5: The Scatter or Match games in Quizlet.]

2.6 Gravity

The other language game is called Gravity or Space Race, where it is used to test learners’ spelling competency and vocabulary recognising. The game has a simpler graphic design, which focuses on retrieving the corresponding items and their correct spelling. The task mainly is to protect the planets from incoming asteroid (e.g. native language) by destroying them (typing the target language term correctly) before they reach the ground. The tempo gets gradually faster as the game progresses. Learners can select the difficulty (easy, medium, hard) and direction of questions (native language or target language first).
Figure 6: The Gravity or Space games found in Quizlet.

There are a number of researches that studied the effectiveness of quizlet in language learning. For instance, Tran (2016) in his findings showed that Vietnamese learners had a positive view towards mobile learning by using Quizlet in English as a Foreign Language (EFL) course. This is done with the inclusion of social networking sites such as Facebook that encouraged learners’ participation in learning. Besides that, in Chien’s (2015) study, the researcher also found that Taiwanese EFL students had positive view towards Quizlet, with the usage of other applications such as Study Stack and Cram at the same time. The learners demonstrated their approval towards Quizlet in particular tools such as Speller, Test and Space Race. Moreover, Dizon (2016) in his research had illustrated that Quizlet is a useful and easy approach to study second language. The results also indicated that there was a swift towards mobile learning as students preferred to use smartphones in learning and there was a significant duration of time they spend on Quizlet outside class.

However, most of the researches only focus on the effectiveness of Quizlet in vocabulary learning, hence, there is a lack of research on students’ perspectives concerning Quizlet’s application in teaching and learning. Thus, this research studies which Quizlet learning tool is the most favourable among learners and assists their language learning the best.
3. Methodology

The research conducted involved 58 non-native Mandarin learners, who had enrolled in Mandarin level one course. The learners were university beginner Mandarin level students. The research questionnaires were delivered to them through the Google Form platform, where learners were required to answer the questionnaire once they had finished all lessons in Quizlet. The learners only needed to spend a few minutes to answer the questionnaire and all the data gained from the Google Form were automatically analysed.

The questionnaire contained two main components. The first component explored learners’ perception on which Quizlet learning tool they favour the most. The learning tools included were Match or Scatter, Learn, Test, Flashcard and Spell, which only can be seen once learners accessed the university’s MOOC.

The second component explored the learners’ perception on Quizlet learning tools, stressing on the criteria required to be developed by language instructors.
Results and discussion

From the 58 non-native Mandarin learners, only 50 learners had responded to the questionnaire. From the 50 learners, 44 were female (88%) and 6 were male (12%); the majority of the students were Malays, which was 46 or 92%, three Indian students or 6%, and one was minority race of Malaysia or 2%.

Chart 1: The gender of respondents.

Chart 2: The race of the respondents.

The learners’ perception about each learning tool of Quizlet is shown in charts and tables below:
From the 50 respondents’ questionnaire, there were 49 responses towards learners’ opinion about Flashcards in Quizlet. Most of the learners appeared to agree that they used more Flashcard learning tool, with a total of 24 students or 49%. This is followed by 13 students or 26.5%, who used flashcards in Quizlet the most. And, there were 12 students or 24.5%, who averagely applied flashcards in Quizlet.

Most of the learners appeared to agree that they use Learn more than other tools, with a number of 23 students or 46%. This is followed by 19 students or 38%, who averagely used Learn in Quizlet. Only 8 learners or 16% who applied Learn the most.
Chart 5: Respondents’ opinion about Match or Scatter in Quizlet.

Most of the learners appeared to agree that they use more Match or Scatter learning tool as compared to other tools, which were 20 students or 40%. This is followed by 17 students or 34%, who averagely used Match or Scatter. There were 11 students or 22%, who mostly applied Match or Scatter. Lastly, there were one student or 2%, who used Match or Scatter the least.

Chart 6: Respondents’ opinion about Spell in Quizlet.

From the 50 respondents’ questionnaire, there were 49 responses in regards of Spell in Quizlet. Most of the learners appeared to agree that they averagely use Spell learning tool, with an amount of 22 students or 44.9%. This is followed by 18 students or 36.7%, who used Spell more in Quizlet. There were six learners or 12.2%, who mostly applied Spell in Quizlet. Lastly, only three learners or 6.1% used less Spell in Quizlet.
Most of the learners appeared to agree that they averagely used Test learning tool of Quizlet, with an amount of 23 students or 46%. This is followed by 20 students or 40%, who used more Test in Quizlet. There were only seven students or 14%, who mostly applied Test in Quizlet.

In a different account, the learners’ have different perceptions on Quizlet as they pointed out that there is a need to develop certain part of the learning tools so that they cater their learning requirements.

Most of the learners appeared to think that the learning tools of Quizlet need to develop averagely or more on text audio, as responded by 22 respondents or 44%. This is followed by five respondents or 10%, who think that text audio is required to be developed the most in Quizlet. Only one student or 2%, who thinks that text audio is less needed to be developed in Quizlet.
Chart 9: Learners’ perception on the need to develop pictures in Quizlet.

25 respondents or 50% appeared to think that the learning tools of Quizlet need to develop more on pictures. This is followed by 12 respondents or 24%, who think that pictures are mostly required to be developed in Quizlet. 11 respondents or 22%, think that pictures are averagely needed to be developed in Quizlet. Lastly, only one or 2% respondent thinks that pictures are the least needed feature in Quizlet.

Chart 10: Learners’ perception on the need to develop exercises in Quizlet.

A number of 28 or 56% of the respondents appeared to think that the learning tools of Quizlet need to develop more on exercises. This is followed by 11 respondents or 22%, who think that exercises are averagely required to be developed in Quizlet. There are 10 respondents or 20%, who think that exercises are mostly needed to be developed in Quizlet. Lastly, only 1 or 2% respondent thinks that exercises are the least needed to be developed in Quizlet.

Chart 11: Learners’ perception on the need to develop vocabulary in Quizlet.
A number of 20 or 40% of the respondents appeared to think that the learning tools of Quizlet need to develop more on vocabulary. This is followed by 16 respondents or 32%, who think that vocabulary is averagely required to be developed in Quizlet. There are 12 respondents or 24%, who think that vocabulary is mostly needed to develop in Quizlet. Lastly, only 1 or 2% respondent thinks that exercise is least needed to be developed in Quizlet.

4. Discussion and conclusion

According to the retrieved data, it can be concluded that non-native Mandarin learners have given their positive perspectives towards the learning tools in Quizlet as most of the learners have applied the tools in their Mandarin vocabulary learning. Among the Quizlet tools, flashcard mode is the most favourable among non-native learners as according to Nation (2000) that cards enable learners to get orthography of the word and to make connections between form and meaning. Quizlet flashcard mode has addition of pictures that can improve learning as Mayer (2005), who claimed that learners learn better from words and pictures than from words alone (p. 31) (cited in Koçoğlu, 2017). Besides that, recent studies show that vocabulary learning through flashcards is a priceless vocabulary learning activity supporting pair-associated learning which provides learners to memorize a lot of words in a limited time (Webb, 2009, cited in Koçoğlu, 2017). On top of that, they have also suggested some additional features to be included such as text audio, pictures, exercises and vocabulary to enhance the learning process. Undoubtedly, there is a need for more detailed researches on the effectiveness of Quizlet in Mandarin language learning, not limiting only to vocabulary learning.
References:


Tran, P. (2016). Forum Training learners to use Quizlet vocabulary activities on mobile phones in Vietnam with Facebook, 12(1), 1832–4215.


CHAPTER 2:
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KNOWLEDGE SHARING ENABLERS THROUGH TECHNOLOGICAL-BASED MEDIA AND ITS IMPACT ON ORGANIZATIONAL PERFORMANCE FOR SOCIAL CHANGE: A REVIEW

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ABSTRACT
This study aims to review the impact of media knowledge sharing enablers in promoting knowledge sharing process which leads towards organizational performance, hence impacting social change. This study analyzes organizational (top management support, organization rewards, structure), behavioral (trust, attitude), technological (use of information and communication technology) and cultural (national culture) factors as enablers of knowledge sharing process both from industry and academic institutions. The findings highlight towards the summative enablers to knowledge sharing through media within organizational setting. The significant enablers to knowledge sharing through technological-based media are: enjoy helping others, monetary rewards and management support. Hence, it is imperative that top management encourages and motivates knowledge sharing behaviour and in such a way that knowledge sharing ambiance in organization is established and being recognized for enhancing organizational performance.

Keywords: Knowledge sharing, Technology, Media, Performance, Social Change

1. Introduction

Knowledge has been key to organization’s rapid development, hence considered as the primary source of competitive advantage (Kukko, 2013; Bello & Oyekunle, 2014; Poonam & Rowley, 2017). Knowledge management is described to align organizational goals with knowledge, leading to growth and enhance competitive advantages (Nonaka & Takeuchi, 1995). Higher Education Institutions (HEI) are knowledge-incentive environments and perform an important role in knowledge creation, knowledge dissemination, and knowledge transfer (Fullwood et al., 2013; Ramachandran et al., 2013). Knowledge sharing has been recognized as a primary KM process that impacts the success of knowledge management initiatives (Amayah, 2013; Fullwood et al., 2013) but also evidence that knowledge sharing continues to be an area that is under-researched compared to the other KM processes (Fullwood et al., 2013). KM enablers such as culture, motivations, technology, rewards and incentives and trust are considered vital for knowledge sharing with an organization (Ramachandran et al., 2013; Gera, 2012; Fullwood et al., 2013). Consequently, creating the appropriate environment and culture to share knowledge freely among workers is
vital to the success of organization. This is true for HEIs (Fullwood & Rowley, 2017). Much of the researches focused on knowledge sharing among employees, its determinants. Given the large amount of research focused on studying knowledge sharing (KS) among employees in private and public organizations, and the fact that knowledge is so critical to HEIs, one could expect HEIs to have implement KM and KS strategies applied in other sectors. It is however, little research discusses in the context of HEIs.

Accordingly, the purpose of this paper is to review previous researches on knowledge sharing enablers that might influence it in both universities and also in other organizations. This paper will attempt to highlight the most frequently researched enablers of knowledge sharing in the business and higher learning institution sectors (HEIs).

2. Knowledge Sharing: Definition

Previous literature has identified several definitions of knowledge sharing across different sectors and cultures depending on the context and perspective it is used in. Nonaka (2007) defined knowledge sharing as the process by which employees mutually exchange their tacit and explicit knowledge. Knowledge sharing defined by Tiwana (2002) as the act of disseminating and making available knowledge that is already known. In the context of work, knowledge sharing is described as the exchange or dissemination of explicit or tacit data, ideas, experiences or technology between individual or group of employees (Wang & Noe, 2010). Knowledge sharing can also be seen as a set of behaviours that involves the sharing of one employee’s work-related knowledge with another employee with the aim of achieving organizational goals (Yi, 2009). Amayah (2013) advanced that knowledge sharing focused on the know-how type of knowledge to help others and solve problems within the organization. Hawamdeh (2013) added knowledge sharing include explicit knowledge information, the “know-how” and “know-who”. Other literature uses other term besides knowledge sharing interchangeable such as “knowledge exchange” and “knowledge transfer” (Al-Kurdi et al., 2017). Knowledge exchange was takes place between two parties, the knowledge contributor and the knowledge searcher (Wang and Noe, 2010; Lee & Hawamdeh, 2002). Whereas Szulanski, Capetta, & Jensen (2004) described knowledge transfer as the movement of knowledge across an organization and not between individuals.

An important process of both behavioural and social interaction in organizations involves knowledge sharing (Van den Hoof et al., 2012, Alavi et al., 2005) and occurs at individual and organizational levels (Razmerita, et al., 2016). Both knowledge “donation”
and knowledge “collection” comprises from knowledge sharing at individual level (Van den Hoof et al., 2012). At the organizational level, knowledge sharing defined by Lin (2007) as capturing, organizing, reusing and transferring the experience-based knowledge which available within the organization and making that knowledge available to all employees. The next section will seek to highlight the most common researched knowledge sharing’s enablers in the business and HEIs.

3. Knowledge Sharing Enablers

The success of knowledge sharing is important to knowledge management effectiveness in an organization (Jolace et al., 2014; Zhenyuan et al., 2016). As stated by Wei-Li et al. (2009), knowledge management “is one of the most important managerial concerns in organizations as it creates a competitive advantage in the knowledge economy”. In addition, a number of studies (Olivera, 2000; Davenport and Prusak, 1998) found that knowledge sharing improved organizational effectiveness.

Much of the research that has been conducted knowledge sharing from technological, organizational, individuals’ behaviors perspectives (Al-Kurdi, El-Haddadeh & Eldabi, 2017; Lin, 2007). Depress and Chauvel (2000) also found knowledge sharing enablers to include leadership, corporate culture, communication and policy. In addition, another study found knowledge sharing enablers are organizational structure, leadership, trust, rewards and recognition.

3.1 Technological Enablers

Hendriks (1999) proposed that technology may be helpful to enhance knowledge sharing by “lowering temporal and spatial barriers” between knowledge workers, and improving access to information about knowledge. Past studies widely utilized terms such as “information technology” (IT), “information systems” (IS) and “knowledge management system” (KMS) when referring knowledge sharing. These terms appear frequently in the literature as results to be key enablers of knowledge sharing (Alavi & Leidner, 1999; Berlanga et al., 2008; Bock, Zmud et al., 2005; Davenport & Prusak, 1998; Riege, 2005; Seba, Rowley, & Delbridge, 2012; Smith & McKeen, 2003). The availability of technology to support knowledge sharing was evident in several empirical studies (Ahmad & Daghfous, 2010; Kanaan & Gharibeh, 2013; Kim & Lee, 2006; Sharma, Singh et al., 2012; Siddique, 2012).
Past studies indicate that the relationship between IT, trust, and culture in have resulted knowledge sharing among varying stakeholders (Choi & Lee, 2003; Golden & Raghuram, 2010; Siddique, 2012). The researchers concluded that support toward technology and infrastructure were secondary to trust and a good knowledge-sharing culture in knowledge management. In other words, technology cannot alone achieve effective knowledge sharing in the absence of factors such as trust, culture, organizational climate and leadership support. In fact, some studies found that poor in managing technology tools had a negative influence on knowledge sharing (Riege, 2005; Smith & McKeen, 2003).

Nevertheless, information technology shows either a non-significant relationship (Van den Hooff & Ridder, 2004) or very weak relationship (Syed-Ikhsan & Rowland, 2004). Hendriks (1999) argued that information technology is necessary during the process of knowledge sharing, but it is not sufficient to improve the sharing of knowledge.

Technology factors were addressed in few studies among academics (Alotaibi & Crowder, 2014). Factors in the reviewed papers focused on the acceptance of technology for influencing knowledge sharing (Alotaibi & Crowder, 2014) and general technology-related factors affect in sharing knowledge (Amin et al., 2011).

3.2 Organizational Enablers

Organizations should support and encourage their employees to share and create knowledge. Organizational culture refers to values, beliefs and systems that may encourage or impede knowledge creation and sharing within organizations (Michailova and Minbaeva, 2012). Organizations have different unique culture that reflects the identity which are visible and invisible (Al-Alawi et al., 2007). The role of larger culture in shaping attitudes toward knowledge management and organizational culture are a prominent component of the research. In the next section, widely cited organization factors are highlighted. Organizational culture has been the focus of several studies (Al-Alawi et al., 2007; Magnier-Watanabe & Senoo, 2010; Nguyen & Mohamed, 2011; Sanz-Valle et al., 2011; Tong et al., 2013). Researcher recognized several enablers that affect knowledge-sharing behaviour including trust, culture, leadership, organization structure and organizational learning. Subcultures, organizational climate, team culture and professional group culture were examined in relation to knowledge sharing (Ardichvili et al, 2006; Chen, et al., 2010; Jackson et al., 2010; King, 2008; McAdam et al., 2012; Magnier-Watanabe & Senoo, 2010). A significant number of these studies were conducted in the Chinese culture, and found that different levels of culture
have a direct influence on knowledge-sharing behaviour. For example, McAdam et al. (2012) examined the role of culture in knowledge-sharing processes at different organizational levels in Chinese organizations by developing an integrated cultural framework. They showed that Chinese culture at the corporate, group and individual level influences knowledge-sharing processes.

Several other organizational dimensions such as organization structure and reward systems are among enablers that enable organizations to maximize their knowledge sharing (Liebowitz and Beckman, 1998; Fullwood & Rowley, 2017). The study by Michailova and Minbaeva (2012) investigated how core organizational values, which are important part of the organizational culture, influence knowledge sharing behaviour of employees. However, university structures invariably differ from those of most public and private institutions. In contrast to the above evidence of an embedded knowledge sharing culture for universities, responses on the organizational structure in supporting knowledge sharing is neutral (Fullwood & Rowley, 2017). A study by Cheng et al., (2009) found that academics are motivated to share if they perceive the incentives and reward mechanism to encourage knowledge sharing, even if there is no immediate reward pay-off.

In the context of among academics, organizational factors from the reviewed literature included organizational culture, climate, subcultures, rewards systems and management support were supported by other studies (Kanaan & Gharibeh, 2013). Furthermore, academics preferred incentive schemes and reward systems for enhancing knowledge-sharing (Amin et al., 2011).
3.3 Behavioral Enablers

In order to encourage knowledge-sharing behaviour, many enablers and success factors in this behaviour are discussed throughout the literature. For example, the interrelation between trust and a knowledge-sharing culture has been the subject of many studies (Aulawi, Sudirman, Suryadi et al., 2009; Casimir et al., 2012; Wang & Noe, 2010; Wickramasinghe & Widyaratne, 2012). Across research, rewards (extrinsic and intrinsic), innovation, leadership, incentives, technology, commitment, demographic profiles and job satisfaction were all found to influence KS in the business sector (Alam et al., 2009; Arzi et al., 2013; Aulawi et al., 2009; Bock et al., 2005; Kanaan & Gharibeh, 2013; Kathiravelu et al., 2013; Tong et al., 2013; Von Krogh et al., 2012; Wang & Wang, 2012; Wickramasinghe & Widyaratne, 2012). However, behavioural issues logically play a major role in the decision of academics to participate in knowledge sharing activities (Amin et al., 2011) included trust, attitude, motivations, affective commitment. Norulkamar & Hatamleh (2014) found that among academics, trust was highlighted as both enabler and barrier to knowledge sharing. Academics believed their knowledge is power and losing it would threaten their opportunity to be promoted.

Besides the technological aspect, individual and organizational behavioural aspects also require consideration. A lot of studies have been carried out closely tied on individual behaviours, more than 50 per cent found human factor as critical success factor (Lin, 2007; Deci & Ryan, 2000). More than 40 per cent found “organization” as an additional critical success factor (Heisig, 2009).

Consistent with several literatures, (Lin, 2007; Kumar and Rose, 2012; Lavanya, 2012), it was found that enjoyment in helping others impacted firm’s knowledge sharing capability. Indeed, they found that employees not just enjoy sharing their knowledge with their colleagues, helping them in solving their work-related problems; but also make them feel better besides a great pleasure.
3.4 Cultural Enablers

Culture can be considered in terms of institutional or organisational culture, national culture, and of course, knowledge sharing culture itself. Taylor (2013) defined knowledge sharing culture as “a culture that has achieved distinguishable levels of competency at managing, sharing, and employing information and knowledge that positively influences the organization’s ability to achieve its goals and objectives.” This definition is perhaps the most effectively highlights all aspects of KM practices and emphasizes the skills and understanding needed to establish such a culture and achieve the optimum desired outcome. However, in the published research on the topic of knowledge sharing among academics, it is clear both that national culture appears to play some role and that the role it plays is not clear. For this reason, the term “culture” will be used throughout the body of the paper to designate national and regional culture, unless otherwise specified. Most of the research reviewed in the commercial and public sector was conducted in Western countries, Malaysia and China. However, a few studies were conducted in the Middle East, Africa and South America (Al-Alawi et al., 2007; Heydari, Armesh, Behjatie, & Manafi, 2011; Kanaan & Gharibeh, 2013; Seba et al., 2012; Siddique, 2012). Therefore, due to the concentration of research in this pattern, it is difficult to ascertain the relationship between larger culture and behavioural factors, though the existing work does point to some relationship. Furthermore, the public sector was the topic of a number of studies; comparative papers between the public and private sector’s knowledge-sharing practices and national culture were noticeable as well.

National culture is related to organizational culture. Lauring (2009) emphasized that organizational culture is very powerful and influences daily work practices. Knowledge is also bound to social structures and belongs to local communities of practices. Therefore, it does not flow freely regardless of power relations. Lauring (2009) found that similar employees tend to interact more with each other than non-similar employees.

Nistor et al., (2014) stated that the cultures of specific academics are informed by their surrounding regionally or nationally, and thus one must consider them as many singular entities, rather than homogenised. This will also influence how knowledge is regarded and transferred. The authors also found that the factors influence knowledge sharing among faculty members, particularly national culture. This is would help universities to adopt appropriate strategies to manage them.
4. Knowledge Sharing Impact towards Organizational Performance

The importance of knowledge sharing to the organizational performance has been widely acknowledged. Tasmin and Woods (2007) reported that knowledge sharing, through knowledge management programme, contributed positively and significantly towards organisational innovation among Malaysian manufacturers. Organizational performance is a measurement of comparing the expected results to actual results, investigating deviations from plans, assessing individual performance and examining progress being made toward meeting the targeted objectives (Hashim, 2007). As we know, knowledge sharing influences the organizational performance from various aspects, such as management, decision, and production processes.

Gold et al., (2001) emphasize that knowledge infrastructures such as technology, structure and culture along with knowledge acquisition, conversion, application and protection are essential organizational capabilities for higher organizational performance. The empirical findings support the idea that knowledge sharing is related to performance, and different dimensions of knowledge sharing contribute to performance differently.

A regression study indicates that knowledge sharing has significant contribution of organizational performance (Yang, 2007). The study found that the implementation of knowledge sharing had a statistically significant relationship with organizational performance. The results confirm the implication of knowledge sharing study by Petrush (1996), Gupta and Govindarajan (2000) and Olivera (2000). Theoretically, the knowing process is composed of three components: sharing, thinking and learning. These three components have a reciprocity relationship. At the individual level, an effective sharing process enables individuals to think about sharer's ideas and insights and learn from them. This would result in the enlargement of individual capabilities. The process of establishing and implementing knowledge sharing practices could facilitate creating new knowledge; conversely, this knowledge is not necessarily organizational knowledge. It might become orphaned knowledge if an organizational memory system has not been developed. On the other hand, as this created knowledge becomes organizational knowledge, it appears to enhance organizational learning outcomes. This implies that effective organizational learning and knowledge sharing enables an organization to improve organizational behaviours by way of the creation of advanced knowledge and better understandings, and hence to become innovative and competitive; furthermore, the overall contribution to bottom-line profits would be attained. Eventually, this results in enrichment of overall organizational performance.
5. Conclusion

Knowledge management has value which has been widely established in private and public sectors. Generally, knowledge sharing has significant contribution towards organizational performance. This paper presents a classifications of KS enablers into four dimensions: technological, behavioural, organizational, and cultural (Figure 1). Previous studies have indicated that organizational culture is crucial to promote academics’ knowledge sharing (Nistor et al., 2014). Unarguably, the benefits of knowledge sharing have been recognized in the organizational knowledge sharing literature (Al-Busaidi & Olfman, 2017), it is surprising that the reviewed literature does not consider the enablers affecting knowledge-sharing practices in HEIs in a comprehensive manner. Whilst these have been well researched to a certain degree in other sectors, the relationship between enablers and influences on knowledge sharing in HEIs needs further research, especially among the academic community where they are considered knowledge work.

![Figure 1: Organizational Performance – the primary enablers of the Knowledge Sharing model](image-url)
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CHAPTER 3:
RESPONSE TO HUMANITARIAN CRISIS IN CONTEXT SOCIAL MEDIA USE; SOCIAL CAPITAL AS MEDIATING VARIABLE BY RELIEF LOCAL ORGANIZATIONS IN YEMEN
Ahmed Salmen and Mokhtaruddin bin Ahmed
RESPONSE TO HUMANITARIAN CRISIS IN CONTEXT SOCIAL MEDIA USE; SOCIAL CAPITAL AS MEDIATING VARIABLE BY RELIEF LOCAL ORGANIZATIONS IN YEMEN

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ABSTRACT
The major challenge that faces relief organizations during humanitarian crises is their ability to make proper decisions to respond in a timely manner through the diverse knowledge and information received from the disaster area. This study explored how Yemeni local relief organizations benefited from social media in their response decisions and early intervention through the study of their efforts during the current armed conflict in Yemen. The study focuses on the participants’ tools in making right decisions about the response, through building social capital in the virtual community as mediating variable, and their transformation into tangible results in real society. The data were collected by the distribution of 530 questionnaires to managers of organizations that had the participation in emergency or disaster relief in Yemen. Data were collected from the questionnaires and analyzed through quantitative method. Results showed that there was a speed in the accessibility of backgrounds for decision-making through social capital building inside social media, as well as accuracy in the nature of the intervention and response during crises. These results indicate the importance of social capital online developing the use of social media in the process of public communication during humanitarian crises to reduce the problem of the delayed response and prevent random relief works.

Keywords: Social Media, Response to humanitarian Crisis, social capital online. Access to information, knowledge sharing, Interactive participation.

1. Introduction

During humanitarian crises, relief organizations are often riddled with innumerable communication as people attempt to contact with their families and friends in the disaster area, and get access to information on food, shelter and transportation (Maxwell, 2014). This was supported by Leong et al. (2015) who confirmed that crises response phase is a complex set and quick, unexpectedly occurring events. To overcome these circumstances, three types of social support are critical: information, material, and emotional support, whereby communities are depended on for the latest crisis information for guidance in an unfamiliar situation. Society, organization or humanitarian crisis is characterized by non-trivial threats to life, well-being, or other much held values (Falkheimer, 2006). Currently, the conflict in Yemen brought about an increase in emergency humanitarian assistance, where humanitarian relief organizations in Yemen are estimated to add 21.2 million people (82% of the population), who are in need of humanitarian aid to meet their basic needs (UN, 2015). 1.1 Use of Social Media
According to Wright and Hinson, (2009) that social media are digital or mobile tools that are interactive, allowing users not only to access, but also to create or influence the content (Liu et al., 2015). This definition focuses on interactive participation, access to information and the exchange of knowledge that are the most important social media properties that we would eat during this study. Parallel with the advancing technology, social media is becoming increasingly popular and often used to share and obtain information during natural disasters throughout the world (Chou, & CAI, 2005). Hence, parallel with the advancing technology, social media is becoming increasingly popular and often used to share and obtain information during natural disasters throughout the world (Liu et al., 2015).

In the past, social media have been used to publish eyewitness accounts after a disaster. Today, social media can be a valuable source of information to obtain situational awareness during and after a disaster. More recently, the disaster relief agencies have recognized the potential of social media as an information outlet. Hurricane Irene was the first natural disaster, where the official agencies used social media to spread information about disaster awareness and preparation (Kumar, Barbier, Abbasi & Liu, 2011). Similarly, social media was the basic tool in the industry used in response decisions during Chapala floods in 2015 in some Yemeni cities (United Nation, 2015). Currently, some studies have indicated that the use of social media is becoming gradually important as a main source of information during crisis periods. For instance, Sutton et al., (2008), in his a study that examined the 2007 wildfire disaster in Southern California, United States, the researchers found that peer-to-peer communication through social media such as social networking sites, text and instant messaging applications, blogs, wikis and other web forums were widely used for supporting additional, often critical and accurate, dissemination of information within the public sphere.

In the same context, indicates Alexander, (2014), social media is used in seven different ways during response to humanitarian crises: listening to the public debate, monitoring situations, extending emergency response and management, crowdsourcing and collaborative development, creating social cohesion, furthering causes it includes charitable donation and enhancing research. Therefore, disastrous conditions such as a flood invasion are expected to strengthen group cohesion, as community members realize the importance of cooperating to achieve mutually desired goals through reconstructing the community in the wake of a disaster. Often, disasters can destroy community cohesion as individual interests become more salient and people look after their own interests (Chang, 2010).
In this background, it becomes pertinent for decision makers gather information to assess the scope and nature of the crises before response, while reducing information and communication channels for quick and prompt response (Turoff, 2002). However, coordinating, collecting, synthesizing, interpreting, and communicating information across multiple organizations has been a central challenge in crisis response (Seville, 2006). Hence, the very process of gathering and disseminating information during crises often results in unacceptable delays in crisis resolution (Leidner, Pan & Pan, 2009). Thus, the absence and presence of information pose challenges during crisis response resulting in a tension between the need to act and the need to gather information (Noonan, Pittinsky, Sommer, Hadley, & Pittinsky, 2016). Currently, In the same context, social networking through Twitter, Facebook and similar platforms is widespread and is a main avenue through which members of the public communicate about the disaster, during and after the happening (Muralidharan & Shin, 2011). These internet and smartphone-based platforms facilitate discourse among people affected by a disaster and those who want to help them. Such discourse and instances of communication with organizations can raise the level of social capital in order to response decisions speed and as such, they can be measured as effective in providing help in emergencies (Dreyfuss, 2015).

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1.2.1 Access Information

According to Davenport and Prusak (1998), reciprocity is one of the factors that drive people to share information. Individuals who share information believe that sharing information with others will lead to their own requests for information being met in the future. Bock and Kim (2002) also noted that the individual who has received help feels that in future they must reciprocate the help, while Hsu et al. (2007) found that people are more motivated to share information in communities if there is the expectation of receiving better cooperation in return. In a disaster event, people are usually uncertain about the information. The victims Humanitarian crises need information relating to food, shelter or medical relief.

Social media has provided unique styles of supporting social processes along with the traditional management for data, information and knowledge in organizations. We should acknowledge the central role of collaboration and support of social processes for communication and managing knowledge in the modern organizations by using social media (Razmerita, Kirchner & Nabeth, 2015). Nevertheless, Mayfield (2008) observed that participation in social media changes the styles of information that passacross societies and
around the world. The reason for that, as indicated by Lindsay (2011), can be attributed to the rapid spread of social networking sites, and media sharing technology.

1.2.2 Knowledge Sharing online

Knowledge sharing is not a new concept for agencies involved in disaster response. Since each disaster is unique and presents entirely new environmental, geographical, political, economic, and sociological concerns, it is normal for responders to build new knowledge structures on the fly to capture important information for later reuse. Previous research has shown that in times of disasters, people and organizations improvise and adapt to cope with their new condition and environment (Wachtendorf, 2004). Thus, knowledge systems typically are organized such that this knowledge may be quickly adapted and reused for the new response effort. Finally, responders are used to consolidate information quickly and presenting it to decision makers with the authority to re-task necessary assets (Crandall, Parnell, & Spillan, 2010).

Knowledge sharing plays an important role during disasters to help save lives, delivering immediate relief, supporting victims and minimizing the effect of the disaster (Ahmad, Mohamad Zani, & Hashim, 2015). According to the United Nations Disaster Assessment and Coordination Team, effective knowledge sharing are important to help coordinate collective efforts among agencies in order to minimize the disaster’s effects (Kaklaukas, & Haigh, 2009). Through effective information management, the relevant organizations can access the right information about the disaster, make the right decisions, and plan the appropriate actions. This leads to me, limiting the effects of the disaster, reducing the loss, and quickly redeveloping the victims’ wellbeing (Yates and Paquette, 2011).

1.2.3 Interactive Participation

Social media are an example of interactive media, both use of graphics and text to allow users to share photos and information that allow people to interact with the data for appropriate purposes (England & Finney, 2002). Chatfield and Scholl (2012) explained the interactive concept using Web 2.0 social media by ordinary citizens to transform the public sphere and engage in collective action during disasters or political events. These platforms have enabled users to communicate and engage directly with their friends and organizations then develop new forms of interactivity, both pertinent and banal in nature by analysing the content of multiple social media profiles (Canter, 2013). During disaster management, information sharing should not be limited among the organizations only but should also
involve the individuals who are affected by the disaster. Through effective information sharing, they can receive information about the current situation and most important information about food, clothing, and medical supplies (Chatfield, & Scholl, 2012).

However, the value of interactive participation is not new in their technological brilliance, but in their ability to facilitate new methods of participation and support widespread social networks with agendas of issues to serve the community (Williamson, 2011). Hence, we can use of social media to mobilize an online movement that moved offline through users’ motivational comments, in addition to their use of links and other interactive elements of Facebook (Harlow, 2012). Accordingly, social media tools have much potential for encouraging preparedness and interactive participation, as they can invite individuals to self-identify as supporters of the relief organizations (Veil, Buehner & Palenchar, 2011). Also, at the same time, social media are digital or mobile tools that are interactive, allowing users not only to access, but also to create or influence content during disasters (Aisha et al., 2015).

1.3 Social capital online as mediating variable

Clearly, social media sites are designed to connect people with friends, family, and other strong ties, as well as to efficiently keep in touch with a larger set of acquaintances and new ties. Therefore, they have strong potential to influence others, which often flows from social capital (Burke, Marlow, & Lento, 2010). Usually, receiving messages through social media, from friends is associated with increases in bridging social capital. However, with social media used passively, news consumes more time, but nevertheless increases social connectedness and the value of those connections (Burke, Kraut & Marlow, 2011).

In recent studies about social capital in relation to the network society, most of the results claims that the Internet encourages social connections and involvement rather than prior concerns of decrease of social involvement or social displacement (Valkenburg, Valkenburg, & Peter, 2007). According to Kaigo (2012), social media can provide social support and social interaction that made possible a wide region during disasters. Social media has become the supplier of information and knowledge for the citizens during disasters in the early days of disasters through building social capital in the virtual community.

1.3.1 Social Coordination Online

Coordination is a central, challenging issue in disaster relief systems that focus primarily on designing coordination protocols and mechanisms to manage government and non-profit organization's activities (Goolsby, 2010). Research has shown that it is possible to
leverage social media to generate community crisis maps and introduce an interagency map and allow organizations to share information as well as collaborate to plan and execute shared missions. This also allows organizations to share information by social media if they operate on the same platform or use similar data representation formats (Scalese, 2012). Certainly, many organizations may be very willing to become involved and help in a disaster response but putting organizations in touch and incoordination in the midst of a crisis can prove quite a challenge. It is preferable to know the organizations and the people who work with them beforehand through social capital (Wachtendorf, & Kendra, 2006).

1.3.2 Volunteerism Online

Volunteering and informal helped to create social capital, which has been linked to social cohesion: as a building block of social cohesion (Van Beuningen, & Schmeets, 2013). Today, online volunteering means volunteer activities that are completed, in whole or in part, via the Internet from a home, work, or public access by computer, usually is in direct support of or through non-profit organization depends on the volunteers (Cravens, 2006). Virtual volunteering, providing volunteer service through the Internet and home or work through their computers, or organizations use the Internet to engage volunteers in support of their projects through a variety of methods and techniques (Levine, 2008). One of the most interesting phenomena out of the Internet revolution is used as a conduit for social development. Were the volunteers who work in teams, to improve the lives of millions of people all over the world. (Amichai-Hamburger, 2008). Exposure and attention to social media content during disasters may motivate individuals to become more involved in helping those affected. Moreover, one benefit of social media is that people do not necessarily have to be in the disaster area to help. Following a disaster, users can assist the response by curating available information on the event and then contributing to disaster maps, by collating online disaster information, and by raising awareness of the situation via their online social (Zook, 2010).

Definition of Rosell, (1995) and Maxwell (1996), states that social cohesion involves "building shared values and communities of interpretation, reducing disparities in wealth and income, and generally enabling people to have a sense that they are engaged in a common enterprise, facing shared challenges and that they are members of the same community. Social cohesion is a crucial but invisible force to make individuals together as a unit in the community. The cohesion itself can be regarded as a dynamic process reflected in the tendency for a group to stick together and remain united in pursuit of its goals and objectives. Although group cohesion is a meaningful topic, contemporary research has paid little
attention to the impact of disasters on group cohesion in real-life situations (Chang 2010). On the other hand, internet access is helping in creating socially connected communities. Access to the internet is a vital component of a happy and productive society (Williams, 2010). Yet the actual potential of the internet to shape social settings, in which it is used, to cause certain outcomes, is the subject of debate among researchers (Herring, 2004). Now, the view that it may be more helpful to think of the internet as being socially constructed a technology that is shaped by people in social contexts for their own purposes (Crump & McIlroy, 2003; Merkel, et al., 2005).

1.4 Response to Humanitarian Crises

Humanitarian crises are defined by the United Nations as a serious disruption of the functioning of a society, and it refers to disasters which causing widespread human or environmental losses exceed the ability of the affected part of society to cope adequately using only its own resources, where the public participants and emergency managers in the crises need to use information and communication systems in order to decide upon actions (Hiltz, Diaz, & Mark, 2011). As humanitarian crisis is defined as a singular event or a series of events that are threatening in terms of health, safety or wellbeing of a community or large group of people (UNICEF, 2015) It may be an internal or external conflict and usually occurs throughout a large land area. Local, national and international responses are necessary in such events (Caitlin, 2015). Maldonado and Tapia (2009) claimed that all crises, whether intentional or accidental hazards, require a coordinated response among a variety of people and organizations and have severe consequences for the safety of communities. However, this definition does not specify the means that can be used to gain access to such response.

Humanitarian crises can either be natural disasters, man-made disasters or complex emergencies. In such cases, complex emergencies occur because of several factors or events that prevent a large group of people from accessing their fundamental needs, such as food, clean water or safe shelter. Examples of humanitarian crises include armed conflicts, epidemics, famine, natural disasters and other major emergencies If such a crisis causes large movements of people it could also become a refugee crisis (UN, 2013). Therefore, humanitarian crises can affect the structures of society by disrupting economic development, increasing income and wealth inequality, marginalizing certain groups, and by leading to large-scale migrations. Crucially, humanitarian crises can also effect on weaken state capacity and legitimacy, creating opportunities for the disgruntled both with violent civil conflict or natural disasters (Philip, 2008).
It is crucial for decision-makers during disaster to keep up with developments towards better elaboration and the provision of appropriate means of facing natural risks. This has been realized through social media use by many organizations, governments and companies all over the world (Zlatanova, Oosterom Verbee, 2004). Although social media can positively impact disaster relief efforts, it does not provide an inherent coordination capability for easily coordinating and sharing information, resources, and plans among disparate relief organizations only through social capital online creating. However, applications based on social media applications offer a powerful capability for collecting information from disaster scenes and visualizing data for relief decision making (Gao, Barbier & Goolsby, 2011)
2. Research Framework and Theoretical

The research framework of this study consists of four variables (independent variable, mediating variable, moderating variable, and dependent variable), where this study expected to investigate the online social capital mediates the relationship between social media and responding to humanitarian crisis. According to Palen and Liu, (2007), the mediating variable functions as an independent variable, which also contributes in order to conceptualize the relationship between independent variable and dependent variable based on clarification about the role of mediating variable (Palen & Liu, 2007; Kaigo, 2012; Mathbor, 2007).

The Uses and Gratifications (U&T) theory are adopted by this study as the underpinning theory. The former serves as the main theory. More specifically, in literature, Baran and Davis, (2011) confirmed that this theory discusses how users deliberately choose media that will satisfy given needs and allow them to enhance knowledge, relaxation, social capital, social interactions/companionship, diversion, or escape (Matei, 2010). In order to understand social media use among the satisfactions derived from using the social media to gain knowledge about humanitarian crises, the uses and gratifications (U&G) theory was used as the theoretical framework of this study as recommended by Blumler and Katz (1974). In addition, the theory of social exchange was adopted as a second theory in this study as a supportive theory of social capital as a variety of mediation between the use of social media and respond to humanitarian crises (Borkulo et al., 2005).

![Conceptual framework and Hypotheses Model](image)

*Figure 1 Conceptual framework and Hypotheses Model*

H1: Social Media use has a significant positive effect on social capital online
H2: Social media use has a significant positive effect on response to humanitarian crisis
H3: Social capital online has a significant positive effect on response to humanitarian crisis
H4: Social capital online mediates the relationship between social media use and response to humanitarian crisis.
3. Methodology

Quantitative research design is appropriate for the current study. This is because it hopes to investigate the effect of social media use in response to humanitarian crisis via social capital as mediating role by employing hypothesis testing that requires a quantitative technique to deal with the data.

In this study, data will collect via a self-administered survey using stratified random sampling method. The number of employees (population of the sample) is distributed among managers of non-profit organizations in Yemen.

3.1 Questionnaire Design

This study used the survey method to collect the primary data. The questionnaire is designed to include two parts. The first part includes demographic information about the respondents, including organization activities, organization type and kind of activities and programs. The second part will ask the respondents about the variables of interest in the study, which are (1) response to humanitarian crises, (2) social media use dimensions, (3) online social capital dimensions. The first factor is endogenous variable and factors 2 and 3 are exogenous variables.

Of the 530 surveys, 367 questionnaires were returned which represented approximately 75% response rate. Due to some cases of missing values, 25 questionnaires were excluded from the analysis and 18 cases were outlier; thus, a total of 354 usable questionnaires was utilized with a 73 % response rate. The sample size of n=354 was considered as sufficient for this study. The study sample size (N=354) achieved the ratio of 5:1 as recommended by (Hair, et al., 1998; Kline 2005).

3.2 Analysis and Results

3.2.1 Descriptive Statistics for Variables

Table 1 shows that the highest mean was social coordination (SCO) with 4.134 out of a maximum 5 making up 82%. This is followed by access to information (INF) at 3.988 making up 80% and humanitarian crisis (HUM) was 3.711 or 74%.

On the other hand, social cohesion (SOH) had the lowest mean with 3.244 making up 65% and the mean of these values (overall mean) was 3.673 out of a maximum 5 or 73%. In addition, the standard deviations (S.D) for all variables range from 0.715 to 1.164, which reflects existence of considerable acceptable variability within the data set. Table 4.11 presents descriptive statistics for all variables.
Table 1 Descriptive Statistics for Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Demission</th>
<th>Code</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Media Use</strong></td>
<td>Access to Information</td>
<td>INF</td>
<td>3.988</td>
<td>.987</td>
</tr>
<tr>
<td></td>
<td>Knowledge Sharing</td>
<td>KNW</td>
<td>3.475</td>
<td>1.143</td>
</tr>
<tr>
<td>(USE)</td>
<td>Interactive Participation</td>
<td>INT</td>
<td>3.500</td>
<td>1.128</td>
</tr>
<tr>
<td><strong>Social Capital Online</strong></td>
<td>Social Coordination</td>
<td>SCO</td>
<td>4.134</td>
<td>.893</td>
</tr>
<tr>
<td></td>
<td>Volunteerism</td>
<td>VOL</td>
<td>3.631</td>
<td>1.164</td>
</tr>
<tr>
<td>(SOC)</td>
<td>Social cohesion</td>
<td>SOH</td>
<td>3.244</td>
<td>1.086</td>
</tr>
<tr>
<td></td>
<td>Humanitarian Crisis</td>
<td>HUM</td>
<td>3.711</td>
<td>.822</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td></td>
<td>3.673</td>
<td>.840</td>
</tr>
</tbody>
</table>

3.2.2 Reliability and Composite Reliability
The instrument’s reliability is revealed to be more than 0.60 which is acceptable (Hair et al., 2006; Sekaran, 2003). This study conducted two types of reliability tests. The first type is Cronbach’s alpha via the use of SPSS 22.0 and the second type is composite reliability (CR). The current study indicates the reliability (Cronbach’s alpha) values ranged from 0.855 to 0.932 while composite reliability (CR) values ranged from 0.860 to 0.932. Therefore, all values for reliability and composite reliability constructs were greater than the recommended value of above 0.60. Table 2 presents reliability (Cronbach’s alpha) and composite reliability for the constructs.
Table 2: Cronbach's Alpha and Composite Reliability for the Constructs

<table>
<thead>
<tr>
<th>Variable</th>
<th>Factors</th>
<th>Code</th>
<th>Number of items</th>
<th>Cronbach’s alpha</th>
<th>Composite Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media Use</td>
<td>Access to Information</td>
<td>INF</td>
<td>5</td>
<td>0.891</td>
<td>0.891</td>
</tr>
<tr>
<td></td>
<td>Knowledge Sharing</td>
<td>KNW</td>
<td>5</td>
<td>0.887</td>
<td>0.901</td>
</tr>
<tr>
<td></td>
<td>Interactive Participation</td>
<td>INT</td>
<td>4</td>
<td>0.855</td>
<td>0.860</td>
</tr>
<tr>
<td>Social Capital</td>
<td>Social Coordination</td>
<td>SCO</td>
<td>4</td>
<td>0.892</td>
<td>0.902</td>
</tr>
<tr>
<td>Online (SOC)</td>
<td>Volunteerism</td>
<td>VOL</td>
<td>5</td>
<td>0.932</td>
<td>0.932</td>
</tr>
<tr>
<td></td>
<td>Social cohesion</td>
<td>SOH</td>
<td>5</td>
<td>0.907</td>
<td>0.920</td>
</tr>
<tr>
<td></td>
<td>Humanitarian Crisis</td>
<td>HUM</td>
<td>8</td>
<td>0.855</td>
<td>0.865</td>
</tr>
</tbody>
</table>

3.2.3 Convergent and Discriminant validity

In this study, the factor loading of the items are more than 0.50 and are acceptable if the study sample is more than 300 respondents (Hair 2006, p. 128). This, in turn, is sufficient evidence of convergent validity. Therefore, all indicators in the present study are related to their constructs, and thus there is satisfactory proof of the convergent validity of the model.

Discriminant validity gives the extent to which a construct is truly distinct from other constructs (Hair et al., 2010). Discriminant validity is evaluated by using Average Variance Extracted (AVE) for every construct that exceeds the squared correlation among other constructs (Fronell & Larcker, 1981).

Discriminant validity was indicated, as the AVE values are more than the squared correlations for each set of constructing. In addition, the square root of the AVE for a given construct was greater than the absolute value of the correlation square of the given construct with any other factor (AVE > correlation square). Table 3 shows the square root of the AVE for all constructs greater than the correlations between the construct and other constructs in the model.
### Table 3 Discriminant Validity (AVE) and C.R. for Latent Variables

<table>
<thead>
<tr>
<th></th>
<th>CR</th>
<th>AVE</th>
<th>SOH.</th>
<th>VOL.</th>
<th>INF.</th>
<th>INT.</th>
<th>KNW.</th>
<th>HUM.</th>
<th>SCO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOH.</td>
<td>0.920</td>
<td>0.698</td>
<td>0.835</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOL.</td>
<td>0.932</td>
<td>0.733</td>
<td>0.661</td>
<td>0.856</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INF.</td>
<td>0.891</td>
<td>0.672</td>
<td>0.135</td>
<td>0.219</td>
<td>0.820</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INT.</td>
<td>0.860</td>
<td>0.606</td>
<td>0.538</td>
<td>0.624</td>
<td>0.217</td>
<td>0.778</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KNW.</td>
<td>0.901</td>
<td>0.652</td>
<td>0.540</td>
<td>0.647</td>
<td>0.199</td>
<td>0.772</td>
<td>0.808</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUM.</td>
<td>0.865</td>
<td>0.458</td>
<td>0.534</td>
<td>0.656</td>
<td>0.340</td>
<td>0.785</td>
<td>0.723</td>
<td>0.677</td>
<td></td>
</tr>
<tr>
<td>SCO.</td>
<td>0.902</td>
<td>0.697</td>
<td>0.235</td>
<td>0.270</td>
<td>0.630</td>
<td>0.298</td>
<td>0.301</td>
<td>0.380</td>
<td>0.835</td>
</tr>
</tbody>
</table>

#### 3.2.4 Confirmatory Factor Analysis (CFA) Results – Full Measurement Model

To improve the measurement model fit, some items that had low factor loading and high error using IM to achieve goodness-of-fit were excluded. Inspection of modification indices (MI) indicated that the error of items (Soh14 ←→ Soh12 ); (Vol7 ←→ Vol9); (Hum12 ←→ Hum13) and should be correlated because they are considered to have high correlation see Figure 4.1 below.

In this research, most of the indices showed achievement of a good fit as per recommended values (Hair et al., 2010). The final model showed the ratio of the chi-square to the degree of freedom (normed $\chi^2$) was 2.343, less than 5 indicating a good model fit and the RMSEA is 0.062, less than 0.08 which is considered a good fit (Hair et al., 2006). Also other measures indicated GOF of the model to the data (CFI = 0.918, IFI= 0.918, TLI= 0.910) which indicated that the model employed in this study is a good fit to data (Schumacker & Lomax, 2004; Lee and Kim, 2007). Figure 1 shows the measurement model for exogenous and endogenous variable.
3.2.5 Structural Model

The following sections explain the structural model for main hypotheses. This study examines two exogenous variables which social media use and social capital online as well as one endogenous variable is response to humanitarian crises.

The results of the structural model show the model fit indices such as the values of chi-square ($\chi^2$) was 1283.895 and degrees of freedom was 548. Furthermore, the findings show that normed $\chi^2$ value (ratio value) was 2.343 less than 5, indicating a sufficient fit. In addition, CFI = 0.918, TLI = 0.910, IFI = 0.918 and RMR = 0.095 is less than 0.10 which explain that the model employed in this research was a good fit to data. Moreover, the results also indicate Indices) that RMSEA = 0.062 which was the recommended less than of 0.08 (Hair et al. 1998; 2006). Figure 4.2 below shows the results of the structural model with Standardized Estimated (Goodness of Fit).
3.2.6 Direct Hypothesis Results

The findings from the empirical study, as shown in this section, offered interesting results for discussion, which extended the earlier research. As noted in Table 4, four direct hypothesis related to the aims of this study were developed and tested. These hypotheses relate to the path between the variables of this study and all of them were supposed.

According to the results in Table 4 social media use is the important factors influence on social capital online and responding to Humanitarian crisis among relief local organizations in Yemen. The result indicates social media use has a strongly significant and positive impact on social capital online and responding to humanitarian crisis in Yemen ($\beta = 0.787; \text{C.R} = 5.123; \text{P} = 0.000$ and $\beta = 0.567; \text{C.R} = 5.150; \text{P} = 0.000$) respectively. Therefore, H1 and H3 are supported. In addition, social capital online which had a significant and positive effect on the response, humanitarian crisis, thus H2 is supported ($\beta = 0.300; \text{C.R} = 2.963; \text{P} = 0.003$). Table 4 presents that the direct hypotheses results.
Table 4 Direct Hypotheses Testing Result of structural Model

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Exog.</th>
<th>Endo.</th>
<th>Estimated</th>
<th>C.R</th>
<th>P-Value</th>
<th>Status</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>Social Media</td>
<td>Social Capital</td>
<td>.787</td>
<td>5.123</td>
<td>.000</td>
<td>Sig.</td>
<td>Supported</td>
</tr>
<tr>
<td>H2</td>
<td>Social Capital</td>
<td>Humanitarian</td>
<td>.300</td>
<td>2.963</td>
<td>.003</td>
<td>Sig.</td>
<td>Supported</td>
</tr>
<tr>
<td>H3</td>
<td>Social Media</td>
<td>Humanitarian</td>
<td>.567</td>
<td>5.150</td>
<td>.000</td>
<td>Sig.</td>
<td>Supported</td>
</tr>
</tbody>
</table>

3.2.7 Indirect Hypothesis Results - (Social capital Online -Mediating Role)

The findings show in Table 5 social media use impact on social capital online, and the standardized coefficient was 0.787. Also, this finding shows the direct influence of social capital online in response to the humanitarian crisis, and the standardized coefficient was 0.300. Therefore, based on the positive direct relationship between social media use and response to humanitarian crisis (0.567), we examine the mediation effect of social capital online between the relationship of social media use and response to the humanitarian crisis, and the finding that showed in Table 5 reveals a significant relationship and social media is indirectly impacts on response to humanitarian crisis through their impact on social capital online with coefficient 0.236. Therefore, the results of the study indicated that social capital online is partial mediation between social media use and response to humanitarian crisis as shown in Table 5.

Table 5. Structural parameters of the mediating role of social capital online for the Relationship between social media use and response to humanitarian crisis

<table>
<thead>
<tr>
<th>Model</th>
<th>Direct effect</th>
<th>Indirect effect</th>
<th>Significant of indirect effect</th>
<th>Mediation type</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 social media Use ---&gt; social capital online</td>
<td>0.787</td>
<td></td>
<td>P=0.001 Significant</td>
<td>Partial Mediation</td>
</tr>
<tr>
<td>H2 social capital online ----- &gt; response to humanitarian crisis</td>
<td>0.300</td>
<td></td>
<td>P=0.001 Significant</td>
<td></td>
</tr>
<tr>
<td>H3 and H4 social media Use ---&gt; response to humanitarian crisis Via social capital online</td>
<td>0.567</td>
<td>0.236</td>
<td>P=0.005 Significant</td>
<td>More than .08 significant</td>
</tr>
</tbody>
</table>

Source: the mediator effect exceeds the value 0.08 is significant (Hair et al.,2006).
4. Discussion and Conclusion

The main research objective aims at identifying the relationship between social media use, social capital online, and response to humanitarian crisis among relief local organizations in Yemen and the mediating role of social capital online between social media use and response to humanitarian crisis. This study obtained evidence that the social media and social capital online had a significant and positive effect on response to humanitarian crisis and partial mediation for social capital on the relationship between social media use, social capital online and responding to humanitarian crisis in Yemen. This study extends to cognitive engagement using technological determinism theory and the uses and gratifications theory that is previously used by scholars in traditional mass media and internet making it possible to use them in social media. The results of the study have some implications, it's proven that the response to humanitarian crisis among relief local organizations. It is through practice, preparation, and familiarity that social media can be used to the fullest in humanitarian responses. Furthermore, social media and social capital online can be an extremely effective tool in these humanitarian situations, and by optimizing its use, relief local organizations in Yemen can better uphold the humanitarian crises and alleviate suffering for more victims of humanitarian crises by social media use for building social capital. Finally, this study can serve as a guide to practitioners, social policy makers, governmental and non-governmental as well as relief local organizations and the media how to integrate citizen participation in social life, during crisis especially in the Middle East and in Yemen in particular.

5. Acknowledgments

We would like to thank all who participated in the interviews for feedback and assistance. This project was supported by A Lawn Foundation for Development and Benevolent Fund for outstanding students in Yemen.
References


CHAPTER 4:
A COMPARATIVE STUDY OF MEDIA LITERACY CURRICULUM IN SELECTED COUNTRIES
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A COMPARATIVE STUDY OF MEDIA LITERACY CURRICULUM IN SELECTED COUNTRIES

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ABSTRACT

The educating of thoughtful citizens armed with critical thinking hinges, more than anything else, on the institutional importance of education in each country, especially its conformity with political, economic and social developments on a national and international scale. In the age of information and network society when modern technologies and media interact and converge, besides representing the cultural and social conditions of societies, media have an impact on sociocultural values and beliefs in societies. The present paper, which employs the comparative analytical method, is meant to analyze the media literacy curriculum of countries such as Canada, Japan, the US, Australia, Britain, Russia and Iran in three continents, namely Europe, America and Asia. The results of the study show the most important thing media literacy education in European and American schools has in common is that it is originally aimed at ending information inequality and at the same time institutionalizing it through formulation of written policies and long-term plans with emphasis on systemization and their targeted nature. Besides, its evaluability on a micro-scale is designed to serve as an oversight tool in line with management of information and promotion of critical thinking among students. On the operational front, too, it has resulted in mastery and better understanding of media content and consumption of media products among students. In Iran, though, targeted policymaking in line with long-term, consistent planning aimed at promoting media literacy is in its embryonic stages. Recent years have seen this take on importance among media policymakers and those who develop the curriculum. Based on the results of the study, the most effective measures recommended to work out best policies or formulate useful approaches are changes in policymaking and in educational structures, more attention to the sociocultural fabric of society and application of the experiences of successful countries that lead the way.

Keywords: Media Literacy, Curriculum, Europe, America, Asia
1. Introduction

Today, education is a fundamental institution in all countries. It is a basic pillar of human construction in the context of global developments. To take steps in line with global developments and up-to-date knowledge and train dynamic students equipped with critical thinking in a bid to bring in the latest information and experiences, it is imperative to take advantage of modern methods and media technologies within the framework of literacy in the age of information and communications or as Castells has put it in “network society”.

In such circumstances, how can we generate cognitive and motivational reasons for students to react cybernetically to media content and function and act as active audience in the face of them?

In *Powershift*, Alvin Toffler, a global pioneer of futurism, refers to the impact global approaches leave on educational institutions and says such impact is in line with social, political and economic developments on a national and international scale. He concludes that failure to bring education into line with global approaches will result in unofficial and transnational educations replacing it (Toffler, 2005: 356).

Myers believes that at a time when textbooks get outdated too fast and innovation is constantly experienced, the ultimate goals of education inevitably undergo change. In other words, traditional teaching and learning methods in which leaners have an inactive role and emphasis is placed on filling the mind with information – or as Brazilian educator Paulo Freire has put it “receptacle education” – no longer answer the educational needs of present and future generations. In order to be trained properly, learners need a free, creative, critical approach as well as scientific engagement in problems. On top of that, they need to be equipped with thinking skills to make proper decisions and solve the complicated problems of society (Ingrid, 2002: 179-196).
Anyway, media literacy education as part of school curriculums has advantages for the audience, especially when it comes to empowerment, in schoolrooms, of students to help them become effective individuals in the media society. To that end, they need to be able to 1: Identify different forms of media and knowingly use them. 2. Turn out to be thoughtful users in dealing with the media. 3 Manage their information needs and build on them in turning to the media; and not bow to powerful multimedia tools of global media. 4. Ask fundamental questions about what they read, see and hear. And finally, 5. Have a critical approach to media content. (Shokrkhah, 2006).

According to James Potter, media literacy is designed to empower individuals to wrest control of things from media and take it into their own hands. When the audience does not think about becoming habituated to the media and dealing with their messages and fallout, they hand over control of these to the media. But when the media literacy of the audience grows over time and they begin to act more knowingly when it comes to their choice (in encountering the media, interpreting their messages and their impact) to secure personal goals, they take control of things. Building on this principle, Potter offers a media cognitive model which brings together four major components: knowledge structures, personal locus, competencies and skills, and information processing tasks. The four factors work together interactively in a system. In other words, this theory brings together systematic suggestions when it comes to individual use of information to develop a scientific understanding on that front (Potter, 2012: 98).

2. Literature Review

In the modern knowledge-driven society, measures to bridge the information gap and effectively take advantage of media and technology are essential to setting the stage for human development. To that end, promotion of media literacy helps us select the messages we need from among the massive volume of information which is out there. As citizens who will use media literacy – in the future – for personal and social decision making, students can act more successfully. That means the more powerful members of the public in a society are in analyzing media messages and their hidden concepts, the stronger human development in that society will be. Therefore, the convergence of media and technology within the framework of information technology interaction as a modern approach has not only served as a supplement to the education system, but also has led to improvement in teaching quality, diversification of methodology, constant online education, shortened training and education period, attention to individual talents, individualization of education and the settling of problems associated with collective education.
Some pundits believe that the kind of change that is based on the convergence of technology and media has triggered a revolution in the education system of many developed countries. That is why the main question facing the education system of many countries today does not revolve around whether supplementary technologies should be tapped in the learning and teaching process. Rather, the fundamental question is how technology can be integrated into the learning and teaching process to help improve its quality and quantity (Pritchard, 2007: 76).

It comes as the emergence of new technologies has given rise to an expanded meaning of literacy. In an official statement to mark UN Literacy Decade (2003-2012), UNESCO presented a new interpretation of literacy which identifies literate individuals as people who tap into emotional, communicational, training-related, computational, media and financial literacy at the same time. The emphasis placed on plurality and multiple aspects of literacy has drawn a lot of supporters, especially in the past two decades, and this shows that literacy cannot be taken into account independent of social, cultural and institutional structures (Haddadi, 2016: 28).

James Potter (2005) – a media literacy pundit – identifies media literate people as the appropriate audience capable of analyzing and interpreting the media messages and different content and armed with the skill of critical thinking. In this definition, Potter focuses on “exposure” and “attention” (Potter, 2012: 112).

On the other hand, today, the definition of media literacy is what the US National Association for Media Literacy Education defines as helping students develop a spirit of inquiry and bolster the skill of self-expression they need to become critical thinkers, effective communicators and dynamic citizens in the modern world (NAMLE, 2016).

That means promotion of the students’ media literacy requires a consistent education system. The best time to lay the foundation for critical thinking skills and teach media literacy comes during the preschool and primary school years, because at that age the mentality of children is not totally based on social contracts and they are considered special media audience. (Delavar, Khaniki, Shah-Hosseini, 2015).

Anyway, media literacy education as part of school curriculums has advantages for the audience, especially when it comes to empowerment, in schoolrooms, of students to
help them become effective individuals in the media society. To that end, they need to be able to 1: Identify different forms of media and knowingly use them. 2. Turn out to be thoughtful users in dealing with the media. 3 Manage their information needs and build on them in turning to the media; and not bow to powerful multimedia tools of global media. 4. Ask fundamental questions about what they read, see and hear. And finally, 5. Have a critical approach to media content. (Shokrkhah, 2006).

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For this comparative research involving media literacy education in Canada, Japan, the US, Australia, Britain, Russia and Iran, available documents were studied. The documents in questions included textbooks, articles, research, education methods, information on the history of media literacy education, and specialty journals. And different media literacy education centers in those countries were contacted for more information.

3. Findings

Since the 1960s, UNESCO has actively embarked on supporting media literacy education, trying to execute a global program to make up for the information inequality of the North-South divide. The North includes countries which produce information and the South is a reference to those countries which are passive recipients of information (Tolouee, 2017:126).

Germany, the Netherlands, Russia, Canada, the US, South Africa, Malaysia and Japan – seriously pursue media literacy education as part of curriculums in different school grades (Hobbs, 2004:48). A large number of international institutions, governments and non-governmental organizations which are involved in media literacy education have taken media literacy education into consideration through media outlets. Marshall, McLuhan and
Neil Postman hold that media literacy education is the most essential way to offset the adverse effects of technologies (Kushis, 2015).

Canada, the first country whose education system officially embraced media literacy, has one of the most powerful media literacy movements. The movement was launched in the late 1960s. The Canadian Province of Ontario hosted the first international conference on media literacy in 1990, and now all provinces in Canada have included media literacy in their curriculums (Pungente, Duncan, Barry, Andres and Neil, 2005). In 1978, the formation of the Association for Media Literacy (AML) marked the start of media literacy education in that country.

A team of AML teachers laid out the key concepts of media literacy for the Government of Ontario in 1987. It was at this time that media literacy became a mandatory part of the curriculums for grades 8 through 12 (Pungente, 1989).

Media literacy made its debut in Japan in 1992 following the translation of MediaLiteracy. That was how it found its way into Japan’s media studies in a new fashion. Japan Media Literacy Research Institute (FCT), which was founded in 1999, was basically an association for media literacy education. Later it embarked on other activities such as holding and sponsoring multiple meetings and related workshops, leading research and analyzing media texts, and launching global networks. (Japan Media Literacy Research Institute (FCT), 2010).

In Australia, studies on media literacy have reviewed production techniques, analyzed different related texts and looked into acceptance by the audience of media literacy. Cognitive methods employed in media research have focused on individual interaction with media texts, comprehension practices and their applied strategies (Gruba, 1993). Media literacy education in Australia has been offered as part of language skills and technological training in official general courses (MPT, 2003:3). Australian students at primary and middle school levels in all states receive media literacy education as part of their curriculums. Some states dedicate more time to media literacy education, and at preliminary levels media literacy is offered in general courses and skill-related programs (Tolouee, 2012:57).
In the United States, media literacy got off to a slower start than other countries. In light of the fact that media literacy education is a cornerstone of efforts to promote democracy in the 21st century, lack of progress and development – when it comes to media literacy education – in the US is truly stunning. It comes as a total surprise that the US, which leads the world in exporting media products, is lagging behind other English-speaking countries, including Australia, Canada and Britain as far as official aspects of media literacy education are concerned (Kubey, 2004). Kubey (2003) has pointed to four obstacles standing in the way of developing media literacy in the US: vast geography, cultural diversity, absence of organization, and various theoretical paradigms.

Unfortunately, most public schools in the US are in need of development and progress when it comes to media literacy standards. American children have never had equal access to quality media literacy education (Ward-Barnes, 2010).

Media literacy in Russia goes as far back as to the 1920s. A state program on film and media education worked out by the Russian Ministry of Education was one of the key achievements of media literacy in this country (Ramsey, 2017). Media literacy is mainly designed to help the Russian audience learn exactly how to analyze media texts and develop an understanding of the production mechanisms and their functions in society.

That is why media literacy education and media critiquing are interrelated and considerably contribute to the critical thinking of the audience (Levistskaya, 2015). In light of the fact that UNESCO has defined media literacy education in the context of educational and cultural development in the next century, the prospect of media literacy is promising in Russia (UNESCO, 2011).

In Iran, media literacy is still young, with measures taken on this front being limited to the translation and authorship of a number of articles and books as well as interviews with communications professors. Most experts have characterized as alarming the situation in Iranian society with regard to media literacy. They say that educational institutions at all levels have yet to pay serious attention to the originality and necessity of media literacy (Nasiri and Shahabeddin, 2012:84).
<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Launch Date of Media Literacy</th>
<th>Current Status</th>
<th>Education Programs and Policymaking</th>
<th>Strengths and Weaknesses</th>
</tr>
</thead>
</table>
| 1.  | Canada  | 1960                           | - Critical approach to media literacy  
- Organization of yearly media literacy week  
- Application of digital media and creative methods in classroom for education | - Establishment of the Association for Media Literacy in 1978  
- Media literacy education in a bid to counter American cultural influence  
- Requiring most states to offer media literacy courses  
- Comprehensive contribution and cooperation by all teachers, parents, researchers and relevant individuals | - Canada is home to one of the strongest media literacy education movements in the world  
- Limited support for classroom activities |
| 2.  | Japan   | 1980                           | - Media literacy education program aimed at in-depth intellectual use of the media  
- Insufficient cooperation among teachers, parents, researchers and relevant individuals  
- In most prefectures, media literacy courses are elective  
- Media literacy is similar to computer skills | - The idea of promoting media literacy was first floated by the Ministry of Post and Telecommunications  
- Approach to effective use of information in media literacy  
- Emphasis on critical use of the media |
<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>Year</th>
<th>Use of media literacy to mean media education</th>
<th>Website of the Center for Media Literacy is available to professors to access resources</th>
<th>Education program aimed at problem solving</th>
<th>Failure of educational institutions to support Introduction of issues related to media literacy through traditional courses such as social studies and the English language</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The US</td>
<td>1990</td>
<td>- Use of media literacy to mean media education</td>
<td>- In most states, media literacy courses are elective</td>
<td>- In most states, media literacy courses are elective</td>
<td>- Failure of educational institutions to support Introduction of issues related to media literacy through traditional courses such as social studies and the English language</td>
</tr>
<tr>
<td>4</td>
<td>Australia</td>
<td>1980</td>
<td>- The idea of promoting media literacy was first floated by cultural organizations</td>
<td>- Media literacy means media studies</td>
<td>- Critical and creative approach to media literacy</td>
<td>- Education program designed to promote critical, creative thinking among students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- As part of a combined approach, media literacy courses are offered to students from grade 1 up until university admission</td>
<td>- Contribution of teachers, students and relevant individuals</td>
<td>- As part of a combined approach, media literacy courses are offered to students from grade 1 up until university admission</td>
<td>- Failure of educational institutions to support Introduction of issues related to media literacy through traditional courses such as social studies and the English language</td>
</tr>
<tr>
<td>5</td>
<td>Britain</td>
<td>1930</td>
<td>- The idea of promoting media literacy was first floated in a book entitled “Culture and Living Environment”</td>
<td>- Media literacy means analysis of information through computer</td>
<td>- Education program aimed at promoting the cultural status</td>
<td>- Failure of students to contribute Identification of Britain as the cradle of media literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Approach of conveying traditional and modern culture to students</td>
<td>- Teaching media</td>
<td>- Education program aimed at promoting the cultural status</td>
<td>- Failure of students to contribute Identification of Britain as the cradle of media literacy</td>
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<tr>
<td></td>
<td></td>
<td>courses in schools is mandatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The idea of media literacy means</td>
<td>- Contribution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 6 | Russia | 1920 | media literacy was first floated by the Ministry of Culture - Media literacy courses are mandatory in most big cities conveyance of information via computer of teachers and failure of students to contribute - Release of a state program on film and media literacy by the Ministry of Education |

| 7 | Iran |   | - Formation of a media literacy association in 2017 - Failure of teachers and students to contribute - The courses are elective, and schools fail to tap into their resources and equipment in this regard - The idea of media literacy was first floated in the Constitution - New technologies are being used to process, produce and design information - Decentralized courses are organized for teachers who teach media literacy courses - Media literacy education is meant to counter Western cultural onslaught - Failure of teachers and students to contribute - The courses are elective, and schools fail to tap into their resources and equipment in this regard |

The matrix above touched on the historical aspects as well as the importance of media literacy and the gap in the countries of the three continents, namely Asia, Europe and America. It also dealt with policymaking, approaches, methods and the institutions in charge in these countries. Below, what media literacy education has in common in these countries is generally outlined.
What media literacy education has in common in Canada, Japan, the US, Australia, Britain, Russia and Iran

| Emphasis is placed on the importance and position of media literacy education in the countries in question |
| Media literacy is targeted in nature and there is long-term planning for it |
| Media literacy education is included in the school curriculums as an educational mission |
| There are institutions in charge of media literacy education |
| There is a critical, creative attitude toward media products and to empowerment of the audience when it comes to media literacy education |
| Programs aimed at media literacy education are compatible with the cultural conditions of society |
| The results of media literacy education can be tested and assessed |
| There are print and audio visual materials available to expand media literacy education in schools |
| There is emphasis on education as attention is paid to the students’ media consumption and their empowerment to decode the media and develop a critical understanding of the content of messages |
| Media literacy education is viewed as an oversight tool when it comes to students |
| Those in charge of producing media products support media industries as far as production of education resources are concerned |

4. Discussion and Conclusion

At a time when the information and communications society is in full swing, new technologies are being introduced to education. It is imperative to use modern methods to promote media literacy in line with global developments and train dynamic students endowed with critical thinking. In this day and age, most countries have included media literacy in their school curriculums as part of their educational mission.

The results of this research show that because of a decentralized education system, media literacy in the US got off the ground more slowly than other countries. Although the US leads the world when it comes to media products, it lags behind other English-speaking countries in expanding media literacy. In fact, in promoting media literacy programs and curriculums in schools, it moves forward very slowly. As a leading country when it comes to media literacy education, Canada has categorized critical use of media as the most important theoretical foundation for media literacy. What is worth noting about Canada is that policymaking in this country has been designed to counter the American culture and prop up Canadian identity. Unlike Canada, the Japanese education system mostly relies on information literacy and underscores the intellectual use of the media.
In Australia, attitude toward media literacy is based on clarification and a critical, creative approach to the media and the empowerment of the audience. The results show that Britain puts more emphasis on the empowerment of users and control over the media industries. In Iran, targeted policymaking as part of long-term consistent planning to promote media literacy is in its embryonic stages. It has recently found a place among policymakers of media and curriculums. In addition to attention to new education theories, it seems governments should set the stage for promotion of media literacy. It seems no institution can single-handedly promote and expand media literacy. To that end, all-out cooperation of all organizations, institutes and government institutions and schools is required.

5. **Suggestions**

No doubt, training students armed with critical thinking skills hinges, more than anything else, on the institutional importance of education in each country, especially its conformity with political, economic and social developments on a national and international scale. Measures to bridge the information gap, take advantage of media and pay attention to the needs – as far as media literacy education is concerned – of students as the primary audience are a necessity and promotion of it requires a consistent education system.

1. Introduction of hardware and software as part of school infrastructure in a bid to use and implement media literacy in curriculums offered to learners

2. Formulation of flexible, functional curriculums to educate learners and promote their media literacy in a bid to prevent student inaction

3. Attention to the cultural, economic and social structure of countries in formulating media literacy curriculums

4. Application of the successful experience of leading countries on the media literacy front as a successful paradigm

4. Efforts to promote critical thinking in a bid to shore up creativity and train critical thinkers

6. Training students when it comes to “media consumption” patterns in a bid to offset the likely negative impact of some programs.
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CHAPTER 5:
DIGITAL LITERACY - MEDIA LITERACY IN THE CONTEXT OF RISING SOCIAL MEDIA
MA. Nguyen Thi Van Trang
For the last couple of decades, the world has been strongly shifting toward the digitalization trend, proven by the appearance and significant development of social media. Not only does social media change the method of approaching information but also change the way of processing and analyzing it. Users can respond, argue and share the information and express their personal perspective to a huge network of other users, which never happened before. Nevertheless, this phenomenon also raises a call for media literacy in the new digital age, which could be referred to as digital literacy. This paper focuses on analyze and assess digital literacy of students who has taken part in the Delphi study of Media Literacy for Social Change project, see how their digital literacy has changed after being the project stakeholder and identify how to enhance students’ digital literacy through education.

Keyword: Media Literacy, Social Media, Digital Literacy.

1. Introduction.

Media has been accompanying our society for such a long time ago. Until now, there is still no clear agreement to which extend and how media has an influence on people’s lives. However, it is undeniable that media is living among us every day and it can affect significantly on the way we understand, analyze or react in our society. In fact, along with digital evolution, this influence now is so powerful that makes it harder for shaping the independence of each individuality. Therefore, everyone should be equipped with the skills of observing the media and not to be dependent on it.

2. Media literacy

The term “media literacy” was first generated in 1993 from Leavis and Thompson when they proposed to teach students how to distinguish the high culture and the popular culture through education in the UK. Since then, through different context, there have been some changes in the understanding of media literacy. David Buckingham explain that the term refers to the knowledge, skills and competencies that are required to use and interpret media (Buckingham, 2003). On the other hand, according to the European Commission, media
literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts (Commission, 2007). However, one of the most popular definitions is slightly different from the previous one, stating that media literacy is the ability to apply critical thinking and viewing skills to what we see, hear and read. It is the ability to access, analyze, evaluate and create information in a variety of media formats including print and non-print (Barbara Jones and Suzanne Flannigan, 2010). These four elements - access, analysis, evaluation and content creation - together create a skills-based approach to media literacy.

With the booming of the media in general and the social media to be specific, media literacy is not a luxury or an option, it has to be a necessity. In an article discussing the role of media literacy, David Considine stated that “While young people have more access to the Internet and other media than any generation in history, they do not necessarily possess the ethics, the intellectual skills, or the predisposition to critically analyze and evaluate their relationship with these technologies or the information they encounter. Good hand/eye coordination and the ability to multitask are not substitutes for critical thinking” (Considine, 2002). In fact, media literacy does not only provide people with the set of technology know-how, ethic codes and skills that help to boost the critical thinking and also access, analyze, evaluate and react to the media but also turn them from the passive to the active. People have to understand and take control of the media rather than being oriented, tricked or even blinded by whatever message that they are given.

2.1 Social media - Forms of social media

Growing up with a significant pace, more aspects of social media have been explored and formed. At the moment, they can be divided in 5 main categories:

2.1.1 Blogs: This contains articles written by bloggers in chronological order, or by date, month, year and category. This is the oldest and most popular form of social media. Blogging websites include WordPress, Tumblr or Blogger.com.

2.1.2 Social Networks: Social networking websites are web-based services that allow users to build public or semi-public pages including their profile, personal information or interests. These pages are used to connect with friends, relatives, colleagues and other users in order to share media, content and communications. Typical social networks include Facebook, MySpace and Linkedin.
2.1.3. Microblogs: In contrary to journal-style posts, microblogs are blogging tools that feature short posts. Users are restricted to a fixed number of text lines, or uploading individual images and videos. Most popular sites include Twitter and Tumblr.

2.1.4. Media-sharing sites: These sites allow users to organize, post and comment on videos or pictures. YouTube, Instagram and Scribd are examples of this category.

2.1.5. Wikis: Wiki websites enable every person to add and edit content in a community-based database. One of the best-known in this case is Wikipedia.

2.2 Social media in comparison with traditional media

Traditional media refers to traditional forms of mass communication, for example: television, radio, newspaper, books, magazines, etc – before the appearance of Internet and digital age. Social media has brought a numerous of values that traditional media is not capable of.

2.2.1 Community-driven: In the era of traditional media, information is spread through mass communication and people receive it as a whole. It is difficult to form a community in this case due to the lack of efficient platforms and if there is any, it will be small and disconnected. On the other hand, billions of people are nowadays engaged into the social networks. People can get connect fast and conveniently and as a result, social media is all about community. Users can join various kinds of communities regardless of age, distance or backgrounds; or even create one of their own and connect others basing merely on their interests and concerns.

2.2.2. Interactivity: Social media is interactive while traditional media stays passive. The former makes it very easy to react, share, like or comment on each other’s posts and pages. For traditional media, people can only receive information in one-way direction and stop at that.

They can give feedbacks and thoughts, but it is quite discouraging since it might take hours or days before those feedbacks reach their destinations. Overall, traditional media fosters connectivity online, while social media offers a great deal of interactivity.

2.2.3 Flexibility: In traditional media, information is prepared, packaged and sent to the audiences as a whole. Once it is out, the original version can not be altered or changed.

However, in social media, all it takes is a click for users to edit the content in the easiest and most convenient way.
2.2.4. Mobile use: This is a brand new trend started with social media alongside with the booming of Internet and digital development. With the significantly high demand of interactivity via social media, the amount of mobile devices and time of uses on those rocketed up over the last few decades. At the moment there are approximately 2 billion active mobile users including smartphones and tablet computers.

2.3 The rise of social media in modern society

The concept of social media was generated a few decades ago following the emergence of the early Internet and BBS messaging system (Bulletin Board System) (Chapman, 2009). However, social media was not a breakthrough until the era of Web 2.0 platform integrated with a technology that helps users build their own content and stay interconnected. Social media, at the moment, is referred to as a collective of platforms provided to the Internet users based on the Web 2.0 technology.

There has been several different definition of social media since then. For many people, well-known social networks such as Youtube or Facebook typify social media. However, there are more to the context than just social networking sites. Bobbi Kay Lewis defines social media as simple as “the current label for digital technologies that allow people to connect, interact, produce and share content” (Lewis, 2010). Michael Haenlein and Andreas M. Kaplan, on the other hand, refer to social media in a more technical aspect as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content (Haenlein&Kaplan, 2010).

Back to the year of 1971, the first email was sent between two computers seated next to each other, opening up an entire new method of communication. Then in 1994, social media began from the first blog “Justin’s link”, followed by the first social network site “Sixdegrees.com” in 1997 which allowed users to initiate and develop their personal pages (Bennett, 2013). Since then, thousands of social digital platforms have been created and elevated: Friendster, Wikipedia, Linkedin, Photobucket, Flickr, Facebook, Twitter, Netlog, Youtube etc. Social media has come a long way since the days of the telegraph, even emails or instant messenger and it continues to evolve.

Until July 2015, the world population is 7.3 billion and among those 3.17 billion uses the Internet and there are 2.3 billion active social media users (Smith, 2016). This is an
impressive number considering nearly one third of the world is engaging in social media. More impressively, each day Twitter produces more than 300 million tweets, while Facebook Messenger and Whatsapp deal with up to 60 billion messages. Every second there are 72.854 views on Youtube, 2.669.998 emails sent and 3015 skype calls are made (InternationalLiveStats, 2018). There is no doubt that social media is now the fastest and most convenient way to get news and information. In modern society of Vietnam, blogs – the very first form of social media appeared in 2007 (Lâm, 2010). Since then, social media has made a breakthrough which changed completely the way of accessing information and participating in the society of Vietnamese public over the last 10 years.

Table 1. Media that Vietnamese audience use to participate in the society

<table>
<thead>
<tr>
<th>Media</th>
<th>Delphi 1 (%)</th>
<th>Delphi 2 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New media (Facebook, YouTube, v.v...)</td>
<td>88.5</td>
<td>88.4</td>
</tr>
<tr>
<td>Online journalism</td>
<td>60.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Television</td>
<td>54.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Print journalism</td>
<td>48.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>46.0</td>
<td>0</td>
</tr>
<tr>
<td>PR, Advertisement</td>
<td>9.4</td>
<td>0</td>
</tr>
<tr>
<td>Books</td>
<td>8.6</td>
<td>0</td>
</tr>
<tr>
<td>Letters (written and email)</td>
<td>8.6</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Table 2. Three most important media for public access to information

<table>
<thead>
<tr>
<th>No.</th>
<th>Media</th>
<th>Delphi 1</th>
<th>Delphi 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online newspapers</td>
<td>3rd selection (19%)</td>
<td>1st selection (117 points)</td>
</tr>
<tr>
<td>2</td>
<td>Social media (Blogs, facebook, youtube…)</td>
<td>1st selection (23%)</td>
<td>2nd selection (114 points)</td>
</tr>
<tr>
<td>3</td>
<td>Television</td>
<td>2nd selection (20%)</td>
<td>3rd selection (68 points)</td>
</tr>
</tbody>
</table>

The tables above represent the results of Delphi study, within the scope of the project “Media literacy for social change” conducted by interviewing media managers, practitioners and users in Vietnam (MEDLIT, 2017), social media stands at the top of media that Vietnamese audience uses to participate in the society (1st place in both 2 waves with 88.5% and 88.4% respectively) and to access information (1st place in wave 1 and 2nd place in wave 2).

This paper shifts the focus on students - a specific subject category of the project. There are 13 students from AJC taking part in the Delphi study, most of them in the 1st wave. They
represent the young that has experienced a remarkable tendency of using social media. In respect of media used to participate in the society and access to information, they also give social media high credits.

Table 4. Media that students use to participate in the society

<table>
<thead>
<tr>
<th>Media</th>
<th>Delphi 1 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New media (Facebook, YouTube, v.v…)</td>
<td>92% (12 points)</td>
</tr>
<tr>
<td>Online journalism</td>
<td>30.7% (4 points)</td>
</tr>
<tr>
<td>Television</td>
<td>38.4% (5 points)</td>
</tr>
<tr>
<td>Print journalism</td>
<td>46.1% (6 points)</td>
</tr>
<tr>
<td>Broadcasting</td>
<td>23% (3 points)</td>
</tr>
<tr>
<td>PR, Advertisement</td>
<td>7.7% (1 points)</td>
</tr>
<tr>
<td>Books</td>
<td>15.4% (2 points)</td>
</tr>
<tr>
<td>Letters (written and email)</td>
<td>15.4% (2 points)</td>
</tr>
</tbody>
</table>

Table 5. Three most important media for students to access to information

<table>
<thead>
<tr>
<th>No.</th>
<th>Media</th>
<th>Delphi 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online newspapers</td>
<td>3rd selection (7 points)</td>
</tr>
<tr>
<td>2</td>
<td>Social media (Blogs, facebook, youtube…)</td>
<td>1st selection (10 points)</td>
</tr>
<tr>
<td>3</td>
<td>Television</td>
<td>2nd selection (8 points)</td>
</tr>
</tbody>
</table>

Students also pick the new media ((Facebook, YouTube, v.v…) as the most used media to participate in the society with even higher points (92%). The same situation applies for media used to access information with highest rank belong to the social media (Blogs, facebook, youtube…). There is no doubt that students tend to use social media frequently and actively.
2.4 Digital literacy

2.4.1 The intersection between digital literacy and media literacy

It is generally agreed that skills and competencies for digital literacy and media literacy are closely related to each other (Hobbs, 2010). The key concepts of media literacy, such as media news are constructed, media messages have social, political, commercial implications or media can shape the personal perspectives of users are also applicable in the information-rich society. Following the trend of digitalization and the booming of social media/social networks, media literacy can be referred to as digital literacy. In the context of digital environment, media literacy is the ability to use technologies to access, analyze, evaluate and create information. Digital literacy is not only the ability to use software or digital devices but also a wide range of cognitive, sociological and emotional skills, as well as proper behaviors to operate in digital world. Nowadays, with social media become an indispensable part of our lives and information can be more sufficient than ever, we can be overwhelmed by the volume, range and complexity of information. This can lead to the poor choice of sources and wasting time without digital literacy. In general, while media literacy focus on giving the audience the ability to be critically engaged in the consume of media, digital literacy is more about enabling the public to participate in digital world of social media in a wise, safe and ethical way.

2.5 What is digital literacy?

The digital literacy for social media users is closely related to media literacy, which includes:

2.5.1. Access: This means the opportunities to use social media in both physical access and cognitive access. Users must have access to the computers, mobile devices and the Internet. Cognitive access refers to the ability of using those devices to get engaged into the social media platform. This ranges from basic technical know-how - such as using web browsers, phone applications, email or other technological communication tools – to the more sophisticated skills like assessing to search engines, online database, cloud computing, etc.

2.5.2. Analysis: This means the ability of decoding messages and posts online. Users must recognize how networked technology affects our behaviors, perceptions, beliefs and feelings about the world around us and able to link its meanings to a specific personal context and make it their own understandings.

2.5.3. Evaluation: This means the ability to distinguish and classify biased information and
choose intelligently what to believe when being overwhelmed by all kinds of information on the social media. Users of social media come from different backgrounds, with different perspectives and experiencing different motivations. Therefore, each one must be wise to choose which message to believe in, which post to follow based on their personal understanding and experiences.

2.5.4. Content creation: This means the ability of users creating their own media contents. It is as simple as writing an email, blogging, posting on Facebook and interacting with others online. However, the more important thing is to do that in a secured, ethical and legal way. Under the circumstances of rising social media, digital literacy become indispensable. Based on the findings of Delphi study conducted by the project team of “Media literacy for social change” projects, this paper aims to analyze and assess digital literacy of students who has taken part in the Delphi study mentioned, see how their digital literacy has changed after being a stakeholder of the project and identify how to enhance students’ digital literacy through education.

3. Method

The preliminary research started from MEDLIT project, which is the Delphi study. Participants were given 2 rounds of questionnaire on the topic of media literacy and social change and gave their answers anonymously. This study is expected to help reach the consensus in answers of stakeholders and examine their differences among different waves.

Based on the findings of Delphi study, another questionnaire targeting on digital literacy in the context of rising social media is given to a specific group of 11 students, among 13 that previously taken part in the Delphi study. Students are ranging from 22 to 35 years old, 45.5% of them are female and 54.5% are male. 10 out of 11 students are fulltime undergraduate students and one is part time undergraduate student. All of them were interviewed face to face and/or through telephone.

The questionnaire combines 18 questions including yes/no, open-ended question and multiple choices in which participants can choose multiple options. The questionnaire tackles 4 main variables: Access, analysis and evaluation, content creation and digital literacy education. The first part about access examines students’ access to devices, access to social media, time spent on social media, popular content that is accessed and types of activities performed. The
analysis and evaluation part assesses the ability of students to distinguish fake news, realize social media regulation, safety issues online and examine whether their previous experiences as a MEDLIT Delphi study stakeholders help them to increase their critical understanding. The content creation part discuss how often and what kind of content students create on social media, as well as study the types of supporting applications used to support the content creation process. The last part about digital literacy education focus on the teaching of it at school and ask for students’ opinions and recommendations.

4. Results and discussion

As social media continues to raise its popularity and accessibility in Vietnam, the audience realizes the importance of the need for media literacy in social media. The table below shows the necessary knowledge and skills to improve media literacy assessed by the public audience in general and student to be specific (MEDLIT, 2017).

Table 5: Epistemic/Media impact

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>All stakeholders</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.10</td>
<td>Knowledge about the process of news production (in order to actively contribute to the content creation)</td>
<td>4.55 (.106)</td>
<td>5.15</td>
</tr>
<tr>
<td>17.11</td>
<td>Knowledge about the possibilities of the related bodies for intervention into news production (in order to create and analyze news)</td>
<td>4.37 (.106)</td>
<td>4.61</td>
</tr>
<tr>
<td>17.12</td>
<td>Knowledge about genre conventions (in order to create and analyze media content)</td>
<td>4.35 (.119)</td>
<td>4.76</td>
</tr>
<tr>
<td>17.13</td>
<td>Knowledge about how the message is accordingly constructed (in order to analyze and evaluate media content)</td>
<td>4.77 (.097)</td>
<td>5.38</td>
</tr>
<tr>
<td>17.14</td>
<td>Knowledge about news values (in order to analyze and evaluate media content)</td>
<td>4.76 (.106)</td>
<td>5.38</td>
</tr>
<tr>
<td>17.17</td>
<td>Knowledge about the language of images (in order to analyze and evaluate media content)</td>
<td>4.55 (.104)</td>
<td>4.61</td>
</tr>
<tr>
<td>17.21</td>
<td>Critical understanding on how media producers can manipulate content (in order to analyze and evaluate media content)</td>
<td>4.34 (.107)</td>
<td>4.69</td>
</tr>
<tr>
<td>17.22</td>
<td>Knowledge about the production/purposes of entertainment program/content (in order to analyze and evaluate media content)</td>
<td>4.05 (.115)</td>
<td>4.38</td>
</tr>
</tbody>
</table>
### Table 6. Media values and expectation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>All stakeholders Mean (SD)</th>
<th>Students Mean (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.15</td>
<td>Knowledge about online advantages and challenges (in order to create awareness in using the Internet platform for communicating)</td>
<td>4.79 (.097)</td>
<td>4.79</td>
</tr>
<tr>
<td>17.16</td>
<td>Knowledge and skills in journalistic writing and producing (in order to analyze the media content)</td>
<td>4.69 (.117)</td>
<td>5.15</td>
</tr>
<tr>
<td>17.18</td>
<td>Technical knowledge and skills to use computer and Internet (in order to access or create media content)</td>
<td>4.56 (.103)</td>
<td>5.15</td>
</tr>
<tr>
<td>17.19</td>
<td>Ability to use foreign languages, esp. English (in order to access global media market)</td>
<td>5.27 (.078)</td>
<td>5.53</td>
</tr>
<tr>
<td>17.20</td>
<td>The skills of thinking critically about mass communication (in order to analyze and evaluate media content)</td>
<td>4.98 (.104)</td>
<td>5</td>
</tr>
<tr>
<td>17.26</td>
<td>Understanding of the audience’s needs (in order to create, analyze and evaluate media content)</td>
<td>5.13 (.101)</td>
<td>5.76</td>
</tr>
<tr>
<td>17.27</td>
<td>Understanding of the audience’s method of determining the meaning of the text (in order to create, analyze and evaluate media content)</td>
<td>4.86 (.102)</td>
<td>5.30</td>
</tr>
<tr>
<td>17.29</td>
<td>Knowledge about the mechanism of trust of the audience toward the media institutions</td>
<td>4.71 (.109)</td>
<td>5</td>
</tr>
<tr>
<td>17.30</td>
<td>Knowledge about the freedom of speech (in order to analyze, evaluate and take part in the field of media)</td>
<td>4.81 (.101)</td>
<td>5.38</td>
</tr>
<tr>
<td>17.31</td>
<td>Knowledge and skills in using the new media (in order to create, analyze, evaluate and distribute media content)</td>
<td>4.99 (.093)</td>
<td>5.46</td>
</tr>
</tbody>
</table>
Among 31 statements relating to knowledge and skills to improve media literacy, there are 4 statements that concern media literacy in social media (17.23, 17.15, 17.18, 17.31). Except from statement 17.15 “Technical knowledge and skills to use computer and Internet (in order to access or create media content)”, the remaining 3 were given higher grades by students than that by the public, especially 17.18 “Technical knowledge and skills to use computer and Internet (in order to access or create media content)”. These different numbers show that students are paying more attention to social media than other categories in the public.

Base on this preliminary result, another questionnaire (Annex 1) was given to students to further examine their knowledge and skills needed to enhance digital literacy, meanwhile assessing the impacts of MEDLIT project in term of promoting digital literacy and education in this field. The survey covers questions related to 4 categories of digital literacy: assess, analysis and evaluation, content creation and digital literacy education.

4.1 Assess:

The survey shows that all of the students has access to the social media through various types of devices. 100% of them usually use smart phones, 90.9% use computers, 45.5% use tablets and 9.1% use smart TV with Internet access. The trend of mobile use applies to students when most of them prefers to use their phones for social media. Furthermore, they have skills in using multiple devices, too. Out of 11 persons, 6 of them often use all three devices; 4 of them use two devices and only 1 of them just use the smartphones only as a main access to social media.

Students use a wide range of social networks. Each one of them use at least 2 sites that are Facebook and Email. Apart from that, 36.4% use Instagram and Youtube, 27.3% use Zalo and Wikipedia, 18.2% use Viber and Skype and 9.1% use Tango, Whatsapp and Tinder. 11 sites have been mentioned by the participants in this survey. 2 out of 11 students even use up to 5 social media sites regularly.

For the time spent on social media every day, 36.4% spend from 1-4 hours, 27.3% spend 4-8 hours, 27.3% spend less than 1 hour and 9.1% spend 8-12 hours. As we can see most of students use up to half a working day, some spend a working day and more on the social media. This result shows that students spend a remarkable amount of time of social media with the average number of 3.5 hours per day, which is nearly half of a working day for a working
Students often look for friends’ updates on social media (45.5%). Other content that concerns them includes entertainment (36.4%), information (36.4%) and business (18.2%). There is a connection between students’ interest in social media and the amount of time spent. For those who look for business content, they do own or support an online business that is why the number of hours they spend on it is at least more than 4 hours. Meanwhile, people who look for the remaining contents tend to spend less time on social media per day.

There is a wide range of activities that one person can perform on social media. The most basic activities that students have used at least once are posting updates (100%), commenting (90.9%), chatting (81.9%), creating groups to share content (45.5%), purchasing items (36.4%), selling items (18.2%), using story feature (18.2%) and create fanpage (on Facebook) (9.1%). This result shows that there are many initiatives for students to use social media. Most of them want to promote individuality by posting their own updates, the rest want to develop interactivity and/or make profits.

4.2 Analysis and evaluation

4 out of 11 participants are positive that they can distinguish between correct news and fake news, by “following credible sources” only or “double check the information with related persons”. 1 persons claimed that “it is impossible to identify if the news is fake or not”. 6 students said that sometimes they can tell and sometimes they can not, and it is very difficult to distinguish because each case is different while there is no specific rule or guidance for that.

18.2% of the students said that they always verify the information before sharing it on social media. 36.4% do it regularly, meanwhile 36.4% rarely do it and 18.2% never check the information before sharing. This issue relates to the ethical use of social media. The information could be harmless or harmful to other people without users’ knowledge. Therefore, it is crucial that every time a person wants to share it for the online community to see, he has to verify it to avoid unexpected and bad outcomes.
6 out of 11 students are aware of the social media regulations and 5 of them are not. One student stated that “in Vietnam there has been no law or regulation governing the social media yet”. In order to use social media ethically and safely, users must be aware of the code of conduct on social media, as well as regulations for each site platform specifically, for social media and communication in general. Therefore, educating and disseminating social media regulations should be focused.

In terms of dealing with threats and dangers on social media, students tend to ignore it if they get bullied online (63.7%) and report to the site management if they are endangered (63.7%). Apart from that, facing the bullying, students also choose to talk to relatives (9.1%), talk to friends (9.1%) and also report the problem to site management (18.2%). When endangered, they also ignore it (18.2%), talk to relatives (18.2%), do more research about the matter arouse (18.2) or erase post and block the source (9.1%).

100% of students affirm that participating in Media Literacy for Social Change (MEDLIT) project increase their critical understanding on social media. To be specific, MEDLIT helps “increase the knowledge about media literacy to apply it to the use of social media” and “it helps me pay more attention to fake news to avoid it”.

4.3 Content creation

45.5% of students create content on social media on hourly basis, 26.4% weekly and, 9.1% daily and 9.1% never create any content. The content create are usually self updates (45.5%), information (36.4%), entertainment (27.3%), business (18.2%), education (9.1%) and political viewpoints (9.1%). Comparing between the content students usually look for and the content they usually create, it can be seen that they are interested in keeping up with other people’ updates and sharing their own updates. In another word, the main goal of using social media of students is to promotetheir individuality and keep the social interactions with their community.
In order to create content, users have to take advantage of other applications. 11 out of 11 students know how to use at least 1 application. 90.1% of them use search engines (Google, Bing), 45.5% of them use photo editing applications (Adobe photo, camera360, B612), 45.5% of them use video editing applications (viva video, adobe clip) and 27.3% use music making applications (recording platforms).

4.4 Digital literacy education

When being asked why digital literacy important in social media, 72.8% of students said that it helps users express their ideas and promote individuality, 54.5% said that it helps users to protect themselves, 27.3% said that it helps users distinguish fake news, 9.1% said that it helps users enhance other kinds of literacy and 9.1% said that it helps people to communicate more easily with others.

9 out of 11 students claimed that they had not learned anything about digital literacy before at school. 2 students had learned it at the undergraduate level, however, it is mentioned sometimes rather than a completed lesson.

There is 18.2% of students has taken the MOOC. However, they haven’t finished any module. Those who has accessed to MOOC thought that “it is an innovation in teaching” and “there should be more MOOC at AJC”. However, the rest of 81.9% has not taken the MOOC before.

When being asked about what topics that should be in a digital literacy course, students gives different ideas, most of them related to the technical skills for access and create content such as: “I want to learn to use different kinds of supporting applications”, “the course should cover how to get important news in the easiest way”, “there should be lessons about innovation and technology”, etc. Meanwhile, only 3 students mentioned how to analyze and evaluate information on social media, by “learning to find useful information”, “identifying a trustworthy source” and “identifying fake news”. 1 student also said that “the content of the course doesn’t matter; what matters is how it is transferred to the students”.
5. Conclusion

To sum up, the results of this survey indicates that students engage in social media for the main incentive of promoting their individuality and connecting with other people. Most students know how to access to social media, as well as have efficient technical skills to perform a range of activities and use a range of basic applications to create content on social media. They are also remarkably interested in enhancing their technical skills. However, their critical understanding is still limited which prevents their ability to analyze and evaluate information on social media. Therefore, when it comes to digital literacy education, students should be taught and guided more on how to enhance their critical understanding to better deal with information, threats and challenges on social media. Educators should find a way to help students reach a balance between taking part in activities that they find pleasurable and popular and engaging in a self-reflective process that helps students become critically aware of their own thinking and perspectives. Teaching students through the MOOCs and engaging them to other projects related to media literacy are good practice to help educate and enhance their digital literacy.
ANNEX 1

Questionnaire about digital literacy for students

Access

1. What devices do you usually use to access to social media?
   1) Computers
   2) Smartphones
   3) Tablets
   4) Other: (please specify)

2. What kinds of social media do you usually use to access information?
   1) Facebook
   2) Instagram
   3) Zalo
   4) Email
   5) Wikipedia
   6) Other: (please specify)

3. How many hours per day do you spend on social media?
   1) <1
   2) 1-4
   3) 4-8
   4) 8-12
   5) 12-16
   6) 16-20
   7) 20-24

4. What content do you usually look for on social media?
   1) Information
   2) Entertainment
   3) Education
   4) Business
   5) Friends’ updates
   6) Other: (please specify)

5. Click on the activities that you have used at least once on social media:
   1) Posting updates
   2) Chatting
   3) Creating groups to share content
   4) Commenting
   5) Purchasing items
   6) Others: (please specify)

Analysis and evaluation

6. Can you tell if the information posted on social media is fake or not? Please specify how can you distinguish them.

7. How often do you verify the information before sharing it on social media?
   1) Always
   2) Regularly
   3) Rarely
   4) Not at all
8. Are you aware of the social media regulations?
   1) Yes. Please specify:
   2) No

9. What action do you take if you are bullied on social media?
   1) Ignore it
   2) Talk to relatives
   3) Talk to friends
   4) Report to the site management
   5) Do more research about the matter aroused
   6) Other: (please specify)

10. What action do you take if you are endangered on social media?
    1) Ignore it
    2) Talk to relatives
    3) Talk to friends
    4) Report to the site management
    5) Do more research about the matter aroused
    6) Other: (please specify)

11. Did the participation in Media Literacy for Social Change (MEDLIT) project increase your critical understanding on social media? Please specify.
    1) Yes. Please specify:
    2) No

Content creation

12. How often do you create content on social media?
    1) Hourly
    2) Daily
    3) Weekly
    4) Monthly
    5) Yearly
    6) Others: (please specify)

13. What content do you usually create on social media?
    1) Information
    2) Entertainment
    3) Education
    4) Business
    5) Self updates
    6) Other: (please specify)

14. What kind of applications that you often use to support the creation of content social media? Please list out the application that you usually use.
    1) Search engines
    2) Photo editing applications
    3) Music making applications
    4) Video making applications
    5) Other: (please specify)
Digital literacy education

15. Why is digital literacy important in the use of social media?
   1) It helps users distinguish fake news
   2) It helps users express their ideas and promote individuality
   3) It helps users to protect themselves
   4) Other: (please specify)

16. Were you taught about digital literacy at school?
   1) Yes. Please specify the grade(s) of school:
   2) No

17. Have you taken the MOOC produced by Vietnam MEDLIT team?
   1) Yes. Please give some comments on the MOOC:
   2) No

18. What topic do you think should be taught in a digital literacy course at school?
References


Lewis, B. K. (2010). *Social media and strategic communication: Attitudes and perceptions among college students.* Oklahoma, USA: Oklahoma State University.


CHAPTER 6:
PASSIVE VS. ACTIVE: THE STAKEHOLDERS' PARADOXICAL CONCEPTUALIZATION OF PARTICIPATION IN RELATION TO MEDIA LITERACY FOR SOCIAL CHANGE
Huong T. Bui and Van T. Pham
PASSIVE VS. ACTIVE: THE STAKEHOLDERS’ PARADOXICAL CONCEPTUALIZATION OF PARTICIPATION IN RELATION TO MEDIA LITERACY FOR SOCIAL CHANGE

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ABSTRACT

Media literacy is generally defined as the ability to access, analyze, evaluate and create media in a variety of forms. At the core of this definition lies the notion of participation of people, in a generic sense, in the whole process of communication. In Vietnam, however, media literacy has been more often than not synchronized merely with that of media practitioners and has thereby undervalued the possibility of audience participation and responsibility in the process. The emergence of Internet and the popularization of personal communication devices, which make development of private media commonplace, have challenged this skewed perception. Within this context, a two-round Delphi study was conducted with selected media experts to gain an insight into their perception regarding media literacy. Data analysis shows that while a consensus exists among stakeholders regarding the active participation of the audience in the communication process thanks to social media, what they said they did with the media is, paradoxically, the polar opposite. This paradox is not only reflective of the popular discourse of media participation but also puts forward the undeniable significance of the concept’s sensitization in the course of media literacy enhancement in the country.

Keywords: Audience; Media Experts; Media Literacy; Participation; Stakeholders.

1. Introduction

With the advent of Internet and rapid development of social media, including Facebook, Twitter, and YouTube, the term ‘participation’ has appeared to be more widely used than ever before. However, the concept has already been researched in different fields in the social sciences, received a wide range of meanings and yet there is no consensus on how it should be defined (Carpentier, 2016, p. 70). However, all of the debates revolve around one of two main approaches, political and sociological.

From the perspective of political theory, and in an attempt to develop a normative–critical framework for evaluating participation, Carpentier (2011) defines participation as having an
influence on the decision-making process. More recently, Carpentier (2016) has coined the term ‘political approach’, which is restrictively embedded in ‘the equalization of power relations between privileged and non-privileged actors in formal or informal decision-making processes’ (p. 72) or simply put as “power-sharing and not merely as taking part” in the decision making moments (p. 84). Also, he further makes a distinction between ‘minimalist’ which tend to protect the power positions of privileged (elite) actors and ‘maximalist’ versions of participation which, according to Carpentier, works for “a full equilibrium between all actors” (p. 73). The political definition of participation could be thus read as providing greater emphasis on power, democratisation, and social change. Carpentier reminds us to take into consideration the tabulation between various decision-making process levels and intensities of participation and the distinction between “ participation in a particular field, and participation through a particular field in another field’ (p. 78). This is to somewhat similar to what Dahlgren (2013), working within the field of media studies, defines as participation in the media and participation via the media (p.22). In addition, built on the ‘new media use as political participation’ argument, Bucy and Gregson (2001) specify that political participation through new media (emergent form of electronic democracy) involves not just “net activism but also the broader range of citizen actions that can take place online, over the airwaves and through exposure to political messages – actions which invite involvement” (p. 360). They further argue that active and passive modes of participation (generally corresponding to new and old media) may be distinguished by the types of empowerment and rewards – both symbolic and material – that civic activity affords (pp. 372–376).

2. Literature Review

In sharp contrast, Carpentier’s (2016) ‘sociological’ approach differs in that, while visible, power “remains one of the many secondary concepts to support it” (p. 71). In this approach, participation is broadly cast as taking part in particular social processes. In essence, participation includes “many (if not all) types of human interaction, in combination with interactions with texts and technologies” (p. 71). In this sense, participation can be interchangeably used with other terms such as engagement, interaction, access, and the like, which need to be carefully demarcated within the political approach (p. 73). For some authors such as Melucci (1989) and Carey (2009), however, participation is not simply ‘taking part’. Rather, it has an inherent double meaning. For Melucci (1989), participation means “both taking part, that is, acting so as to promote the interests and the needs of an actor as well as
belonging to a system, identifying with the ‘general interests’ of the community” (p. 174). Similarly, for Corey (2009), people’s ritualistic participation in a culture is synonymous with becoming part of that shared culture. Corey coins the term ‘ritual models of communication’ defined as the “representation of shared beliefs”, where togetherness is created and maintained. By interacting with and/or consuming media texts, specifically newspapers, people are invited to participate “in a cultural configuration, interpellating them […] to become part of society by offering them subject positions […], with which they can identify (or dis-identify)” (Carpentier, 2016, p. 73).

In the international development discourse, participation refers to the processes through which stakeholders (i.e. Government, the private sector and civil society) influence or contribute to designing, implementing, and monitoring a development activity (Asian Development Bank, 2012, p. 2). Stakeholder participation “supports good governance, citizenship, and accountability and promotes innovation, responsiveness, and sustainability, linked directly to development effectiveness” (Asian Development Bank, 2012, p. 1). Like other developing countries, the notion of participation in Vietnam is also expressive of the donor’s influences. However, participation has been a key concept in the country’s development strategy. Immediately following the victory of the August Revolution in 1945, the Communist Party of Vietnam and President Ho Chi Minh closely attended to fulfilling the goals of promoting democracy, expanding people's participation in social and state management work, aiming to ensure that the State upholds the governance system of the people, by the people and for the people, ensuring effectiveness and efficiency of the policies and laws promulgated. This political will has also enshrined in the Constitution and various laws such as Law of the National Assembly and the People's Council, the Law on Organization of the National Assembly, the Law on Organization of the Government, the Law for Organizing the People's Council and People's Committee, the Law on Promulgating Legal Documents, the Law on Complaints and Denunciations, the Law on Prevention and the Fight against Corruption and so on. More recently, the Government has also issued the Decree No. 29 on Grassroots Democracy, which stipulates that grassroots administrations must publicly seek the opinions of the people and specify the issues that citizens are entitled to make decisions on at the local level (Manh, 2015; Ngoc & Truong, 2007). The current legal documents have specified clearly the forms and methods of participation of the people in the management and development of policies and laws of the State. On this basis, people are able to express their will and aspirations, both directly and indirectly, to state agencies in all stages
from formulation of policies and laws to decision and enforcement of laws (Manh, 2015; Ngoc & Truong, 2007).

Among others, báo chí (the press or the media) is specified, and has indeed acted, as an official forum for people to do so. Especially, the integration of new media into the existing state media has opened up more interactive channels and platforms. By the end of 2015, in addition to the national news agency and 857 print newspapers and magazines nationwide, there has emerged 105 online newspapers and journals and 248 websites for aggregated news, which were licensed by the Ministry of Information and Communications. Out of these newspapers and journals, 22 were independent online print media while the remaining were online versions of the mainstream print agencies (MIC, 2015). Furthermore, all organizations and agencies of the Party, State and socio-political organizations now have electronic information gateways that provide official information on the activities of their organizations and agencies, and views on relevant issues, especially important documents and decisions. This is also an important source for journalists to exploit and assist the people to understand and deepen the views and policies of the Party and the State (Quyen, 2017). Taken together, the media community in Vietnam continue to fulfil its "mission" in "providing information" and "promoting the socialization of social monitoring and criticism" (Huong, 2013).

In addition to this, the rise of the Internet has led to social media playing an increasingly significant role in Vietnam’s political life. The public sphere now provides a powerful platform for public opinion in Vietnam, along with a broader range of social activism, including social media and informal groups and individuals acting collectively on an issue-specific basis (Wells-Dang, 2014). The impact of social media is now recognisable in public responses and the way the state handles the outcomes of contentious politics. Citizens’ participation in governance has been altered with the rise of social media, which has now increasingly become digital based. In a similar vein, social mobilisation on key issues of public concern has shifted away from state-linked agencies and media (Bui, 2016, p. 90). Furthermore, the increased emphasis on social media has contributed to radical changes in public awareness and in the role of the traditional media. This has challenged the status and the authority of the mainstream media, leading commentators to start talking about social and state media as two opposing types of media (i.e. the left-sided and right-sided media) and thereby raising questions of media legitimacy and credibility (An, 2016; Hai, 2015; QDND, 2011). Relatedly, in an attempt to preserve its primacy over media output, the state has adopted a policy of rigourously applied
regulation aimed at restricting alternative journalism in an attempt to subvert “anti-state propaganda” (Duyen, 2018; H.MI, 2011; Thang, 2017). Meanwhile, there is a growing concern with helping individuals, especially young people, understand more fully the nature of their interactions with Internet and the social media so that they are able to exercise more control over their exposures, their meaning construction, and the media influences on their beliefs and behaviors (Chuong, 2016; Ha, 2017; Hoa & Nguyen, 2016; Save the Children, 2017).

Within this context, the paper aims to answer the specific questions of (1) how selective media experts perceive participation today, in a mediatized society such as contemporary Vietnam, (2) what are some of the major issues arising from this awareness; and (3) what are the broader implications for media literacy education in the country. The data upon which the paper was based was extracted from that of a two-wave Delphi survey which was conducted in Vietnam under the framework of a cross-cultural media study, namely, Media Literacy as a Media Competence Program for Social Change co-funded by the Erasmus + Programme of the European Union from 2015 to March 2018.

3. Methods

The primary purpose of the two-round Delphi research project, on which the paper is based, was to identify priority issues and significant items of knowledge to be necessarily included in a follow-up massive open online course to enhance the media literacy of young people in tertiary education and the wider public in Vietnam. The findings collected from the first exploratory Delphi round were analysed and served as the foundation for the tool development of the second round, which aimed to reach consensus and further elaborate the key inputs for a media literacy training program. Questionnaires were the primary data collection method. Each questionnaire includes both open and closed questions.
Data collection took place in Hanoi and Ho Chi Minh City. The first round took five months from early May to late September 2016. The second round was carried out over 6 months, starting from early December 2016. In order to be eligible to take part in the study, stakeholders had to belong to one of four groups: (1) Holding a current management position in government and political system, (2) Working in the media industry: owners, content producers and the like, (3) Media educators and researchers, or (4) Media users. For the first round, purposeful sampling was used to recruit 140 respondents through a network of associates, friends, acquaintances and students. For the second round, invitations were sent out to 80 people who have participated in the first Delphi wave based on the quality of the stakeholders' answers and commitment. In the end, 70 stakeholders agreed to participate.

The questionnaires were administered via a mixture of face to face, Skype interviews and/or emails with telephone assistance as required. All of the face-to-face interviews were recorded on digital recording equipment with the consent of participants, with each one lasting between 45 and 150 minutes. Pseudonyms have been used throughout to ensure respondent confidentiality. All the verbatim accounts of face-to-face interviews, Skype- and email-based materials were exported to computer software for coding.

4. Results and Discussion

4.1. Profile of stakeholders

Participants’ ages ranged from 20–74 years. In the second round, they were 20-73. The ratio of female to female stakeholders was disproportionate in both rounds of the Delphi project (i.e. 55.4% vs. 44.6% and 57.1% vs. 42.9%). In particular, the percentage of male participants in Hanoi was double that of female counterparts in the second round (68.4% vs. 31.6%). In both rounds, the percentage of stakeholders who reported working in the media industry such as owners, content producers and the like accounted for about two fifths of participants (40%). While the number of the stakeholders who defined themselves as 'Media Managers' and 'Media Users/Observers/Critics' was equal (17.1%) in the second round, there were more stakeholders in the category of media users/observers/critics in the first round with a corresponding rate of 25.9% vs. 14.4%). In the second round, the stakeholder group of 'Media Managers/Politics', the percentage of men was five times that of women (83% vs. 17%). Also, there was a significant
difference in the number of stakeholders with management roles in Ha Noi as compared to Ho Chi Minh city with corresponding proportions of 28.9% vs. 3.1%. In terms of achieved level of education, in both Delphi rounds, the highest proportion was BA holders (56.4% vs. 50% respectively), followed by MA holders (28.6% vs. 34.2% respectively). Those who reported having PhDs accounted for approximately 9 percent in the first round and over 11 percent in the second round, which was higher than those who achieved GCSE. In both rounds, the stakeholders reported as having master and doctoral degrees were higher in Hanoi (See Table 1).

Table 1: Specifications of stakeholder groups

<table>
<thead>
<tr>
<th>Variable(s)</th>
<th>First Wave</th>
<th>Second Wave</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>USSH (n=40) AJC (n=99)</td>
<td>Total (n=139)</td>
</tr>
<tr>
<td>Stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Managers/ Politics</td>
<td>1 (2.5)</td>
<td>19 (19.2)</td>
</tr>
<tr>
<td>Content Producers/ Advertising/ Public Relations</td>
<td>20 (50.0)</td>
<td>40 (40.4)</td>
</tr>
<tr>
<td>Media Educators/ Researchers</td>
<td>10 (25.0)</td>
<td>13 (13.1)</td>
</tr>
<tr>
<td>Media Users/ Observers/Critics</td>
<td>9 (22.5)</td>
<td>27 (27.3)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>20 (50.0)</td>
<td>57 (57.6)</td>
</tr>
<tr>
<td>Female</td>
<td>20 (50.0)</td>
<td>42 (42.4)</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>42.92</td>
<td>35.24</td>
</tr>
<tr>
<td>Achieved Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>2 (5.0)</td>
<td>10 (10.0)</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>14 (35.0)</td>
<td>26 (26.0)</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>21 (52.5)</td>
<td>58 (58.0)</td>
</tr>
<tr>
<td>GCSE</td>
<td>3 (7.5)</td>
<td>6 (6.0)</td>
</tr>
</tbody>
</table>
4.2. How did stakeholders perceive participation in a mediatized society?

Knowledge about the media system and its function in Vietnam

The result from the 1st phase illustrates that most respondents commonly related the media system in Vietnam to the state system and this was said to have witnessed important developments and become more diverse in terms of formats, products and topics. A majority of participants shared the statement that such diverse development of the national media was critically determined by the growth of Internet and personal communication devices. However, there appeared to be a concern and a warning (perhaps) regarding the challenges that the Internet and thereby the Internet- and digital-based media could bring about to the status of the State’s traditional media.

During our face to face conversations, quite a few stakeholders wished to clarify a distinction of some sort between the state media and other social media. According to them, state media (which is not limited by traditional media but already extended to new media on the Internet platform) is still considered as the “official”, “mainstream” form, and assumed to undertake four functions: (1) Filtering information, (2) Focusing on political and social information, (3) Directing information flows in line with the viewpoints of the Government and (4) Communicating and promoting political viewpoints. Meanwhile, social media was associated with something more “unofficial”, “alternative” and assumed to undertake five other functions, including (1) “Flea market” of information, (2) Focusing on provision of entertaining information, (3) Non-directive, (4) Providing feedback to information from state media and (5) Expressing personal viewpoints. As such, the state media and social media were perceived as mostly contradictory.

It should be noted at this juncture that this contradiction was also implicated in the responses the participants gave to our open question regarding the main functions of the media. It could be said that all of the 14 different functions of the media to which they made reference were all descriptive of the state media. Out of these categories, the function of ‘informing events and issues regarding the fields of society, politics, economics and culture domestically and internationally’ accounted for 83 percent. This proportion is double that of the next two functions of ‘educating ideas, raising awareness of people in every aspects of life’ and ‘entertainment and reducing stress’, with corresponding rates of 39% and 38%. The function of ‘helping people participate in the society, forming connections among people, sharing and
interacting with information and therefore enhancing social relationships’ accounted for only 7% of participants. Going back to the dimensions on which the dichotomization between the two categories of media was generated (i.e. information source, flows, classification, management, the assigned roles in the interactions between different players in the process of communication), all could be read as being framed by the participants' awareness and belief concerning the first and foremost media function, that of information provision.

Furthermore, while the majority of respondents (93%) did not highlight the function of 'helping people participate in the society' as part of the state media, there was high degree of consensus among other stakeholders regarding this function in the case of social media. Indeed, for the statement we rephrased for the second round which said "Social media is realized as a public sphere, giving opportunities for individuals to participate in the society more equally and effectively thanks to their benefits: (1) Free, (2) Decentralized, (3) Individualized, (4) Free expression and (5) Opportunities for feedback", the total proportion of those who chose “mostly agree” and “completely agree” was highest, accounting for 95.6 percent of the total. Equally importantly, about two thirds (65%) of the respondents perceived that 'Under little regulation and management, social media is performing the functions of information and social reflection quite well'. This is, for us, also suggestive of what social media was found lacking, and should thus fulfil if they wished to go nearer to and probably become part of the state media. Additionally, it can also be read that, probably for the same concern, despite that social media was unanimously thought of as platforms with possibilities for audience's participation, or 'civic potential' as Bucy and Gregson (2001, p. 360) put it, they were not fully regarded as the first source of news. As shown in Table 2, in comparison with other statements, only the statement D2Q5c concerning this received the 'totally disagree' response (9.1%), increasing the percentage of negative responses to 21.2%, the highest of all, as compared to 61 percent of stakeholders who totally and mostly agreed with the statement and 18.2 percent of those who could not make up their mind.
Table 2. Statements to consolidate (%)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Totally agree</th>
<th>Mostly agree</th>
<th>In between</th>
<th>Mostly disagree</th>
<th>Totally disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2Q2c. Under little regulation and management, social media is performing</td>
<td>13</td>
<td>52.2</td>
<td>21.7</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>the functions of information and social reflection quite well.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D2Q4c. Social media is realized as a public sphere, giving opportunities</td>
<td>71</td>
<td>24.6</td>
<td>2.9</td>
<td>1.4</td>
<td>0</td>
</tr>
<tr>
<td>for individuals to participate in the society more equally and effectively thanks to their benefits: (1) Free, (2) Decentralized, (3) Individualized, (4) Free expression and (5) Opportunity for feedback</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2Q5c. People put timeliness or immediacy as the most important requisite</td>
<td>34.8</td>
<td>25.8</td>
<td>18.2</td>
<td>12.1</td>
<td>9.1</td>
</tr>
<tr>
<td>of information. Therefore, they have a tendency to seek and get it from</td>
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<tr>
<td>social media and alternative sources.</td>
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<tr>
<td>D2Q3c. Today thanks to the development of social media, the Vietnamese</td>
<td>65.7</td>
<td>22.9</td>
<td>7.1</td>
<td>2.9</td>
<td>1.4</td>
</tr>
<tr>
<td>audience is not only the passive recipient of information but also the</td>
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<tr>
<td>active producer of information in the communication process, who voice</td>
<td></td>
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<tr>
<td>their own opinion and use mass media to create and produce information for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>the public.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2Q4d. People better participate in society by actively using the new</td>
<td>86.6</td>
<td>7.5</td>
<td>4.5</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>media. Therefore, it is important to provide them with the knowledge and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills of using new media so that this can enhance their media literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for social development.</td>
<td></td>
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</tr>
</tbody>
</table>

Media as a means of social participation

In this study, following consultation with a number of media experts during the questionnaire design stage, social participation was defined as the individuals' integrating into the society via such activities as accessing and exchanging information, connecting, sharing, social criticism, and the like. Almost all of our respondents mentioned these as main activities and presented them in a way such that they did not stand alone but rather acted as interconnected nodes on a continuum, with information accessing and exchanging being the first and most popular ones. It is noted that almost all of the stakeholders (86% in the first Delphi round and 84,1% in the second round) also considered that getting information was the
most important purpose of media use, much higher than what they perceived as 'social participation' (See Table 3). As such, getting information can be read as being both part of social participation (i.e. participation in the media) and probably equal and different from social participation (i.e. participation via media) as far as the media use is concerned. In addition, it should be noted that a great deal of stakeholders (about 90 percent) mostly agreed with the statement that 'Today thanks to the development of social media, Vietnamese audience is not only the passive recipient of information but also the active producer of information in the communication process, who voice their own opinion and use mass media to create and produce information for the public'. However, by affirming that the audience's primary purposes of media use was for information and entertainment, they had inadvertently reinforced the equation of the audience as a passive recipient. The activeness, if there is any, will be related to 'what action they decide to take afterwards' (USSH-30) and/or 'the action of information search' itself (USSH-82).

Table 3: Primary Purpose of Media Use (%)

<table>
<thead>
<tr>
<th>Purposes of Media Use</th>
<th>Delphi 1 (n=140) (Multiple choice)</th>
<th>Delphi 2 (n=69) (Best choice)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>86.0</td>
<td>84.1</td>
</tr>
<tr>
<td>Entertainment</td>
<td>58.0</td>
<td>7.2</td>
</tr>
<tr>
<td>Social Monitoring and Criticizing</td>
<td>5.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Social Participation</td>
<td>24.0</td>
<td>2.9</td>
</tr>
<tr>
<td>Self-expression</td>
<td>31.0</td>
<td>1.4</td>
</tr>
</tbody>
</table>

The purpose of information sharing and exchanging, according to some stakeholders, was to get 'correct and accurate' information (e.g. AJC-10, AJC-20). Being informed by the media would sometimes lead to an audience's 'involvement in social activities promoted and/or organized by the media agencies' (AJC-24, AJC-43) and mobilization of 'collective action whenever the personal and national interests are threatened' (AJC-55). In this sense, social participation follows information digestion, or individuals were essentially connected to communities via media. Using media to get information and calls for action for some stakeholders such as USSH-57 were perceived as typical examples of the direct form of people's social engagement (including doing charity work, joining certain associations) as opposed to an indirect construct whereby media was used to express one's will and efforts to influence others.
Furthermore, shared 'accurate' information could also form the basis for 'critical discussion' (AJC-23). For some stakeholders, information exchanging was conducted not only between the audience themselves but also between the audience and the journalists. The information could be in forms of raw data reflective of what audience 'observed' (AJC-6; AJC-36) but also a finished product, such as a piece of 'video' (AJC-75). Topics of interest were reportedly 'current issues (e.g. environment, economics, politics)' (AJC-22) and/or 'pressing issues raised by public opinion' (USSH-99), which had 'direct or indirect influence on their own and other people's lives' (AJC-23). These topics did not only guide the audience's search for information but also fostered their further interest in adopting a responsible role in the national political process by contributing counter-arguments, ideas, consultation, appropriate solutions and recommendations for the betterment of the existing or draft public policies. According to USSH 99, to this end, public use of social networking as venues for social criticism and corresponding official act of censorship do not always carry negative meanings. Indeed, USSH 99’s quote presented below demonstrates quite clearly the way the two can incorporate.

*If all people can be heard and express their concerns and feelings, there exists democracy. These social criticisms I noticed that the authorities also have information filtering teams and sometimes it is also useful. A number of problems or issues raised by public opinion have been corrected and changed. It is easy to understand that the state cannot cover all issues when policies are put in place, multi-directional counter-arguments need to be absorbed. Small meetings, in private rooms, can not predict the effects of the opposite. The more the social criticism is, the better the policy will be [...] I think that is the very good effect of the media, the social networking that people are engaging in (USSH 99).*

Contrastively, on being asked what they thought Vietnamese people mainly use the media for, only a small amount of stakeholders (about five percent) in both Delphi phases responded with 'social monitoring and criticizing'. A question raised at this juncture is whether this apparent contradiction was a result of the dichotomization of media in the country that we discussed in the previous section. The answer can, to some extent, be found in the following quote by AJC-61 whereby he specified three categories of media (be it traditional, interactive and social), the dissimilar ways they were used by the audience which in itself suggested differing levels of participation. According to AJC-61, audience

*Read newspapers and watch news to capture social information; Review, give feedback through the feedback channels; Express the views, attitudes of individuals through such categories as social networking (AJC-61).*
An analysis of quantitative data further illustrates that the audience could use a wide range of media for social participation. However, 'New media' and 'Online newspapers' were considered the two most popular means with the corresponding proportions of 88.5 percent and 60.4 percent respectively. They were successively followed by traditional media such as television, print newspapers and radio with the proportions of 54 percent, 48.9 percent and 46 percent (See Table 4). Taken together, it is possible to interpret that social media in general and social networking are the most appropriate for 'expressing personal views and attitudes' to certain social issues, which in itself has the nature of a more active and productive form of social participation.

Table 4: Media used for social participation (%)

<table>
<thead>
<tr>
<th>Media</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New media</td>
<td>88.5</td>
</tr>
<tr>
<td>Online newspapers</td>
<td>60.4</td>
</tr>
<tr>
<td>TV</td>
<td>54.0</td>
</tr>
<tr>
<td>Print newspapers</td>
<td>48.9</td>
</tr>
<tr>
<td>Radio</td>
<td>46.0</td>
</tr>
<tr>
<td>PR, advertising</td>
<td>9.4</td>
</tr>
<tr>
<td>Books</td>
<td>8.6</td>
</tr>
<tr>
<td>Letters (written and electronic)</td>
<td>8.6</td>
</tr>
</tbody>
</table>

This in turn also points to another theme of participation that the stakeholders highlighted. Various stakeholders talked about the ability of the audience's taking part in and contributing to the communication process itself. For example, AJC 67 asserted,

They [the public] do not only enjoy media products, they also play various roles of information providers, collaborators, evaluators and auditors through their comments (AJC 67).

In essence, their involvement in journalistic work included, but were not limited to, 'providing information, data, participating in interviews and dialogues and providing direct feedback to the media' (AJC-27) and ready-made 'news, features, photos and video' (AJC-29). The audience's participation in media production was made possible thanks to the development of Internet, web-based media, personal pages and other interactive channels already created by traditional media. It is discernible in the following quotes:

[T]he public can access information about social issues and has the opportunity to interact, share and inform others of their information through the use of social networks or online forums. Participants in the social media can also discuss or
debate over some issues, support or criticize opinions, express their own views... (USSH 79)

Nowadays, as personal pages grow, TV channels, online newspapers, and print newspapers all have an interactive channel to enhance the public engagement, the public's raising their issues and requirements through the media is very simple. Just call, comment on the site, or interact directly by sending video back to the media (AJC75).

However, as stated above, there always exists an awareness shared among the participants regarding the boundary that marks the territories and, at the same time, limits the extension of both state media and social media. At the core of all of this lies a concern about one's ability to observe the legal framework, censorship and civic responsibility. This is visible in the following quotes.

Because Vietnam basically does not restrict the Internet, information technology infrastructure is quite modern, the public use the media to participate in society quite effectively. Vietnamese people can easily use the media in all activities of social life such as exchanging, sharing, connecting, reflecting via many kinds of means and various communication channels as long as they do not violate the law (AJC59).

Social networking is widely involved by the Vietnamese because of its freedom, unrestrained control, and then online journalism because of the high degree of interactivity. However, the public's comments and reflection through online newspapers will have to be approved by the authorities so the ability of public participation is not high (AJC60).

Therefore, levels of people’s social participation are highly dependent on their knowledge about the media system and the legal framework. Indeed, as shown in table 5, knowledge about the political, economic and social context of mediatized communication emerged with the highest ratings as an important precondition to understand media and to participate in the media society, alongside the accentuated requirement regarding certain linguistic competencies. In detail, the ability to use foreign languages was regarded as a major skill for people to participate in the global media market. Furthermore, the knowledge and ability to use new media, alongside some knowledge about freedom of speech were also emphasized by the experts participating in the study.
## Table 5. Knowledge and skills needed for social participation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Delphi@1 Mean (SD)</th>
<th>Delphi@2 Mean (SD)</th>
<th>Managers</th>
<th>Practitioners</th>
<th>Edu. &amp; Researchers</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge about political, economic, cultural and historical contexts of the country (in order to take part in/understand the nature and features of the mass communication activities in the country)</td>
<td>5.4 (.076)</td>
<td>5.34 (.874)</td>
<td>5.36</td>
<td>5.19</td>
<td>5.56</td>
<td>5.33</td>
</tr>
<tr>
<td>Ability to use foreign languages, esp. English (in order to access global media market)</td>
<td>5.27 (.078)</td>
<td>5.34 (.874)</td>
<td>5.27</td>
<td>5.33</td>
<td>5.28</td>
<td>5.50</td>
</tr>
<tr>
<td>Knowledge and skills in using the new media (in order to create, analyze, evaluate and distribute media content)</td>
<td>4.99 (.093)</td>
<td>5.18 (.929)</td>
<td>5.27</td>
<td>4.96</td>
<td>5.39</td>
<td>5.25</td>
</tr>
<tr>
<td>Knowledge about freedom of speech (in order to analyze, evaluate and take part in the field of media)</td>
<td>4.81 (.101)</td>
<td>4.91 (.942)</td>
<td>4.55</td>
<td>4.78</td>
<td>5.33</td>
<td>4.92</td>
</tr>
<tr>
<td>Knowledge of country’s media laws (in order to analyze/evaluate/take part in the production and business of media)</td>
<td>5.01 (.097)</td>
<td>4.79 (1.264)</td>
<td>4.73</td>
<td>4.59</td>
<td>5.17</td>
<td>4.75</td>
</tr>
</tbody>
</table>
5. Conclusion

In conclusion, all stakeholders shared the same understanding regarding participation in relation to media. The findings show that stakeholders were aware of the potential for civic engagement and its significance in social management and construction. However, what they thought the public did was couched in rather cautious terms, limited to the gathering and sharing of information and to some extent being active in media content creation. This careful expression was also evident in what they interpreted as the public hesitancy in using media, often mainstream choices, to step into other social domains beyond the media. These activities, which stakeholders thought audiences could partake in, might be categorized into, to use Bucy and Gregson (2001)’s terms, active and passive modes of participation respectively, corresponding to whether the media were mainstream or social. Once again, the differentiation between the two media systems was reinforced by the experts in this study. The hesitancy in this instance speaks to a sense of self-discipline against what was perceived as punishments to be exerted on an individual for not being able to perform as a responsible citizen and media user (Duyen, 2018; H.MI, 2011; Thang, 2017). All in all, the findings suggest that participation is still a sensitive concept and entails quite a few issues relating to media management and politics. Further research is required to provide further insights into the matter for the further development of media literacy enhancement in the country.

6. Acknowledgements

Financial support for this Delphi study was co-funded by the Erasmus + Programme of the European Union through the project, namely Media Literacy as a Media Competence Program for Social Change (561719-EPP-1-2015-1-AT-EPPKA2-CBHE-JP). In addition, this study could not have been made possible without the technical support and cooperation of different people from the beginning of the research project, ranging from the sensitisation of media literacy framework and delphi study to research design, data collection and analysis. This list is not exhaustive, but the author would like to especially acknowledge Thomas Bauer, University of Wien; Cornelia M. Wallner, Zeppelin University, Germany; All guest lecturers at the induction workshops, researchers from Hanoi’s Academy of Journalism and Communication (among others, Pham Van, Vu Van, Van Trang, Ha Huy Phuong, Nguyen Truong Giang) and Ho Chi Minh city's University of Social Sciences and Humanities (among others, Huynh Van Thong, Trieu Thanh Le, Doan Huu Hoang Khuyen, Huynh Minh Tuan, Hoang Xuan Phuong, Nguyen Thi Hong Loc). Special thanks also go to all the stakeholders
who enthusiastically participated and wholeheartedly shared their expertise in media literacy with us for the success of the study.
References


CHAPTER 7:
NEWSPAPERS FRAMING AND THE
CHALLENGES OF CORRUPTION IN SUDAN
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NEWSPAPERS FRAMING AND THE CHALLENGES OF CORRUPTION IN SUDAN

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ABSTRACT

In Sudan, just like in every other developing country, corruption has become prevalent and in spite of several efforts at curbing it, the endemic malady continues at the expense of socio-economic development. However, several scholars have also questioned the uncomplimentary role of the media concluding that it has not played the as expected, but on the contrary, media itself had defended itself with the excuse of constraints due largely to the power exercise by the government. In view of this, the paper sets out to examine the issue of corruption in Sudan within the context of how the Sudanese press cover corruption in Sudan. Therefore, this study seeks to identify the dominant frames used in covering the issues of corruption in Sudanese newspapers. To achieve this, the study used a quantitative content analysis to ascertain the framing of news on corruption issues in Sudanese newspapers. The unit of analysis was individual article that contained related items. Therefore, the study focused on the publications of four selected newspapers, Aldar, Alintibaha, Assayaha, and Sudan Vision, in Sudan for the period of 13 months ranging from April 2014 to April 2015. Precisely, this study highlights the coverage and the dominant frames which appeared in the coverage of the issues of financial corruption in the selected Sudanese newspapers. As such, five different types of frames, namely attribution of responsibility, human interest frame, conflict frame, economic consequence frame and morality frame determine the dominant of financial corruption frames in the Sudanese print media. The paper has significantly expanded understanding of the role of Sudanese newspapers in the fight against corruption.

Keywords: Newspapers Framing, Corruption, Sudan, Accountability
1. Introduction

It is worth mentioning that, corruption has become one of a major problem facing the third world countries (Abu & Abd Karim, 2015), including and particularly Sudan. Despite the presence of oil and other mineral resources in many African countries such as Angola, Chad, the democratic Republic of Congo Nigeria and Sudan, the economic situations in these countries are catastrophic suggesting that, these mineral resources do not have any significant impact on peoples’ lives (Khan, 2007).

There is no doubt that, the media is the heart beat of any society. The primary responsibilities of the media and the press are to reflect and report what is going on in the society. Despite the critical function of the newspapers as a watchdog, there are little studies about the way the press reports the issues of corruption in Sudan. Therefore, there is a need for research that will explore the nature of how the newspaper is framing the issues of corruption in Sudan, this will lead to develop a framework that will contribute in the field of knowledge in the area of this study.

Mass media as a channel of information dissemination have long served as means of connecting individuals, government and the world at large (Bojanic & Madsen, 2014). From economic and financial to political, health, social and judicial issues, mass media world over have played a strategic role in shaping the reality. This obviously is not unconnected with the powers associated with the mass media. The research studies in the critical domain of mass media, historically speaking, can be divided into four phases. The first phase, ranges from 1900 until late 1930s, a period that practiced both a war struck strategy and the element of propaganda while reporting the action of the World War 1. The result was a deep fear on readership for media messages and an attitude of mental alertness. The second phase, which stretched until 1960s, focused itself on studying how media affected the readership. During this phase, studies reveal that the personal influence on the readership became a major criterion of attitudinal change. In other words, media campaigns alone cannot influence people; it is the strengthening of attitudes that must be obtained as media impact (Klapper, 1960). Klapper also opines that people who actually change their minds due to campaigns are very minimal. Hence, this phase of media effects in research circles is often tagged as no or minimal effects phase (McQuail, 2010).
The third stage, initiated in 1970s marks a reawakening in exploring media effects (Noelle-Neumann, 1973). In essence, this phase which extended for a decade, also marks the rediscovery of powerful media (McQuail, 2010). During this phase, the focus of attention was more in studying cognitive effects of the mass media rather than investigating attitudinal change brought by mass media (Beniger & Gusek, 1995). Finally, the fourth stage (still continuing till present) started in early 1980s, is marked by “social constructivism.” This phase exposes the relationship between media and its receivers (readership) in order to understand the exact nature of powerful effects of mass media. McQuail (2010) describes this phase as one of negotiated media influence; De Vreese (2005) points out that mass media have a strong effect when they create social reality through their framing of images of the real world in a predictable and patterned way, which is becoming now an indispensable model for framing reality.

For instance, (Muzzatti & Featherstone, 2007) illustrated the media framing in action when they revealed that reporting news and stories related to crime is not only an evidence of reporters’ academic skills in his field but also reflects the true picture of the work environment of media personnel. According to these writers, journalists or media personnel are educated and trained to search ‘scoop’ and present it to readers through their rhetoric, in such a manner that it will arouse their interest to know more, and also to create a sensation for a while. The editorial staff are responsible to monitor and regulate all such ‘scoops’ coming as individual contributions of newspaper reporters. Explaining further, Muzzatti and Featherstone (2007) point out a few more determinants that play an important role in the selection of final news to be published, for instance the ruling elite controls and filter censors the news; the academic institutions and techno-bureaucrats investigate the writing skills while the police and the public play key roles in creating the way the news is presented. In the context of the current study on crime in general and corruption in particular, it should therefore be understood that media’s depiction of criminality wholly depends upon how skillfully and practically they condemn criminals and perverted individuals and their acts as well.

The news published by newspapers is not just a report but established wisdom and that is the reason why often crime news dominates other stories related to various other stories of social injustice committed either by the state or voluntary organizations. Such stories assume lesser importance and at times fall out of media’s attention and also from the crime lexicon as understood by people (Muzzatti & Featherstone, 2007). However, the media does not refrain
itself from reporting such events that might influence public perceptions and cannot omit them (Muzzatti & Featherstone, 2007) as they potentially create social images and shape people’s perceptions. This power of the media in framing issues can very much be associated with issues of corruption for the purpose of my research.

Corruption is a global threat to state efficiency which is common to both developed and developing countries alike (Delavallade, 2006; Fombad & Fombad, 2015). However, corruption is more evident in developing countries and its ravaging effects are particularly felt in Africa, which unfortunately has earned the status of the most corrupt continent of the world (Fombad & Fombad, 2015; Lawal, 2007a). Corruption lies at the core of poor governance and accountability (Arya & Sharma, 2014) as it hinders budget balance, efficient governance of expenditure and mismanagement of the budgetary functions (Delavallade, 2006) as well as overall delivery of public goods and services (Lawal, 2007b) In addition, corruption undermines social values as individuals become more at ease with corrupt practices since they see such as easier means of survival and more lucrative means of wealth acquisition compared with the legitimate means (Lawal, 2007a). Corruption has thus led to major setbacks in overall progress of many developing countries in Africa. A typical case is Sudan which, in spite of rapid growth of its oil sector among several other sources of national wealth, is classified amongst the world’s most poor and corrupt countries (El-Nafabi, 2010; Fombad & Fombad, 2015; IndexEconomicFreedom, 2016; TransparencyInternational, 2016; WorldBank, 2016).

Likewise, Sudan was classified with 0 points and occupied the bottom position along with Sao Tome, Democratic Republic of Congo and Equatorial Guinea in the Open Budget Survey (2008) conducted with Sudan and 84 other countries. The factors which contributed to this state of corruption and abuse of public funds in Sudan included the lack of efficient governance and control in managing public financial system, absence of transparency in government’s performance, lack of law enforcement and regulatory bodies, lack of checks and balances on procurement of funds, untrained and unskilled staff to keep accounts and maintain audits and above all poor wages of public sector workers (Logune, 2006; SudanJAM, 2005). As pointed out by (Lawal, 2007a) however, once corruption becomes entrenched in a given society, its negative effects continue to increase. This suggests that the several factors contributing to corruption in Sudan will create more avenues for corruption to continue to multiply and thrive in the country. It therefore becomes of utmost importance for concerted
efforts to be targeted at addressing corruption in the country. Just as it is important to have the knowledge of factors causing corruption, the investigation of ways of combating corruption is equally imperative (Bojanic & Madsen, 2014). Studies have identified government transparency and accountability as well as media sensitization, press freedom and citizens’ rights to information as some of the major ways of curbing corruption (Arya & Sharma, 2014; Bojanic & Madsen, 2014; Riak, 2013). Given the role of the mass media in framing social reality, the present study focuses on the coverage of issues of corruption by the Sudanese Press as means of examining their effectiveness in combating corruption. Sudan got its independence in 1956, and ever since then the country has been suffering from evils of civic war as well as economic, religious and ethnic upheavals.

2. Issues of Corruption and Media Reportage in Sudan

Corruption has different faces, but the most discussed type of corruption in governance is financial corruption. The term corruption originally meant, the process by which a well-functioning system of government decays into one that fails to deliver and maltreats its citizens (Glaeser & Goldin, 2007). According to Dike (2005) corruption is defined as the efforts to secure wealth or power through illegal means at the expense of the public. Corruption can also be the misuse of public power for private benefits. In specific, financial corruption is defined as the misuse of governments recourses for personal gain (Svensson, 2005). This type of corruption can include selling of government assets, embezzlement of government funds and accepting kickbacks or bribes. Corruption is a global threat that draws back the development of nations however the pervasiveness of corruption has made its ravaging effects particularly felt in Africa. In view of this, Africa is regarded as the most corrupt continent of the (Fombad & Fombad, 2015; Lawal, 2007a). Khan (2007) reviewed that, despite the presence of oil and fast mineral resources in many African countries such as Angola, Chad, the democratic Republic of Congo Nigeria and Sudan, the situations continued to blight rather than enhance their citizens’ living standards.

Meanwhile in Africa, Sudan is one of the terribly corrupt nation according to the report from the (USDepartmentofstate, 2016). Sudan is ranked 177th out of 183, scoring 1.6 on a 10-point scale of highly corrupt nations. Additionally, in the citizen’s survey of 2011 Global Corruption Barometer, 67% of citizens in Sudan believed that there was a rise in corruption in Sudan during the last three years prior to the survey. Reports (TransformationIndexBTI, 2016)
have also confirmed that Sudan has failed to annihilate corruption owing to its weak administration, lack of political will and the blurred distinction between the state and ruling party. For instance, according to Freedom House (2016) which has surveyed nations for imparting political and civil rights and freedoms, to its citizens, including freedom of the press, Sudan is classified as "worst of worst" among the worst 12 countries of the whole world. According to Mauro (2004), financial corruption is deeply rooted in the Sudanese governance to the extent that, individual politicians sets a high bribe rate. The resultant widespread corruption leads to further raise in inequality and poor economic performance and subsequently lead to collapse of government (Abu & Abd Karim, 2015; Mauro, 2004).

Conversely, majority of recent research studies discuss issues and challenges on corruption in South Sudan. Smith (2011) for instance points out a series of impacts of political turmoil, unrest, and civil war on Sudan’s national prestige. He mentions the how the challenges of governance and corruption have affected the oil and mineral resource rich countries, and Sudan is not an exception. In Sudan, Smith calls state institutions as fragile, with low administrative capacity, ineffective financial control on revenues and expenditures while the state and the ruling party continuing their antagonistic relations. Similarly, corruption in police and security forces further posed a threat to internal security constituting it as the abuse of civil and political rights of the citizens (USDepartmentofstate, 2016). A lack of transparency is also visible in the oil sector that has resulted in long term political instability between North and South Sudan (USDepartmentofstate, 2016).

Media contributes largely to the success of democracy in today’s world. They carry a large database of information, along with their content and analyses, which could be a useful source for law makers to legislate laws and policies and for voters to choose their governments (Besley & Burgess, 2002; Dunaway, 2008; Lippmann, 1922). Moreover, media is renowned for playing a crucial role in helping people fight against corruption. They can organize countrywide anti-corruption campaigns in order to educate people about corruption, develop awareness about its causes and suitable remedies. Media can also assist prosecution agencies in the investigation of corruption incidents (Sowunmi, Raufu, Oketokun, Salako, & Usifoh, 2010) popularly known for their watch dog functions, media thus can contribute usefully to fight corruption and promote good governance (Odugbemi & Norris, 2010).
Nogara (2009) very optimistically emphasizes that media coverage can easily turn people hostile towards corrupt politicians leading to such consequences in the form of an electoral defeat of a single politician or even crumbling the whole government. Such media coverage can also force people to put pressure on the government to bring reforms in laws and regulations that are potential causes for corrupt behavior. Nogara (2009) suggests that media could publish such stories that not only assess the burning issues but also uncover corruption and other flaws and weaknesses in public institutions like courts, police and anti-corruption agencies and develop public pressure for reforms.

This study explores how far the press or media in Sudan can address anti-corruption issues in the country. Though Sudan has a large number of local and national newspapers, still not enough attention has been paid to issues of corruption. The main cause of this ineffectiveness is that all sources of information that the media depend upon are often under the control of the ruling elite (Muzzatti & Featherstone, 2007). Journalists who are empowered to expose government misdeeds have been under intense pressure with closure of press houses and increased detention of reporters by security forces (Blog.journalistics, 2009; Mudhai, 2007).

A big challenge for conducting this study is that, there is no much data or media coverage available in relation to corruption and on the state of governance in Sudan. Previous research studies show only the relationship between good governance in countries and active media coverage of politics (Ahrend, 2002). Other researchers found a correlation between media coverage and voters knowledge (Snyder & Strömberg, 2010). Djankov, McLiesh, Nenova, & Shleifer (2001) examine facts about media ownership in 97 countries and reveal that media in these countries are usually owned and controlled by government or private elite families. As a result, media in these countries enjoy less press freedom and are denied other privileges. According to these scholars, the adverse effects of government ownership and curtailment of freedom of expression can be seen more prominently on newspapers than television houses. Such conditions thus lead to inference that government ownership of the media can reduce its effectiveness and increase corruption. There is another aspect of this issue. Often media content is shaped and molded to satisfy economic needs. A news item even of corruption may often be designed less to inform and more to sell. Truly speaking, descriptions and narratives about people’s plight and violence sell faster (Muzzatti & Featherstone, 2007). All these facts indicate that whether it is control of media through ownership or due to financial
pressures obliging media clients’ advertisements, there is always a deep impact on media activities and media coverage of burning issues like corruption.

In addition, Stapenhurst (2000) advises media to be more accountable and accept the responsibility of becoming a free and fearless media. He advises journalists to work hard in order to build their image in public which is possible only if they demonstrate their freedom, objectivity and professionalism. He also advises the owners of the media to ensure timely payment of journalists’ wages in order to motivate them to write more independently and fearlessly on the corrupt practices in the society.

Media studies have recently shifted their attention to media frames and coverage of events. In the world of media, it is well known that media frames are designed strategically to achieve the desired result in the game; they help the media personnel to regulate themselves to determine which particular players require more devotion and attention (Scharrer, 2002); how to report and narrate the winner or the loser by making the correct choices of rhetoric (Wolfsfeld & Sheafer, 2006); what realities to highlight and what to ignore (Muzzatti & Featherstone, 2007) in order to give more importance to some and underestimate others. Undoubtedly these framing components affect the readership and their understanding of reality (Scharrer, 2002).

In its life span, any news event is often reframed frequently and occasionally to confirm its various attributes, and also to keep it in the spotlight (Chyi & McCombs, 2004). Frames may change in a topsy-turvy manner, particularly when media investigation is seen favoring constantly one side, making people suspect of the bias. Such a bias takes place when media framing exhibits consistent patterns in their coverage suggesting some influence or the use of government authority (Entman, 2007). Such a biased media framing also consolidates the position of one side, giving it free rein to do anything it wants without any fear of punishment (Entman, 2007).

Another advantage of media framing is felt when a political scandal takes place and any individual or agency is trying to make an impact to curb or distort it. Doubts are raised to know whether the media frames are neutral, biased or arbitrary; whether their description of events favor a specific side or they narrate their own version for the either each side, to prove their neutrality. A disclosure on this will greatly help the future media studies to determine what
“drives” the news (Wolfsfeld & Sheafer, 2006). Equally significant is partisanship or bias that makes an impact on media reports published on political events. A biased media report presents the political issue only from one angle and ignores and dismisses the opposite views, which is seen as a big hurdle for the media in fulfilling its responsibilities to offer unbiased and reliable information (Voltmer, 2010).

Previous studies have focused on the role of media to curb corruption (Sowunmi et al., 2010; Stapenhurst, 2000), or relationship between press freedom and corruption (Ahrend, 2002; Becker, Naab, English, & Vlad, 2013; Brunetti & Weder, 2003; Fardigh, 2007; McConnell & Becker, 2002; Sani, 2014; Sowunmi et al., 2010). Meanwhile other previous studies focused on government advertising and its relationship with media coverage of corruption scandals (Tella & Franceschelli, 2009) while (Motlhasedi & Phiri, 2015), focused on the impact of mass media on corruption in South Africa. A few previous studies focused on newspapers framing issues of corruption, so, this study focus on how Sudanese newspaper framing the news of issues of corruption in Sudan when they are cover these issues.

The present study seeks to apply theories of media framing to examine the coverage of corruption in Sudanese Press. The focus is on framing in news room and its internal factors. These include issues of editorial policies and news values. The study will also examine external factors; such as ownership, legislation and access to government information and economic interests in relation to framing and coverage of the issues of corruption in Sudan. The study will also address the issue of corruption in Sudan within the context of Sudanese press by investigating how the Sudanese press frames the coverage of issues of corruption in Sudan. This would be done through a content analysis of four Sudanese newspaper on their coverage of the issues of corruption, and the time period for the study will cover April 2014 to April 2015. The newspapers are (Aldar, Al Intibaha, Assayha and Sudan vision daily) which are all dailies that publish letters to the editors as well as columns that reflect the view on newspapers coverage of the issues of corruption in Sudan all of which are relevant in the context of this study.
3. Overview of Framing

Recent studies have shown that framing of new content not only reduces certain considerations but also makes new content available such that they influence an individual’s belief (Lecheler, Vreese, & Slothuus, 2009). This is in addition to the fact that a growing number of studies have shown that framing influences public opinion (Lecheler, 2010). Although the main thesis of framing theory postulates multiple visions of an issue from different perspectives and at the same time interpret its consequences for multiple values or thoughts. Framing is also understood as a process to conceptualize an issue or manipulate thoughts about an issue towards a new meaning (Chong & Druckman, 2007). Specifically, a frame can also be considered as a message or communication that hints at reality and unfolds various perspectives of a reality (Tuchman (1978).

The usage of frames in media discourse has in the past decade has become a virtual business. Research studies have studied frames for multifarious purposes: for instance, to identify issues and their definitions; to calculate the amount of media coverage across its outlets; to examine variants of media (Semetko & Valkenburg, 2000). Lecheler & Vreese (2012) noted that the concept of frames has gained significance in the fields like politics, sociology and communication defining and interpreting the media effects on developing public consciousness for political issues.

Moreover, Framing Theory has also assumed various approaches like agenda-setting and cultivation theories which are very popular in the field of media studies (Bryant & Miron, 2004). Examining news framing impacts is charming, since it provides the researcher an instrument to interpret why regularly small developments in an issue or an event can potentially lead to big changes of public opinion or some other consequence (Chong & Druckman, 2007). Frames are also defined as shapes of clarification meant to categorize information and process it professionally. Frames thus stress upon certain elements of reality and drive others as insignificant (Lecheler & deVreese, 2013). Tankard (2001) defines a frame as that important element related to the news story that presents a situation and interprets the issue by choice, “exclusion emphasis and elaboration”. According to Dewulf, Gray, Putnam, Lewicki, Aarts, Bouwen, and Van Woerkum, (2009)The term “framing” has been commonly used in diverse paths like psychology, communication, sociology or management. Consequently, a plethora of definitions exist.
Entman (2007) defines framing as a system of removing such ingredients of observed reality that aggregate a story and builds relations to provide a specific explanation. Furthermore, Chong & Druckman (2007) explained the concept of framing as “the process by which people develop a specific conceptualization of an issue or reorient their thoughts about an issue”. They define framing as, cognitive representations of knowledge that are stowed in memory and then retrieved and useful to new conditions (Dewulf et al., 2009). Individuals believe that they make most of their decisions on the base of the truths that are obtainable. Moreover, individuals are persuaded that their mind stores only that kind of memory that is the consequence of actual experience. Nevertheless, the fact is that everyone’s thoughts and memories are affected by cognitive biases. There are a lot of varied biases like the attainability bias, anchoring and adjustment and the framing effect, which represents the most vital part of this work. Psychologists and behavioral economists conclude that cognitive biases keep individuals from making mental choices because they affect their judgment. Cognitive biases thus, convince individuals to behave in a particular way (Rispo, 2015). The major variance between the above-mentioned manners lies in the viewpoint. The cognitive approach concentrate on memory structures, which guarantee that incoming perceptual information fits into prebuilt fantasy about reality. Converse to this, the interactional approach is a more active process within a negotiation or argument. Therefore, the frame has to be accommodating through the whole process (Dewulf et al., 2009).

3.1 The Importance of Media Framing

Tankard (2001) considers that the importance of media framing has grown recently because it has proved to be a good alternative for the past “objectivity and bias” model; now it is much easier for such individuals who are in this profession and also those who practice mass communication to understand the extent of the impact that mass communication can make and simultaneously get useful suggestions and guidance. In other words, the framing model can prove a good substitute to the conventional pattern of impartiality and bias popularly practised in the field of mass communication research. There are many differences between media framing and the media bias: first, framing is a more developed concept, having no regard for good or bad, favorable or unfavorable, negative or positive; instead, framing has added a new cognitive dimension allowing greater emotional responses and shaping people’s beliefs and attitudes about events. Second, framing distinguishes between media’s (e.g. a manuscript) ability or capacity in handling different tasks like defining a situation, or understanding the
issues and negotiating terms of discussion for an amicable solution. In other words, if media wants to frame a story about abortion; it will first be defined as a challenge or a social issue; then it will make people understand how killing an unborn child highlights values, beliefs and human emotions; finally, negotiating a solution to the burning issue would mean convincing people to accept the argument framed by the media.

Furthermore, framing also represents the fertility and creativity of media discourses particularly when a particular topic is subtly narrated in more than one ways. However, debating between pros and cons, bias or no bias, and their very subtlety also makes media framing difficult to define. The particulars of measurement also diverge for each topic of discourse. Media Framing also gives an opportunity to researchers to make a quantitative study and investigate the hypothesis of media hegemony, an argument that has so far not been empirically authenticated in any studies. Media hegemony is useful in the situation when one frame gets so big and prominent that people accept it without question. Moreover, media framing is helpful particularly in identifying and examining vital elements of the opinion change process among the readership and to study the patterns of influence upon them. Tankard (2001) reiterates this phenomenon when he opines that framing becomes more significant merely because of its capacity to define the important aspects of this debate In such a manner that never realizes that it took place.

Additionally, media framing gains more importance because it provide new visions and influence points for communication practitioners, including journalists, planners of communication movements, and social campaigners (Tankard, 2001). Tankard observes that a lot of studies on the subject of media framing have been carried out but only to analyze media impacts; however, very little attention has been given to the process of media frame setting inside the newsrooms. As a result not much is known about the frame-building process its internal factors, newsroom practices and salient features making a journalist eligible for media framing. External factors, especially the interaction between media and news sources, are thus far being overlooked. The scrutiny of the role of news sources in the process of frame-building may contribute significantly to the knowledge of framing studies. the news sources or frame sponsors are comparatively more influential in the frame-building process (Chang, Ibrahim, Ahmad, & Khiang, 2012).

4. Methodology
The method of content analysis is considered an important research method in social sciences as its data represents text, as well as graphics that are designed to be viewed and explained.

4.1 Content analysis concept and definition

The term "content analysis is defined in Webster's dictionary 1961 edition as the analysis of the visible and the latent contents in a communication material through classification, tabulation and evaluation of its key symbols and themes in order to ascertain of meanings and probable effects. Krippendorff (2004) defined content analysis as the systematic analysis of the characteristics of a written message. Content analysis can also be used in analyzing human activities and the characteristics of media. Neuendorf (2016) added that, content analysis is a computer-driven analysis of word usage in news releases and political speeches.

A technical requirement in a content analysis is that, researcher must possess operationalized definitions of all the categories of classification and analysis in order to ensure reliability. Therefore, this study aims at using the method of quantitative content analysis in order to collect data about various issues of media content like number of times a news item is mentioned, key words in context (KWIC), circulation of the media (audience reach) and frequency (McNamara, 2009). Similarly, content analysis will be employed to establish the actual content and framing of newspaper stories on issues of corruption in Sudan. It will examine the extent and patterns of newspaper framing published by four popular and widely circulated newspapers in Sudan.

4.2 Quantitative Content Analysis

There are diverse reasons for using content analysis as a research technique. According to Jordan, Kunkel, Manganesee, and Fishbein (2010) content analysis research is required when theory or empirical research inform choices about what to inspect and how to examine it. Content analysis research is regularly carried out with the assumption that media messages have specific effects on audiences; in such circumstances, it is clear that empirical findings about effects can inform the content categories to be incorporated. It is also scientifically proven method to examine empirical data about features and subliminal meanings, framed and goals of media texts and images (Purer, 2003). In line with this, content analysis has a few
qualities like it is unobtrusive; it accepts unstructured material; it is context-sensitive and can process any kind of symbolic forms, and it can also handle with large volumes of data. On the basis of these qualities, Kerlinger (2000) finds content analysis method very appropriate to measure variables for the purpose of examining content with systematic, objective and quantitative approach. In this research, quantitative content analysis will be employed to systematically study the frames and the prominence of news articles in four selected dailies in Sudan between the periods of April 2014 to April 2015. These dailies are selected because of their wide readership among Sudanese. The following section discusses the justification for selecting the newspapers in this research.

4.3 Population and sampling

According to Tongco (2007), purposive sampling is particularly significant in information selection, making rich case studies and in-depth analysis on research questions being studied. Therefore, purposive sampling is considered appropriate for this present study. Also, purposive sampling is a practical and efficient in terms of time, effort and cost Elo, Kaariainen, kanste, Polkki, Utriainen & Kyngas (2014). The population of this content analysis involved all news stories published in four newspapers namely; Aldar, Al Intibaha, Assayha and Sudan Vision. These four newspapers were selected purposively. This study span between April 2014 and April 2015. The researcher used the keywords related to the subject to access articles and news stories in these newspaper for the period defined. As shown in Table 3.1, the selected newspapers are owned by private organizations. However, it is important to note that, the ownership of media in Sudan is controlled by the government which always ensures that, the media is owned by its friends and cronies (Spilker, 2012). Therefore, the four newspapers selected in this study are considered national newspapers (NCPF, 2016). Three of the selected newspapers namely; Aldar, Al Intibaha and Assayha are circulated in Arabic and only Sudan Vision Daily is circulated in English. The Arabic language newspapers are selected because they are highly circulated in Sudan. For instance, Aldar has 29,977 circulations since May, 1994. Al Intibaha, has 24, 779 circulations since October, 2005. Finally, Assayha has managed between 11 and 14 thousand circulations since its first production in 2014. Meanwhile, Sudan Vision Daily is selected solely because of it is the most popular English language newspapers in Sudan and has about 1 to 2 thousand circulations since August, 2003.

Table1: Profile of Selected Newspapers
<table>
<thead>
<tr>
<th>Name of Newspaper</th>
<th>AL-Dar</th>
<th>AL-Intibaha</th>
<th>Assayha</th>
<th>SudanVision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of first publication</td>
<td>May-94</td>
<td>Oct-05</td>
<td>Mar-14</td>
<td>Aug-03</td>
</tr>
<tr>
<td>Language</td>
<td>Arabic</td>
<td>Arabic</td>
<td>Arabic</td>
<td>English</td>
</tr>
<tr>
<td>Owner</td>
<td>Al-Youm Printing and Publishing company</td>
<td>Al-Minbar for printing and publishing company</td>
<td>Baboubian Development Co.</td>
<td>Bayader Media company</td>
</tr>
<tr>
<td>Circulation</td>
<td>29977</td>
<td>24779</td>
<td>Between (11-14) thousands</td>
<td>Between(1-2) thousands</td>
</tr>
</tbody>
</table>


4.4 Time Period for the Study

The time period for the study April 2014 to April 2015. These periods are chosen because: Firstly, Sudan lived politically difficult circumstances because it's been a year on the anniversary of demonstrations that took place in September 2013, which killed a number of demonstrators. Secondly, there is increase in the rate of the corruption in Sudan; and the emergence of the issue of the most famous cases of corruption preoccupied the public opinion within these periods. For instance, the cases of financial corruption in the office of governor of Khartoum state and the issue of corruption in Sudan Cotton Company fell between these periods.

4.5 Measurement of Dominant Frames

Frames refer to the overarching frameworks journalists use to structure a story. The textual frames was ascertained by analyzing the complete article asking three to five specific questions for each frame. To measure the dominant frames used in Sudanese newspapers to report corruption cases, this study adopts the framing items validated by Semetko and Valkenburg (2000). The framing items are responsibility frame, the conflict frame, the morality frame, the frame of economic consequences and the human interest frame. The adoption of these frames to analyze newspapers contents is also consistent with previous studies using quantitative content analysis (Chang et al., 2012; Semetko & Valkenburg, 2000; Yassin &
The five frames that will be focused in this study have indicators according to Zanuddin (2012). These indicators are framed in form of categorical questions as shown in Table 2. The indicators are used to form multi-item scales for individual frames. The values of each framing scale range from .00 which stands for “frame not present” to 1.00 which connotes “frame present”. Subsequently, a high score of any frame will indicate the dominance of the frame. The operationalization of the adopted frames is presented as follow:

A. Responsibility frame: This type of frame is used when the government or an individual or a group accepts responsibility for the solution of an issue or a problem.

B. Human interest frame: This type of frame builds up a situation of pathos or an emotional frame in which an event, issue, or problem is presented with a human angle. The emphasis is on impact on human life, how to capture and retain audience interest, and making efforts to personalize the news, and dramatize the news to issues of corruption indictments.

C. Morality frame

This frame puts the event, problem, or issue in the context of religious tenets or moral prescriptions. Because of the professional norm of objectivity, journalists often make reference to moral frames indirectly—through quotation or inference, for instance—by having someone else raise the question (Neuman, Just, & Crigler, 1992; Semetko & Valkenburg, 2000). A newspaper could, for example, use the views of an interest group to raise questions about sexually transmitted diseases. Such a story may contain moral messages or offer specific social prescriptions about how to behave. Although Neuman et al (1992) found this frame to be more common in the minds of audiences than in the content of news, they nevertheless identified this frame as among the several used in reporting.

D. Conflict frame: This frame emphasizes conflict between individuals, groups or institutions as a means of capturing audience interest (Neuman et al., 1992; Semetko & Valkenburg, 2000).

E. The economy consequences frame: This frame reports an event, problem or issue in terms of the consequences it will have economically on an individual, group, institution, region or country (Graber, 2009; Neuman et al., 1992; Semetko & Valkenburg, 2000).
<table>
<thead>
<tr>
<th>S/N</th>
<th>Framing Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Responsibility Frame</td>
</tr>
<tr>
<td>Does the story suggest that corruption is increasing in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story portray that some of the government officials are responsible for the corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story suggests the problem requires urgent action</td>
<td></td>
</tr>
<tr>
<td>Does the story suggest that an individual, party or group of people in society is responsible for the corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story suggests the problem requires urgent action</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Human Interest Frame</td>
</tr>
<tr>
<td>Does the story provide a human example for the repercussion of corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story show or discuss how individual and group are affected by corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story go into the personal or private lives of those accused of corruption?</td>
<td></td>
</tr>
<tr>
<td>Does the story go into the personal or private lives of the officials?</td>
<td></td>
</tr>
<tr>
<td>Does the story employ adjectives or personal vignettes that generate feelings of outrage, empathy- caring, sympathy or compassion for those involve in corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Conflict Frame</td>
</tr>
<tr>
<td>Does the story reflect disagreement between public and government on issues of corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does one party, individual or group, country criticize another about issues of corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story refer to two sides or to more than two sides that are involved in corruption?</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Economic consequences frame</td>
</tr>
<tr>
<td>Is there a mention of financial losses or gains on the increasing rate of corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Is there a mention of the degree of corruption involvement in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Is there a reference to economic consequences of pursuing and punishing those involved in corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Morality frame</td>
</tr>
<tr>
<td>Does the story mention customs or tradition supporting corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story suggest some social norms that contribute to the increase of corruption in Sudan?</td>
<td></td>
</tr>
<tr>
<td>Does the story offer specific social perceptions about how to behave to fight corruption?</td>
<td></td>
</tr>
</tbody>
</table>
4.6 Unit of analysis

The unit of analysis will be individual article that contained related items such as news stories features articles, news analysis, interpretive and investigative stories and editorial, while paragraph will be treated as measurement unit in locating issues of corruption framing. The paragraph as the measurement unit will be used as the specific segment of content in which the occurrence of issues of corruption frame will be counted. For example, Prasad (2008) explained that if the coding unit is the word, then the measurement unit may be the sentence of the paragraph which is also found suitable for this study as measurement unit.

4.7 Coding Categories

This study will concentrate on news stories and articles to be selected. The researcher will make use of prior studies in order to define major categories of the study; while the subcategories will depend on the subsequent analysis of the text content of the sampled news stories and articles. These categories will be further defined according to the need of the study. These categories involve the information about the newspaper framing on the issues of corruption in Sudan. The news stories and articles in this study make use of coding based on categories that begin to repeat themselves. Categories that overlap or duplicate one another are combined (Lee & Maslog, 2005).

4.8 Inter-coder Reliability

The reliability element of content analysis is another term for its stability, which is understood as a trend for all assigned coders to consistently recode data in the same manner over a period of time; similarly, reproducibility, is the tendency for study group of coder of classify categories membership in the same way (Busch et al., 2012). In order to ensure the reliability of this study, two or three post graduate students of communication and the researcher will carry out coding on the sizeable number of sample articles. According to Macnamara (2005) to gain maximum reliability in media content analysis, two or more coders must be used for studying a sample of content known as reliability sub-sample. The coders for the samples should therefore be trained independently as well as practice coding samples of the articles on the contents of the coding book.
Subsequently, this study reliability coefficient will be calculated using Holsti (1967) formulates it as follows:

1. Pre-coding training: The coders will be given samples of articles as well as a coding Sheet each for practice in order to familiarize them with the content.
2. Pilot coding (doing a test first). After two days with documents, another meeting will be fixed where the coders will be asked to try and code the articles in the presence of the primary researcher.
3. Re-briefing. The next step is a review or re-briefing of the Code Book to ensure descriptions and guidelines are clear.
4. Retraining of coders. Finally the coders will be trained and briefed again if required before the sample coding.

5 Data Analysis

To analysis the data that will be gathered through content analysis in this research, the Statistical Packages for Social Sciences (SPSS) for Windows version 22.0 will be employed as software for analysis. In specific terms, the descriptive statistics will be used to determine the frequencies, percentage, and central tendencies of different frames and the prominence of corruption issues among the sampled Sudanese newspapers. Also, tables and graphs will be used in reporting the findings of this study. Finally, T-test and Paired Samples Statistics will employed to comparison between the selected newspapers.

5.1 Content Analysis Approach

The method of content analysis is considered an important research method in social sciences as its data represents text, as well as graphics that are designed to be viewed and explained. The term "content analysis is defined in Webster's dictionary 1961 edition as the analysis of the visible and the latent contents in a communication material through classification, tabulation and evaluation of its key symbols and themes in order to ascertain of meanings and probable effects. Krippendorff (2004) defined content analyses as the systematic analysis of the characteristics of a written message. Content analysis can also be used in analyzing human activities and the characteristics of media. Neuendorf (2016) added that, content analysis is a computer-driven analysis of word usage in news releases and political speeches.
The quantitative content analysis is employed in this study to answer research question:

1. What are the dominant frames that emerge in Sudanese newspaper editorials?

A technical requirement in a content analysis is that, researcher must possess operationalized definitions of all the categories of classification and analysis in order to ensure reliability. Therefore, this study aims at using the method of quantitative content analysis in order to collect data about various issues of media content like number of times a news item is mentioned, key words in context (KWIC), circulation of the media (audience reach) and frequency (McNamara, 2009). Similarly, content analysis employed to establish the actual content and framing of newspaper stories on issues of corruption in Sudan. It examined the extent and patterns of newspaper framing published by four popular and widely circulated newspapers in Sudan.

<table>
<thead>
<tr>
<th>Name of Newspaper</th>
<th>Aldar</th>
<th>Al Intibaha</th>
<th>Assayha</th>
<th>Sudanvisiondaily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of first publication</td>
<td>May-94</td>
<td>Oct-05</td>
<td>Mar-14</td>
<td>Aug-03</td>
</tr>
<tr>
<td>Language</td>
<td>Arabic</td>
<td>Arabic</td>
<td>Arabic</td>
<td>English</td>
</tr>
<tr>
<td>Owner</td>
<td>Al-Youm Printing and Publishing company</td>
<td>Al-Minbar for printing and publishing company</td>
<td>Baboubian Development Co.</td>
<td>Bayader Media company</td>
</tr>
<tr>
<td>Circulation</td>
<td>29977</td>
<td>24779</td>
<td>Between (11-14) thousands</td>
<td>Between(1-2) thousands</td>
</tr>
</tbody>
</table>

6. General Findings

A total of 179 news articles were selected from the four newspapers: Aldar, Al Intibaha, Assayha and Sudan Vision newspapers. Out of the four newspapers, a total of 494 measurement units (frames counts) were identified to answer the three research questions set out for the present study.
6.1 Identification of the Level of Prominence

To identify the level of prominence given to issues of corruption in the Sudanese newspapers that are predominant in the selected newspapers, the raw frequencies computed for all 179 unit of analysis (articles) and 1414 measurement units (frame counts) in Aldar, Al Intibaha, Assayha and Sudan Vision newspapers showed a considerably higher number of units that were framed as corruption as shown in Table 4. Though the news framing as a whole was corruption oriented, there were marked variations in the four newspapers in terms of the five frames.

Table 4: Frequency of Frames Counts by Newspapers and Months

<table>
<thead>
<tr>
<th>Month</th>
<th>Newspapers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Al-Dar</td>
<td>Al-Intibaha</td>
</tr>
<tr>
<td>Apr 2014</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>May 2014</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>June 2014</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>July 2014</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Aug. 2014</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Sept. 2014</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Oct. 2014</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Nov. 2014</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Dec. 2014</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Jan. 2015</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Feb. 2015</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Mar. 2015</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Apr. 2015</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>85</td>
</tr>
</tbody>
</table>
6.2 Identification of Dominant Frames

Generally, the dominant frame among the four selected newspapers was Responsibility Frame which recorded the highest frequencies with 265 (53.64%), followed by Economic Frame, and Morality Frame with 203 (41.09%) and 24 (4.85%), respectively. On the other hand, the Human Frame and Morality Frame recorded the least frequencies with only 1(0.20) for both as demonstrated in Table 2.

Figure 1. Total frames by Al-Dar newspaper

Table 5: Frequency of Dominant Frames by Newspaper

<table>
<thead>
<tr>
<th>Frame</th>
<th>Newspaper</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Al-Dar</td>
<td>10 (4%)</td>
<td>133 (50%)</td>
<td>112 (42%)</td>
<td>10 (4%)</td>
<td>265 (53.64%)</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Al-Intibaha</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frame</td>
<td>Assayaha</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sudan Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Frame</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>1 (0.20%)</td>
<td></td>
</tr>
<tr>
<td>Conflict Frame</td>
<td>0 (0%)</td>
<td>1 (100%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>1 (0.20%)</td>
<td></td>
</tr>
<tr>
<td>Economic Frame</td>
<td>14 (7%)</td>
<td>109 (54%)</td>
<td>78 (38%)</td>
<td>2 (1%)</td>
<td>203 (41.09%)</td>
<td></td>
</tr>
<tr>
<td>Morality Frame</td>
<td>0 (0%)</td>
<td>16 (67%)</td>
<td>2 (8%)</td>
<td>6 (25%)</td>
<td>24 (4.85%)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24 (5%)</td>
<td>259 (52%)</td>
<td>193 (40%)</td>
<td>18 (3%)</td>
<td>494</td>
<td></td>
</tr>
</tbody>
</table>
On one hand, the high proportion was recorded in Al-Intibaha newspaper, whereas the least proportion was recorded in Sudan Vision newspaper. In Aldar newspaper, the Economic Frame recorded the highest frequencies with 14 (7%), followed by Responsibility Frame with 10 (4%). As for the Al-Intibaha newspaper, the highest numbers were recorded in Responsibility Frame with 33 (50%), followed by Economic Frame and Morality Frame with 10 (54%) and 16 (67%), respectively. The least figure recorded is in the Conflict Frame with 1 (100%). As for the Assayaha newspaper, the dominant Frame was Responsibility Frame with 112 (42%) followed by Economic Frame 78 (38%). On the other hand, the Morality Frame and Human Frame recorded the least frequencies with only 2 (8%) and 1 (100%), respectively. In the Sudan vision newspaper, the higher frequencies belonged to Responsibility Frame, followed by the Morality frame with 6 (25%). On the other hand, the lowest number of frequencies was Economic Frame with only 2 (1%). These frequencies are illustrated clearly in Figures 1, 2, 3, 4.
The data founded presented entirely different trends for each of the four newspapers. For example, the Sudanese newspapers had higher frequencies of Responsibility Frame and Economic Frame. However, these different trends of newspapers are attributed to several reasons; they could be related to the diverse ideologies, vision, and mission of the newspapers. For example, Al-Intibahawhich was directed towards Responsibility Frame, it enjoys a readership that is exceeding other newspapers (Elgizouli, 2012). Al-Dar is a Sudanese newspaper that is most popular as tabloid. It calls itself a “social” publication and reports mainly local celebrity gossip, crimes, and scandals to present the news with an exciting way (Spilker, 2012).

![Figure 4 Total frames by Sudan Vision newspaper](image)

7. Discussion Of Findings

This present study applied the framing theory to examine the newspapers framing of the issues of corruption in Sudan. Furthermore, the integration of information obtained from the present study and the existing literature on the Sudanese newspaper coverage of issues of corruption in Sudan provided a useful theoretical contribution and applied knowledge on newspaper reporting. This study is significant to knowledge because it provides support to the framing theory by indicating the roles and responsibilities of press organizations in influencing social and public issues such as the issue of financial corruption in Sudan.
Based on the above results, Sudanese newspapers tend to use Responsibility Framing in the framing of issues of corruption in Sudan and Economic Framing, on the other hand the Sudanese newspaper rarely using the Human Framing and Morality Framing when they reporting the issues of corruption in Sudan.

Based on the above results the findings show that there are a significant difference between Sudanese newspapers in term of reporting the issues of corruption. Consequent upon this, the paper recommends more freedom for newspapers and as well as viable environment for journalism.

5. Conclusion And Recommendations

Based on the above results the findings show that major challenges are faced by journalists, such as obstacles that make it difficult to obtain governmental information, taxes and economic pressures on journalists, such as delaying salaries, low wages, workload and poor training. As a result, the Press and Publications Law recommends that press organizations should devote part of their resources to training journalists.

Therefore, it is recommended that the state should remove the financial sanctions such as fines and large financial sanctions and stop the government’s orders to punish the press with temporary suspension. Such practices by the government cause large losses to the press institutions, which adversely affect the press work and the development of the newspaper in Sudan. Consequently, there was a need for the activation of the law to access the government’s information which was issued in 2015, as well as the obligation of press institutions to train journalists. Further researches are needed to understand the role of the newspapers in influencing the Sudanese public opinion, especially the impact of the press on critical issues, such as the effect of the financial corruption on the public opinion in the Sudanese society.
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CHAPTER 8:
NETTING DATA FROM DELPHI STUDY INTO THE
DEVELOPMENT OF MOOC: PROMOTING MEDIA
LITERACY AS A MEDIA COMPETENCE FOR
SOCIAL DEVELOPMENT

Suria Baba, Ezhar Tamam, Nik Maheran Nik Muhammad,
Raja Suzana Raja Kassim, Mokhtarrudin Ahmad and Zailani
Abdullah
NETTING DATA FROM DELPHI STUDY INTO THE DEVELOPMENT OF MOOC: PROMOTING MEDIA LITERACY AS A MEDIA COMPETENCE FOR SOCIAL DEVELOPMENT

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Mokhtaruddin Ahmad
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Universiti Putra Malaysia

ABSTRACT
Conceptualizing from the empirical findings of the Delphi study on Media Literacy in Malaysia using Modified Delphi Method gathered from 76 respondents by 12 researchers through qualitative research. Data been analysed using NVivo version 11 to capture the categories that then been used as the baseline for Massive Open Online Course (MOOC) Modules development. This thematic or categories that has been constructed produced 5 Modules in MOOC entitled Media Literacy for Social Change. The 10 categories from the findings has been conceptualize into 5 themes and converted into five (5) Course Learning Outcomes (CLO). This CLO later been crafted into 5 major modules which are: (1) Media Role, (2) Media reception, (3) Media content and thrustworthiness, (4) media Regulations and (5) Ethics & Cultural Values. In sum, rapid changing that brought by new media had gave big impact in enculturating media literacy among society. Thus, it's timely to embed media literacy course that act as an important pillar in enhancing media literate competence for social development as one way in coping the flooding of information in the changes upon promoting new media.

Keywords: Media Literacy, qualitative research, Massive Open Online Course (MOOC); Media Literacy

1. Introduction
As part of a work package of Erasmus+ Media Literacy Project entitled “International Media Study: Media Literacy as Media Competence Program for Social Change”, UPM and UMK jointly conducted a modified Delphi study to identify specific knowledge to be included in the curriculum for MOOC Media Literacy (MEDLIT). The final outcome of the project is an innovative online course or Massive online open course (MOOC) on media literacy was established.
To determine what is appropriate to be included in the MEDLIT curriculum, relevant stakeholders were interviewed based on in depth interview on the importance of a set of media literacy protocols developed for the purpose of the study. The general goal of the Delphi study is to find out how experts who are relevant in the society think about media system, media culture, and media role in the country, and what topics they consider as important for inclusions in a curriculum on media literacy for the young people in tertiary education. Accordingly, the specific objectives were: (1) to explore relevant stakeholders responses (who were experts in their respective field) about media system and culture in the country and the role of media in bringing about social enhancement, and (2) to investigate on the importance of knowledge items capturing different facets of media literacy presumed relevant and important for inclusions in a curriculum on media literacy for the young people in the tertiary education.

The purpose of this paper is to present results from Delphi study gathered from the open ended questions.

2. Method

A modified Delphi Study method was used to gather the required data. In the Delphi study, face-to-face interviews using structured questionnaire were carried out by research teams from two local public universities in Malaysia. In the 1st wave of the Delphi study respondents were asked ten open-ended questions intended to seek their opinion on the role of media in bringing about social change and in empowering people, about media culture, aspect of media use that constraints or limit participation in social change, and expectation on media literacy program in the country. The protocols includethe importance of 39 knowledge items considered relevant for a media literacy education for university students. A definition of media literacy as understood in the study was provided in the instruction. Media literacy in this study refers to ability and capability to access, analyze, and evaluate media content responsibly and empower individuals to participate in communication for social change.
For the purpose of standardization in the data collection process and to ensure the quality of the data gathered, all researchers were reminded to read and understand the interview protocol. This process been undergoing by all researchers as to achieve interpreter reliability.

The data collection was carried over a period of six weeks, from week four of July to first week of September 2016. The targeted sample size was about 80 respondents representing different relevant stakeholders. The stakeholders were experts from (1) institutions of higher learning, (2) news organizations, (3) government agencies, (4) non-government agencies, (5) professional associations, (6) telecommunication and advertising companies, and (7) others which include politicians, motivators, human resource managers, and business people. A list of potential respondents for the study was created prior to the actual data collection. A letter of invitation requesting participation was emailed to the potential respondents and was followed up with calls. A few of the emails bounced back and phoned call went answered even after repeated call. A few of the potential respondents declined to be interviewed because they were not available or too busy for the interview. A few of had given agreement to be interviewed and an interview was scheduled but the interviews did not materialize because they were not available on the scheduled time. The duration of face-to-face interviews vary between 40 to 70 minutes. In general, the respondents took between 25 to 50 minutes to respond to the open-ended questions. During the interviews, the respondents were first explained on the purpose and significance of the study. A majority of the respondents provided verbal responses to the open-ended question and self-administered written responses to the closed-ended questions. All verbal responses were recorded and later transcribed. A few respondents met face-to-face opted to provide written responses for both the open-ended.

All in all, a total of 76 respondents participated in the Delphi study, representative of the categories of intended stakeholders. There were more male (64%) than female (36%) respondents. Age of the respondents ranged from 24 to 70 years old with a mean of 50.7 years, indicating the respondents were experienced individuals in their respective field. In terms of stakeholder category, there were more from education institution and non-governmental organization. There were about equally number of stakeholders from the government agencies, news organization, and professional organization. Seeking participation of potential individuals from the news organizations and government agencies was most difficult, contrary to expectation. The percentage of respondents in the TELCO and advertising company category
was small (7%). Four percent of the respondents were politicians, and the rest were opinion leaders who are motivators and business people. The profile of the stakeholders interviewed is summarized in Table 1.

<table>
<thead>
<tr>
<th>Table 1. Profile of respondents</th>
<th>UPM (n=36)</th>
<th>UMK (n=39)</th>
<th>Overall (n=75)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age (year)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min - Max</td>
<td>28-67</td>
<td>24-70</td>
<td>24-70</td>
</tr>
<tr>
<td>Mean</td>
<td>51.4</td>
<td>50.0</td>
<td>50.7</td>
</tr>
<tr>
<td>No response</td>
<td>3 (8%)</td>
<td>1 (3%)</td>
<td>4 (5%)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>26 (72%)</td>
<td>22 (55%)</td>
<td>48 (64%)</td>
</tr>
<tr>
<td>Female</td>
<td>10 (28%)</td>
<td>17 (44%)</td>
<td>27 (36%)</td>
</tr>
<tr>
<td><strong>Stakeholder</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution of higher learning</td>
<td>8 (22%)</td>
<td>8 (20%)</td>
<td>16 (22%)</td>
</tr>
<tr>
<td>News organization</td>
<td>6 (17%)</td>
<td>3 (7%)</td>
<td>9 (12%)</td>
</tr>
<tr>
<td>Government agency</td>
<td>2 (6%)</td>
<td>6 (15%)</td>
<td>8 (10%)</td>
</tr>
<tr>
<td>Non-governmental organization</td>
<td>7 (19%)</td>
<td>7 (18%)</td>
<td>14 (19%)</td>
</tr>
<tr>
<td>Professional association</td>
<td>3 (8%)</td>
<td>7 (18%)</td>
<td>10 (13%)</td>
</tr>
<tr>
<td>Telco &amp; Advertising company</td>
<td>4 (11%)</td>
<td>1 (2%)</td>
<td>5 (7%)</td>
</tr>
<tr>
<td>Politicians</td>
<td>2 (6%)</td>
<td>1 (2%)</td>
<td>3 (4%)</td>
</tr>
<tr>
<td>Others (eg., motivators, business</td>
<td>4 (11%)</td>
<td>7 (18%)</td>
<td>10 (14%)</td>
</tr>
<tr>
<td>people)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Percentages are rounded.

From the analysis datathen emergedas pattern. The research team read through the data for each open-ended question, discussed and decided on possible emerging categories/themes. In other words, the approach taken was to identify what categories emerged from the data set rather than using a pre-established category based on the literature. The categories developed from the pre-analysis were then applied in the actual analysis of the data using NVivo. Patterns were derived from saturation points of data that have been repeatedly addressed by the respondents. Data were triangulated using Merriam (2009) principles: triangulation from an interviewing technique from about 76 respondents been questioned by 11 researchers. Individual analysis on each protocols was done according to facet of media literacy. The items had been group in four different facets of media literacy: (1) market structure/performance, (2) media conduct/practice, (3) epistemic, and (4) normative understanding.
3. Results

The first open-ended question addressed the role of media in bringing about social change. To inform and educate the society were the main role mentioned by the respondents. The media is expected to function as disseminator of real time information and as educator in inculcating values and shaping opinion and attitude. This is summarized in Matrix 1 below. It seems that the respondents readily identified with the traditional or conventional role of the media. However, the idea on the role of media in empowering the society is not readily identified. Media role is to inform and educate with results of shaping mind and attitude. Therefore media has an important function to influence the society. The statements and bar chart is supported by respondents’ verbatim in Chart 1 and Matrix 1 below:

Chart 1: Media Role in Society
Matrix 1: Data findings on Media role in Society

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Unit Analysis: verbatim</th>
<th>Categories</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Res 1</td>
<td>&lt;Internals\UMK\UMK Q1\Q1-UMK-NM&gt; NM – Res 1. Media is medium of information to the society to educate the society on what is good and what is bad. Media are also supposed to portray good role model to the society to follow</td>
<td>To educate and t Inform</td>
<td>Media role is to inform and educate with results of shaping mind and attitude. Therefore media has an important function to influence the society</td>
</tr>
<tr>
<td>Res 2</td>
<td>&lt;Internals\UMK\UMK Q1\Q1-UMK-MOHK&gt; - MOHK-Res 2-Q1. The role basically importantly to educate society, cultivate good values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Res 5</td>
<td>&lt;Internals\UMK\UMK Q2\Q2-UMK-ZAI&gt; ZAI-Res 1- Put it in positive way. The society development depends on the information they will get. To them, whatever appear in the media are news/information. The media must play a role on how to educate people because their level of thinking are different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Res 7</td>
<td>&lt;Internals\UPM\UPM Q1\Q1-UPM-Et&gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In disseminating information is to educate. To be more informed and educate on certain topics.

**Resp 8**<br>
<Internals\UMK\UMKQ1\Q1-UMK-SBA> - Furthermore media will also lead towards in educating us, shaping our mind and cultivating values.

The second open-ended question related to media role in empowering the society. Three main categories were drawn, firstly, the intended effect, followed by media practice and message attribute.

In the intended effect categories, (i) to encourage participations among the users is the most addressed by respondents.

This is followed by media able to (ii) empower the society by cultivating critical thinking, raise awareness and inculcate good values. Under the category (iii) message attributes, respondents highlighted accuracy, trust toward media and up-to-date information are very much important. Promoting communication openness, and objectivity and unbiasedness in journalism practice are also identified important media role in empowering the society.
From the above Graph 1, almost all respondents captured by all researchers share their opinions as their concerns towards media role in empowering society. This is supported by their responses in Matrix 2 below:
Matrix 2.1: Media role in empowering society

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Unit Analysis: verbatim</th>
<th>Categories</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Res 1</td>
<td>&lt;Internals\UMK\UMK Q2\Q2-UMK-NM&gt; - NM –RES 1-Q2. Media can create or become tools for people to express their thought and opinion. By having the freedom of thought and speech this can provide empowerment to people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Res 7</td>
<td>&lt;Internals\UPM\UPM Q2\Q2-UPM-RA Et&gt; Media is a powerful tool. Media should be an all-in-one tool where it can benefit the citizen, the government and also the country. It should help deliver news and information, creates platform for the citizen, a place for discussion and many more. It should serve as a whole. We cannot look at media as a tool for one way information, it needs to go both ways. The decision needs to be put back to the people, the media needs to have that kind of empowerment, that it needs to be able to give information, it needs to be able to give feedbacks from any sorts of point of views… and it needs to be more open…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Res 8</td>
<td>&lt;Internals\UPM\UPM Q2\Q2-UPM-Sabb&gt; Sabb- Res.31–Q2 It should be used to empower the public by educating them – it should be utilized as a tool to educate – especially the lower classes as education – in my opinion – is the only tool capable of bridging the widening income gap between the rich and poor in Malaysian. A widening income gap, left uncontrolled – will lead to social unrest and the only solution is to empower the lower classes with education, free education via media.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Matrix 2.2: Media role in empowering society
<table>
<thead>
<tr>
<th>Respondent s</th>
<th>Unit Analysis: verbatim</th>
<th>Categories</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resp 7:1</td>
<td>If we want to develop matured/informed audience that can make decision, he or she must do a lot of reading. Nowadays that information or news is at the finger tips, but the problem is news media or press is biased.</td>
<td>Critical thinking</td>
<td></td>
</tr>
<tr>
<td>Resp 7:2</td>
<td>I believe the media plays an important role in empowering the public and the community… empowering their mind and action. That is why, if we go by the role that I have mentioned earlier, if they play the role well, to inform, to educate and to shape opinion of the general public, that empower or should empower the people to actually think for themselves and make informed decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resp 7:3</td>
<td>… there must be certain areas where it must be allowed such as crime, extreme news, but beyond that it should be generally free so that the young can learn develop critical mind and multiple views of any topic, to have different position, and to reconsider things. &lt;Internals\UPM\UPM Q2\Q2-UPM-RA Et&gt; In this technology world, people are thinkers and they will be making analysis straight away of anything happen. Even they are might be cleverer and much more of analyst to the media.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The above unit analysis that share the opinions of the respondents had addressed elements such as to encourage participation followed by empower critical thinking.

The third open-ended question, asked the the question “What should a citizen know about the role of media in our country?” In describing about media practice, two important keys are media influence and practices in media. Under the scope of media influence, the most been addressed is aware of media and impact of media. This can be explain further by reviewing through the verbatim as below:

3.1 Media known to society is to provide news and information and entertainment. And sometime we can also called it as an edutainment, but in the case of us in Malaysia is all controlled by governing party. But you see we are getting more educated and young gets their information via social media.. so if it is not practice well it’s difficult for society to get the truth.

3.2 People should know that media can bridge people from all over the world. Able to provide news and right information to people as well as platform for sharing knowledge.

3.3 Et-Res.6-Q3: Aware that the media is to promote good values, enhance the spirit of unity, awareness about issues related to the country, society and world.

3.4. Et-Res.7-Q3: This is where the citizen should be mindful of and realize the important of the media to air their ideas and view that would ensure that their wellbeing and quality of life are taken care of. It is not merely the government to use the media platform, but also the people and citizen if the country.

3.5 The citizen should be aware of the negative content of the media…..how the media can influence the thinking and behavior of the citizens very negatively, especially young people. Most people are not aware of the harmful effects of the media, therefore the consumers should be informed and educated of the effects and impacts of media consumption on themselves.

In sum, the two categories been described in question 3 to explain about media practice and media influence in regard to the question about what should a citizen know about the role of media in our country.
The fourth open-ended question focuses on societal communication need. In discussing findings from this question about what society look for in the media. There are four (4) categories derived from the findings: (i) cognitive needs, (ii) diversion, (iii) growth of opportunity, and (iv) social utility.

In discussing cognitive needs there are four (4) sub-categories to be discuss which are; keep up current events, continuous and sensation and knowledge gain. Below are the charts representing the data and supported by the verbatim

Matrix 3.1: Society look For in the Media

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub Category</th>
<th>Summarisation</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive need</td>
<td>Keep up in current events</td>
<td>Q4-UMK-NM -RES -Q 4 Mostly on negative issues Malaysian were made to become more dynamics in digesting information. They will always hunt for more information from any resources made available for them.</td>
<td>Et-Res.3-Q4</td>
</tr>
<tr>
<td></td>
<td>Information is the most or main thing that Malaysian look for in the media</td>
<td>Et-Res.3-Q4 The socially differentiated social groups of the urban and Gen Y that have a cross-cutting ethnic and religious relationship, are more concerned with a new political culture that upheld justice, inclusiveness and transparency, of democratic rights of free speech, assembly, to organize and participate in the nation, and are less tolerant to issues of corruption, abuse of power and bad governance.</td>
<td>Et-Res.7-Q4</td>
</tr>
</tbody>
</table>
They need a fair view of what is happening, what is happening around them, for example now we know that something is happening in our country that we would be able to now for example sports, and entertainment or (?). So people want a fair view of what is happening. They also hope to receive unbiased news, and also media that that concerns their views.

Matrix 3.2: Society look For in the Media

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub Category</th>
<th>Summarisation</th>
<th>Verbatim Unit Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive need</td>
<td></td>
<td></td>
<td>Q4-UPM-Resp 9(WA) they want to know the information, what happen in the nation and around the world. But then as it is now, an accident happens in Russia within one or two minute after happening, the information already reach to Malaysia. So everybody will know about that. MH17 was shoot down within half an hour everybody in the world has opportunity to know.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other than that they also want to know about some political issues, they want to know what is happening in the country and in the world.</td>
</tr>
</tbody>
</table>

The fifth open-ended question relates to media dependence. Data been collected from the findings and seem like a pattern had shown two categories and subdivided into subcategories; which are positive dependent and negative dependants. The subcategories under positive dependants which become a pattern that been addressed by the respondents are: a) positive dependant been subcategorise as e-Knowledge society, real time multi sources and
atomization, and b) negative dependant had 4 subcategories which are disengagement, addiction, easily manipulated and never check.

This data will be displayed in the bar charts below supported by the verbatim to ensure the congruency of the data.
<table>
<thead>
<tr>
<th>Media role in empowering society</th>
<th>Researchers and Unit of analysis</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive dependants e-Knowledge society</td>
<td>&lt;Internals\UMK\UMK Q5\Q5-UMK-NM&gt; however good consequence is that new media can give them platform to share their thought and opinion as well as .. interaction for them to get involve in. NM – Res 9 It would make the younger more wiser as the new media provides more flexible information &lt;Internals\UMK\UMK Q5\Q5-UMK-SBA&gt; SBa-Res 1-Q5 Media been used positively and also negatively the positive side with new media young become knowledgeable if they used it wisely. however when it comes to enriching a young person's mind with information and knowledge new media provides limitless possibilities that shouldn't be ignored &lt;Internals\UPM\UPM Q5\Q5-UPM-Et&gt; On the positive side, the new media can provide information fast to form opinion, to educate themselves on certain issues about the society. So it is better for them get the information, check the information and then only decide whether to disseminate it or not or keep it to themselves. <strong>Et-Res.4-Q5</strong> The Gen Y are savvier with any advancement of the ICT gadgets and they often feel at ease while using the new media rather than print and mainstream media. The speed in real time and the borderless natures of the information in the cyber world get transfer is nothing but goodness to the society; Depending on the</td>
<td></td>
</tr>
</tbody>
</table>
intelligence of a certain individual, the new media can be used to learn, seek or share a new knowledge.  

In my opinion, the younger generation has become more democratized in their search for identity and self – actualization thanks to New Media.  

On the other hand, as it is easier to access new media, the young generation would feel they are better informed than those who don’t use new media. Also, new media and new technology like high speed data connections allows the next generation to seek out media and content that they want, not necessarily what is pushed to them.

<table>
<thead>
<tr>
<th>Real time multi source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positif of course kita ada alternative maklumat compared to media</strong> sedia ada seperti TV dan radio. Sometimes it is good utk dapatkan maklumat yang kita rasakan tidakpasti boleh didapati dari aplikasi lain.</td>
</tr>
<tr>
<td>to me I don’t see it as a problem, its just that because the young , I think to the current situation…the consequences macam mana u kata…dia tak socialize, but dia socialize on the media, …they connected all over the world…</td>
</tr>
<tr>
<td>There are two consequences which are positive and negative sides. The positives: people can get entertainment, networks, and business easily and effectively.</td>
</tr>
</tbody>
</table>
The trend of young people is to follow the social media because they thought it is more up to date, faster and fair. The key term to them is any information they got from the media must be fair. Meaning giving the pros and cons, the both sides of the world, for instance for the politics issue must be from the government and the oppositions sides of views.

<table>
<thead>
<tr>
<th>Atomization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just look at the way young people use media these days.....they use it largely for whatsapping and facebook and Friendster and all those social networkings. They belong to too many groups and friends. Messages are coming in every minute and maybe even every second. Each time when a message comes in, they have this desire to read and to respond to these messages. That is why you see young people these days spend too much time interacting with their mobile phones as compared to doing other things which may also be just as important and meaningful.</td>
</tr>
</tbody>
</table>

There is a word in sociology called atomization. You tahu atom kan. What the new media brings in is the atomization, sebab atomization ni, within yourself also you are separating fdifferent things. Your fb is different than twitter and all this, you sectionalise yourself according to the platform you use. So, its not really a lonely situation, you have a cross conversation. First you subdivide, then you cross them. Interesting complex relationship you built without having anyone else except yourself. Sociologically I can see it very clearly. People are said
to be fractioning themselves. But I said no. Fraction tu Nampak jugak fraction… tapi atomization. Atomization tu Nampak kecik je. If you start listing the kinds of platforms people use, then you can see. The same guy will cut and paste put it on different platform. People try to communicate the same idea to different platforms because the people in these platforms are different.

The function of regulatory authorities of new media was raised in the sixth open-ended question. Findings show there are 2 categories which been entails into subcategories under this both categories. The sub categories are; under effectiveness of Malaysian Communication and Multimedia Commission there are three sub-categories which are; enforcement, education role and understand of media role. Secondly under the function of authority of new media the subcategories; unclear regulation, check and balance, double standard, policy easily outdated and bias with restrictive environment.

This findings will be explained further through the data display and supported by verbatim.

<table>
<thead>
<tr>
<th>Media role in empowering society</th>
<th>Researchers and Unit of analysis</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCMC Enforcement</td>
<td>&lt;Internals\UMK\UMK Q6\Q6-UMK-NM&gt;</td>
<td>NM-RES3-Q6 I think the authorities should regulate</td>
</tr>
</tbody>
</table>
the news media in more rigid way. Especially country like Malaysia with different races and nations, there are many sensitive area that can create chaos if not monitored well, i.e. issues related to religion or language.

<Internals> <UMK> <Q6> <UMK-RSU> <RSu-Res7> Implement and enforce provisions of communication and multimedia laws

<Internals> <UMK> <Q6> <UMK-ZAI> <Zai-Res.7-Q6> They’re doing a good job. One of them is Malaysian Communications & multimedia commissions to monitor what’s “on” in the media. If anything goes wrong they will do their job by stopping/block the appearance in the media and if the doer is Malaysian, the related person will be in trouble.

<Internals> <UPM> <Q6> <UPM-Nizam> <Nizam-Res.9 (SW)-Q6> MCMC should exercise their authority to curb any wrong doings. Monitor the messages that might threaten the stability, peace and harmony of the nation. Control unwanted information from going viral.

<Internals> <UPM> <Q6> <UPM-Nizam> <Nizam-Res.11 (SWY)-Q6> To regulate the media usage. But difficult to fully regulate, especially new media and social media. Difficult to trace the source of information, but can lah if the authorities check and go in detail to find the root or the sender of the message….can be donelah….

<Internals> <UPM> <Q6> <UPM-Nizam> <Nizam-Res.13 (JY)-Q6> The function of the regulatory authorities would be to regulate the use of the media among the people. I think the regulatory authorities would be more important on the media content which is being supplied by the
content developer (the media players, media agencies, media practitioners etc).

RAet-Res35-Q6
The function of regulatory authorities can be both good and bad. If it’s in Malaysia, they made a good job to reduce the bad influence, for instance, the government blocked the porn sites which is obviously not good for young generation because they might imitate and have the desire to do it and also they could addicted to it and only watching it for whole day which obviously isn’t good for health

RAet-Res36-Q6.
At least the authorities could keep watch any information that might lead to threat for the country and can block those trash information that can lead to the race-clash and wrong ideology.

Sabb-Res.27-Q6
To provide industry benchmarks on content standards and practices.

Wa-Res.22-Q6
Regulators should be allowed to play important role of monitoring media malicious or hate content. They function as monitors for the good of society.

The seventh open-ended question concerns with dynamism of the new media and future need. The findings had shown two important categories, which are:(i) expectation on the benefit to national development, and (ii) self-expectation on the new media system. Both this categories will be explain further supported by the sub-categories which are:(i) more efficient,
(ii) improve standard, (iii) freedom, and (i) reliable and accurate information, (ii) update information, (iii) freedom on real time and (iv) not selective, respectively.

Self-expectation on the new media

<table>
<thead>
<tr>
<th>Category</th>
<th>Sub Category</th>
<th>Summarisation</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-expectation on the New media</td>
<td>Reliable and accurate information</td>
<td>&lt;Internals\UPM\UPM Q7\Q7-UPM-Et&gt; Et-Res.2-Q7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>People expect truth, balance reporting. We don’t see this in Malaysia lately. But in the social media because it is open and free, it give, it provide some space. People did not look at the print media, radio or television… they do not paint the true picture, so they move more to social media</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference 2 - 11.91% Coverage Et-Res.7-Q7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The young people expect the new media to provide information that is relevant to their needs and concerns. The new media literacy program should not run away from becoming the source of information to educate them to be open on what have been published and be critical of the views of the authors; they can criticize the view of authors. This can ensure the young people are wise enough to differentiate between beneficial and harmful, so that they can make appropriate decision to believe and what not to believe. Sabb-Res.30-Q7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>New media will take part and aa..aa take a big part lah. Dia akan mengambil alih lebih banyak. New media ni akan mengambil alih lebih banyak</td>
<td></td>
</tr>
</tbody>
</table>

People want fast, real-time news especially such as in the social media. This is a challenge to the conventional media. I don’t think there will be any changes in the usage of new media, not in this few years. People want information fast and that is a challenge to the conventional media.

What do people expect from the new media, basically… it is fast and accessible. It is easy… it is cheap… right… and… it is mobile. People can have access to news and information anytime of the day, anywhere. Ok? So it is very convenient when it comes to new media. And do you think their function will change in the future… it won’t change but it will sort of become more powerful. As we have more younger generation… the new media is here to stay

I think the new media will be the only media and the traditional media will eventually…. Move on to a much smaller scale. New media will be the only media, and people will expect everything comes from the new media. People expect information, entertainment, news and even to a certain extent, all kind of news to be derived from the media. And eventually the generation Z will accept that anything that comes from the
new media is the truth. Because the new media will be able to give them faster news, real time information, pictures, videos, unedited ones. And it is being reported by the social media users as well

Question 8 is about expectation of conventional media. In discussing the question on the expectation of conventional media two impactful findings that need further understanding are:

(a) The main category under this question on the expectation of conventional media is challenges that been sub categorised into (i) fair and balance, (ii) creative, (iii) sustain reliability and (iv) fast on real time, (b) The second category which is opportunities and the sub categories are keep pace in new media and convergence in new media.
The ninth open-ended question relate to participation constraint from media use. The main categories are two as below: (a) user personal skill that been subdivided into three (3) subcategories which are: self-isolation due too much of time spent, and (b) media environment and subcategories which is fear to voice opinion due to restrictive environment and another one is emphasising on the government policy.
One major result of this question is on the self-isolation due too much of time spent as been described with the verbatim below.

<table>
<thead>
<tr>
<th>User personal Skill</th>
<th>Unit of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-isolation due too much of time spent</td>
<td>Q9-UPM-Nizam &gt; 9. Participation Constraints from media</td>
</tr>
</tbody>
</table>
The last open-ended question focuses about expectation of media literacy program. One of the most interesting findings is regarding the responses from the respondents about their expectation media literacy program. Four (4) categories derived from this question which are: (a) education institute with the subcategories; educating at a very low level and an energetic with an impactful program, (b) government role with two subcategories; which are journalism ethics and promote security and safety, (c) media organisational role which been subcategorise into two (2); provide critical thinking and (ii) emphasizing on media ethics and policy, and (d) customization.

All the above categories and subcategories will be displayed below and supported by the verbatim.

The above grouping had shown feedback of high demand on media literacy program has been addressed by the respondents; this will be supported by the verbatim below.
<table>
<thead>
<tr>
<th>Media Literacy Program</th>
<th>Unit Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Institute</td>
<td>&lt;Internals\UMK\UMK Q10\Q10-UMK-MOHK&gt;</td>
</tr>
<tr>
<td>a) Educate a very low level</td>
<td>MOKH –Res 4 -Q10 We can use this program to educate the student how to used the current media (New and conventional) untuk guna secara betul. We have to teach them how to select the information they should know and how to restrict themselves from an uninformative ones.</td>
</tr>
<tr>
<td></td>
<td>&lt;Internals\UMK\UMK Q10\Q10-UMK-RSU&gt;</td>
</tr>
<tr>
<td></td>
<td>RSU –Res 2 -Q10 sendiri dah boleh guna oleh pelajar. Kemahiran itu datang sendiri kerana hampir semua mempunyai gadjet seperti handphone. Unit pendidikan IT Khas untuk cipta software. Patut bermula seawal Darjah 3 dan diajar mereka ini bagaimana hendak mencipta perisian -seperti belajar pengkodan dan perkomputeran</td>
</tr>
<tr>
<td></td>
<td>&lt;Internals\UMK\UMK Q10\Q10-UMK-SBA&gt;</td>
</tr>
<tr>
<td></td>
<td>Sba-Res 2- Q 10 New media if its is practice fairly can be for good because if not we can outdated .It must start from young in school home and society at large. All parties must play role</td>
</tr>
<tr>
<td></td>
<td>SBa- Res 5 -Q10 My stand that media literacy must start from young at home and continue in school and public must also be strong in protecting un bias inform by enforcing regulations</td>
</tr>
<tr>
<td></td>
<td>&lt;Internals\UPM\UPM Q10\Q10-UPM-Et&gt;</td>
</tr>
<tr>
<td></td>
<td>Et-Res.5-Q10 Media literacy must be institute in school.</td>
</tr>
<tr>
<td></td>
<td>&lt;Internals\UPM\UPM Q10\Q10-UPM-RA Et&gt;</td>
</tr>
<tr>
<td></td>
<td>RAet-Res33-Q10 Education in media should be emphasized in the program. All aspect in spreading the knowledge of media must be introduced to the young generation</td>
</tr>
<tr>
<td></td>
<td>&lt;Internals\UPM\UPM Q10\Q10-UPM-Sabb&gt;</td>
</tr>
</tbody>
</table>
Based on the findings above, the following conclusions derived.

1. Almost all the media literacy items generated in the Delphi study wave 1 are relevant and important for inclusion in a curriculum for on-line media literacy course for the people at the tertiary level.

2. Knowledge about communication ethics is the most important issue. In other words, ethnical dimension of media use is very fundamental aspect of media literacy. This is followed with knowledge about critical thinking, cultural values, and how media could be biased and unreliable. Knowledge about creative thinking is acknowledged as even more in the future.

3. Knowledge on how to think critically about media biasness, manipulation and propaganda, and the different type of manipulative messages is important. This seems valid given that the nature of media structure/system in the country is highly regulated and most of the government-controlled news media is biased toward the government.

4. The new media is not without problems. The contents in the new media suffer issue of reliability and trustworthiness. Hence this explained for the important to be sensitive of and have good understanding on media biasness and message authenticity.

5. Knowledge about on-line opportunities and risks is also important in using the new media, and knowledge about intellectual property rights is also important in using and creating media contents ethically. These are also relevant topics for inclusion in a media literacy curriculum.

6. Knowledge about enculturation on media literacy should starts from young age and should be institute through education system

In conclusion, the finding able to put forward few important issue that had been conceptualize into five (5) learning domain in MOOC development.

The five (5) CLO is the baseline for MOOC development that incorporate synopsis, activities, assessment and other material.

Course Learning Outcomes (CLO)

At the end of this course, students will be able to:

1. Identify media role, media use and media impact in the society (#knowledge)

2. Explain the concept of media reception and its relation to audience participation (#knowledge)

3. Describe how media content/text is created (media representation vs reality) and evaluate contents trustworthiness. (#critical thinking)

4. Explain the meaning of "freedom of expression" and how/why media are regulated (#value; attitude, professional)
5. Describe ethic and cultural values in responsible communication and media use (#value; attitude; professional)

The above learning outcomes has undergone few phases of reshaping as to fulfill the requirement of constructive alignment between course learning outcomes and the enculturation of skills set. In MOOC course, the 5 CLO had concentrated 5 elements that been aligned with the findings; the most important issues been tabled sequentially as follows: (i) media role, (ii) media reception, (iii) media representation vs reality, (iv) Media regulation and (v) Media culture and ethics. This five important elements been crafted to the development of MOOC as one of the way in disseminating the awareness in media literacy for all level groups in the society. Hence, the emerging data derived from Delphi study is current, relevant and timely as to alert the society the importance in dealing with new media.

All in all, voice/ responses of the relevant stakeholders have been put forward in a scientific manner. The study has able to drive researchers in identifying and prioritizing media literacy knowledge within Malaysia socio-cultural context. Responses from society had mirrored a strong interest by stakeholders in dealing with the new wave of current media that need to be addressed by many parties such as regulators, communication sectors, NGOs, education providers and etc. The findings clearly imply that to make new media as a positive agent of socialization, a proper and research-based Media Literacy framework is needed. For the purpose of reaching out and educating the public media literacy, MOOC is promising medium not only for tertiary level but also to society at large.
CHAPTER 9:
SOCIAL MEDIA FOR SOCIAL CHANGES: THE COLLINEAR OF PHYSICAL INTERACTION FREQUENCY AND SOCIAL MEDIA USAGE
NurulIzzati Mohd Aiseri, Nik Aliff Hakimi Nik Mohd Fadzil, and Nik Ammar Syaffian
Nik Mohd Fadzil
SOCIAL MEDIA FOR SOCIAL CHANGES: THE COLLINEAR OF PHYSICAL INTERACTION FREQUENCY AND SOCIAL MEDIA USAGE

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ABSTRACT

Social media such as Facebook, Twitter and Instagram are on demand among students nowadays. The social media platforms allow users to create, search and share various type of contents with their virtual friends. However, past studies have showed that students are spending less time having social activities due to excessive social media usage. This research explores this statement by conducting a survey in public universities in east coast Malaysia in regards to social media usage among students and its effects on their real life physical interaction with others. The survey was conducted on 314 respondent and descriptive statistics were used. The results demonstrated that there was a negative collinear relationship between social media usage and physical social interaction. The findings of the paper can be used to propose profiling the adoption of social media and its implications in view of the social perspective; it is timely and significantly important to undertake this research in Malaysia.

Keywords: Social media, physical interaction, students and social interaction.

1. Introduction

Internet has become an important tool for interaction in everyday life (Amichai-Hamburger & Vinitzky, 2010) and social media application has become a platform to connect with people (Kaplan, A. M., & Haenlein, M. 2010; Przybylski & Weinstein, 2012). Facebook, Instagram and Twitter are among the most used social media application for social interaction. Facebook’s popularity has increased massively over recent years, from 500 million active users in 2011 to around 2.2 billion active users in 4th quarter of 2017 (Facebook, 2017). Today, access to the internet is easy to the point that people are no longer needed to visit internet café or cyber café for internet as they could use their own personal mobile phone to access the social media application at any time they like. (Hasmida, J., 2014). Even though recent improvements...
in communication technology have allowed billions of people to communicate and reconnect at ease no matter how far the distance is, yet only a small number of research has been done on the relationship between the frequent presence of these social media applications and physical interaction (Przybylski & Weinstein, 2012). A number of previous research suggested that excessive internet usage leads to decreased in communicative quality between family members as many of them tend to look and check their phone more often as compared to 10 years ago (Turkle, 2012; Drago, E., 2015) while other research suggest that there was little or no relationship between internet usage and physical interaction (Wolfradt, U, and Doll, J. 2000; Shklovski, Kiesler and Kraut, 2006).

Based on the increasing number of users spending time on social networking application such as Facebook, Instagram, and Twitter, however, this relationship may have changed accordingly due to recent improvements in communication technology and the internet development. Focusing participants at only public universities in east coast Malaysia, this study intends to discover the latest time spent by the students on social media and how they think it affects their physical interaction with others.

2. Literature Review

2.1 Facebook, Instagram and Twitter

The social media application such as Facebook, Instagram and Twitter enable users from various countries to connect with people across geographical borders. People use social media for various purposes. For example, Facebook is highly focused on online engagement among people (known or unknown to the users) and is constantly located interaction through photo or status sharing. Instagram is a photo-sharing application, while Twitter is like a ‘miniblog’ where people could share their thoughts and it could be shared to many other people’s Twitter account in short amount of time.

As of January 2018, Facebook have 2.2 billion active users and are still expected to grow due to recent improvement in technology development. Meanwhile, Instagram is a photo-sharing application had over 800 million active accounts (Statista, 2018). Due to the easy access to the internet as the internet development continue to emerge, the relationship between
social media usage and real life physical interaction is still fall under blurred line as to whether it brings the negative or positive effects to its users.

2.2 Social Media: Does it complement or substitute for real life physical interaction?

A number of studies have been done to examined whether and how smartphones application influences the extent to which one engages real life interaction with people in public settings (Campbell and Kwak, 2011; Przybylski and Weinstein, 2012; Turkle 2012; Misra et al., 2014; Drago, E. 2015). In school perspectives, Karpinski (2009) claims that social media brings more negative effects rather than positive improvement in association with students’ performance and their interaction with other people. As it is very addictive, the use of social media among students has diverted their focus on the study towards the social media applications and it affected their ability to spell correctly and use a proper grammar, and also ability to socialize with people in real life (Ndaku, 2013). Previous studies stated that social media interfere human relationship (Przybylski and Weinstein, 2012; Chou, H.T.G and Edge, N 2012; Kross et al, 2013) and this negatively affect relationship quality and lowered intimacy among the users (Turkle 2012; Drago, E. 2015) that might lead to one's social gap, isolation and even depression (Kraut, 1998). Misra, Cheng, Genevie, & Yuan (2014) found that in-person conversations without smartphones were rated as significantly superior compared with those in the presence of smartphones. In these two different studies, mobile devices and social media applications were considered as giving negative effects on relationship and conversation quality, especially when a group of people are involving in a meaningful conversation.

Contrary to these researchers’ beliefs that social media affects real-life interaction negatively, Adler (2013) does not share these concerns. Rather, Adler in his study of “How our digital devices are affecting our personal relationships” believes that “the more you communicate with people using devices, the more likely you are to communicate with those people face to face” and that social media applications increase the quality of human relationship (Adler, 2013). Despite a number of studies have claimed that excessive social media usage leads to declines in subjective well-being and interfere human relationships (Przybylski and Weinstein, 2012; Chou, H.T.G and Edge, N 2012; Kross et al, 2013), however, Donnelly and Merrick (2003) in their study mentioned that people experienced positive effects of using the social media as a “communitization” that provides a platform for a community to share meaningful thoughts to suit their wants and needs. On top of that, people find that social media has been very helpful for having social support (Gee, G.C et al, 2006) and engaging in
planning family and friends’ event as compared to the group of people who did not use the social media applications (Hampton and Wellman, 2003; Baym, Zhang, and Lin, 2004; Wang and Wellman, 2010). Moreover, social media is considered as a compliment and addition to physical interaction, not the replacement for the real life communication (Kujath, 2011) even though some people prefer to use the social media application for communication instead of real life interaction.

The purpose of social media is generally known as a form of entertainment and as a platform to connect and reconnect people, no matter how close the relationship is (Coyle, 2008). Thus, social media has been used, not only to engage unknown people with shared interest, but also as a way to stay connected to the person they already know. However, no previous research has been clearly stated on whether the nature of mobile communication has positive or negative effects on people’s real-life physical interaction and personal well-being.

The previous studies above dominantly show that the use of social media affects in-person physical interaction negatively. Thus, this study seek to explores current views pertaining above matters by conducting a survey in public universities in east coast Malaysia in regards to social media usage among students and its effects on their physical interaction with others.

3. Methodology: Participants And The Process

3.1 Participants

A survey to measure the level of engagement that university students have with their social media application on their smartphones has been conducted. A questionnaire that aims to disclose the internet usage of the participants was conducted to students who are currently studying at public universities in east coast Malaysia. The participants were selected using a non-probability sample through ‘Whatsapp’ application. Students were asked 20 questions including their demographic information, their social media use, their engagement with social media application, and also their perception of real life physical interaction in the presence of social media application. These questions were guided with the aim to explore on the question of whether social media leads to negative or positive effect on real life physical interaction, and thus to establish possible differences in their social interaction behaviour depending on the
hours they spent on social media. The survey resulted in 314 responses, aged from 18-29 years old. 87% of the participants are female, and 13% of the participants are male.

3.2 Procedure

The questionnaire was uploaded on Google Docs Form online. An invitation link to participate was shared in eight ‘Whatsapp’ groups of students. The results were assembled on Google Docs with its statistics for further analysis. The collected data was used to compare the amount of time spent by participants on social media with the amount of time spent on real life physical interactions with their friends and family in order to see whether or not there was a collinear between the two variables.

4. The Result

The study focuses on the use of the social media among public universities students in east coast Malaysia and its effect on their real life physical interaction. In previous studies, there have been issues of whether and how mobile device influences the extent to which one engages real life interaction with people in public settings (Campbell and Kwak, 2011; Przybylski and Weinstein, 2012; Turkle 2012; Misra et al, 2014; Drago, E. 2015).

In this study, all participants have at least one mobile device; with majority of them (86.2%) have two or more mobile devices. When asked about the time spent on social media, 34.1% of participants voted that they spend 4 to 6 hours a day on social media, with 22.8% of participants admitted that they spend more than 8 hours of usage daily. 75% of participants however, admitted that they spend too much time on social media, while 25% of participants do not agree. Even 43.8% of participants saying that they sometimes feel that social media brings out addictive tendencies in them, while 56.2% did not agree. In addition, 72.3% of participants in the study reported that they always checked their social media applications on their smartphones even when they were socializing or talking to their friends and family, and only 27.7% of participants seldom use their social media in the presence of friends and family. Additionally, more than half of the participants (57%) in the study showed that they spend more time communicating online rather than in person. 57.7% of the participants felt that they communicate with friends or family more frequently through social media as compared to the amount of time they spend communicating with friends or family in person, while 42.9% said the opposite.
In an effort to find out the effects of social media on real life physical interaction, the survey asked participants to rank the statement on a scale from strongly agree to strongly disagree: “When I am with my friends of family, it annoys me if they check their social media on their smartphones.” 65% of the participants said that they either agreed or strongly agreed with this statement, while 35% disagreed to the statement. Another survey question asked “If social media were not existed, I would spend more time engaging with my friends or family in person”. A big crowd (85%) of participants think that they would spend more time talking to their friends in real life physical interaction if social media applications were not existed, and only 15% of participants think they would not. Next, another statement regarding the effects of social media usage on real life physical interaction asked whether they experienced quality declining in physical interaction and other activities such as study and relationship with friends and family. 80.5% of participants admitted that there was a declining in quality, and only 19.5% of participants did not agree with the statement. The forth statement in the survey asked whether they believe that social media has improved their social life. 84.4% of participants agreed that has helped their social life improved, while 15.6% of the participants did not agree. In the aspect of improving one’s social life, majority of participants (96%) confirmed that social media has helped them get in touch again with their old friends whom they had lost contact. In addition, 78% of participants agreed that they use social media applications to make new friends from the Facebook or Instagram contacts of existing friends they had, while 22% of participant did not agree. Moreover, majority of the participants (91%) used social media applications as a medium to arrange face to face meetings with their friends.

When asked about the feelings they had when going ‘online’, 70.5% of participants voted that they go online due to loneliness, 49.6% of the participants tend to feel sad and disappointed when no one likes their new photos or status shared. Another statement in the survey asked about the feeling they had when ‘scrolling’ the social media application for updates. 61.8% of participants feel that other people’s social live are better than themselves when they scroll the application, while 38.2% of participants did not feel that way.
4.1 The Verdict

4.1.1 Excessive social media usage: does it affect students’ real life physical interaction and their other activities with others?

The study aims to find out whether users’ virtual life has an impact on users’ social life, especially on their physical interaction in person. This issue is not relatively new, thus this project also aims to expose the current perception of users regarding the use of social media and their face to face interaction. A survey of 314 participants in public universities in east coast Malaysia shows that the use of social media affects their real life physical interactions negatively. Majority of participants in the study tend to spend more time communicating on social media rather than face to face, to the point that it reduces the amount of time they spend communicating with friends in person. This shows that people are becoming more dependent on social media to communicate with friends and family, even when they are meeting each other in person. Even though Wolfradt and Doll (2000) and Shklovski et all (2006) mentioned that there was little to no relationship between times spend on social media and social interaction, the current findings connected with the findings reported by (Kujath, 2011) that social media sites have been used as a substitute for face to face interactions and leads to decreasing in intimacy and relationship quality among its users.

As reported in the study, 72.3% of participants admitted that they always checked their social media applications on their smartphones even when they were socializing or talking to their friends and family. Despite being consistently make this negative habit as a norm, 65% of the participants feel awkward and annoyed when their friends checking their social media applications while spending time together. When this happens, quality and quantity of real life physical interaction and also their relationship will be declined, unless it is used for stimulating conversation such as scrolling social media together or watching videos together with their friends in leisure time. Declining relationship quality and decreasing intimacy among its users might be the results of the substitute (Kujath, 2011) as technology hinders our ability to interact with people in person. Thus, on-going internet development might enhance what people share online, however it will decrease the ability to communicate with each other in real life physical interactions.

Even though 85% of the participants think that they would spend more time talking to their friends face to face if social media applications do not exist, howevermost of the participants
(96%) confirmed that social media apps had helped them get in touch again with their old friends whom they had lost contact. Not only that they could find their long lost friends, but 78% of the participants agreed that they use social media apps to make new friends from the Facebook or Instagram contacts of existing friends, follows the major purpose of social media as to maintain friendship when time and distance were the issues (Coyle et al, 2008). Previously, voice call was used to arrange face to face meetings. However, majority of the participants, 91%, used social media applications as a medium to arrange face to face meetings with their friends. One interesting finding is that 22.8% of the participants spend more than 8 hours a day on social media and 34.1% of the participants spend up to 6 hours a day on social media. Despite being in the know that they have been spending more time on social media that leads to negative effects on their study, however majority of them (84%) believed that social media has improved their lifestyle and combat their loneliness.

4.1.2 Consequence of ‘going online’: To reduce or to increase the loneliness?

Social media might be very helpful to reconnect people. However talking to friends might not always be one’s priority as sometimes they just want to share their own life story with their followers or friends. Unfortunately, this might lead to negative effects when they expect people to “like” everything they share. As majority of the participants (70.5%) go online due to loneliness, 49.6% of the participants tend to feel sad and disappointed when no one likes their new photos or status shared. The question is, will the social media be the tool to increase the quality of one’s relationship, or result in fewer actual friends and worsen the loneliness? Thus, it is unclear whether social media usage will limit people to communicate in person with their friends and family, or will it be a platform to tighten the bond among friends and family. Therefore, further research could look into the use of social media in relation with users’ mental health, such as depression and anxiety.

Previous studies stated that social media interfere human relationship (Przybylski and Weinstein, 2012; Chou, H.T.G and Edge, N 2012; Kross et al, 2013) and this negatively affect relationship quality and lowered intimacy among the users (Turkle 2012; Drago, E. 2015) that might lead to one's social gap, isolation and even depression (Kraut, 1998). The results demonstrated that there was a negative collinear relationship between social media usage and physical social interaction. It appears that despite being in the know their own habits regarding social media, the majority of participants agree that social media leads to negative results on their real life physical interaction and study life. Therefore, this study confirms that heavy
internet used resulted in decreasing quality in term of time spent with family and friends, with 43.8% of the participants saying that social media brings out addictive tendencies in them. Thus, extensive use of social media will lead to the decrease of the quality of one’s relationships, even though its initial function is as a platform to reconnect long lost friends.

The findings found that 80% of the participants feel the time spend on social media has a negative consequence on their study and family, as 22.8% of the participants spend more than 8 hours a day on social media. This, however, is only the estimation of the time spend on social media given by the participants, thus it might not accurate. Further research could suggest the diary writing method where participants could note and tabulate the exact time they spend on social media over a period of time. In addition, the survey used non-probability sample, where the participants involved are volunteered, thus it cannot be generalized to a greater population.
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CHAPTER 10:
VIETNAM DATA JOURNALISM: APPROACHES, CHALLENGES AND ITS IMPLICATIONS FOR INNOVATIONS
L. Trieu T
VIETNAM DATA JOURNALISM: APPROACHES, CHALLENGES AND ITS IMPLICATIONS FOR INNOVATIONS

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ABSTRACT

Data journalism together with its graphic visualizations is among latest trends which has opened new dimensions for Vietnam mass media to develop. These new operations lead to questions about its performances and impacts on the country media. Based on the in-depth interviews with the managing editors, data journalists, data scientists, graphic designers and independent media trainers of important news organizations in Vietnam, this study tried to understand the approaches of the country’s data journalism, its practices and its implications for innovations towards a more transparent and civilized society.

Keywords: Data Journalism, Journalism Innovations, Information Transparency

1. Introduction

Data journalism or data-driven journalism has often been defined as journalism based on large data sets, otherwise known as ‘big data’ (Rogers 2011; Bounegru et al. 2012). It has been firstly concerned in the West in 2010 and gradually became more popular all over the world. Big news companies as Britain’s The Guardian and the US’ The New York Times lead the trend with famous data blogs or data sections. Smaller or regional newspapers have implemented data articles as a fresher and clearer way to catch the attention of the readers into the content and to understand the data information. According to a report of Google News Lab in 2017, 42% of the journalists surveyed said they often use data to tell stories (twice a week) and 51% of the news companies in the U.S. and Europe have dedicated a data journalist on staff. There are challenges to the development of data journalism such as the data skills need extensive training, the time pressure on the journalists, data visualization tools can’t keep up with the innovations, the unclear return on investment in data journalism. Even though, data journalism keeps on proving its influence in the field of journalism through the pieces as the WikiLeaks secret, the Iraq war logs, the Afghan war logs, the Panama Papers and other investigation stories. With more than 195,000 datasets available on data.gov now and the
continuing innovation in technology, data journalism has more resources and strength to develop in the future.

In Vietnam, data, in terms of numerical information, has been used for a long time in the newspapers. However, the real “data journalism” which understood as large data set has just appeared in Vietnam in recent yearsthanke sto the digitalization of documents, information and their availability for use in the Internet. Journalists in Vietnam started to seek for the data from governmental web portals to private organizations, or self-collected data for analysing and present the content. They also learn the new technology from the U.S. and European media to visualize data in more innovative ways and bring a new look to the media. Some leading newsrooms as the Tuoi Tre News, the Zing News, the VnExpress, the Vietnam Plus are making efforts to have data pieces more regular and train the journalists to be more confident in working with large data set. This trend can be seen also in the smaller newspapers, magazines and television broadcasting. Data has been employed as clues to raise a question, to prove a viewpoint, to rank and to measure the changing in all fields as economics, environment, health, education, etc… The reason for data journalism should go stronger in Vietnam is not only for having a new look but also for empowering the voices of the journalism and to make the news articles more objective.

As a foreign media researcher specialized in the field data journalism, Borges-Rey has the overall observation: “Vietnam, with its complex socio-political landscape and the challenges it faces around information access and data quality, has shown a slow but consistent adoption of data journalism”. This is one of the first comments on the development of data journalism in Vietnam.

To develop a better understanding about the rise of this journalistic genre in the context of Vietnam, we conducted this study which aimed at answering these research questions:

1. How data journalism is approached in Vietnam’s newsroom?
2. What are the challenges for the data journalism to grow in Vietnam?
3. What are the potential for data journalism to grow and its implications of data journalism to the professionalized movement in Vietnam journalism?

The outcomes of this study are fruitful for the media practitioners, researchers and educators to judge the roles, obstacles and potentials of data journalism in the specific context of Vietnam, and via that, to have an up-to-date view about the characteristics and changes of Vietnam media.
2. **Method**

This study employed the method of in-depth interviews. Fourteen in-depth semi-structured interviews were conducted with media managers, editors, data reporters, data specialists, graphic designers based at Vietnam Television, Tuoi Tre, Zing, Forbes (in Ho Chi Minh City), and Vietnam Plus, Vietnam News Agency, VnExpress (in Hanoi). Besides, we have the interviews with a data journalism trainer based at the Centre for Media and Development Initiatives (MDI) (in Hanoi).

The interviews were conducted in November 2017. Twelve out of fourteen interviews were held at the offices of news organizations, one interview is outside the working place and one interview replied via email. The interview last from 45 minutes to over an hour. They were recorded and transcribed in order to better analyse the content.

The prepared questionnaire has 16 units, divided into four main parts according to our oriented research questions. We started from asking the definition of journalists in Vietnam about data journalism, followed by questions about the types of data journalism and the working processes to produce data pieces, focusing more on the challenges and the constraints of the practices. After that, we asked their opinions about the development of data journalism in Vietnam. Additional questions were freely added based on the continuing of the conversations. The interviews open to the interviewers to share their thoughts besides what they were asked.

3. **Results and Discussions**

3.1 **Newshound approach vs. techie approach**

There are several ways to define data journalism. Some definitions based on the purpose of using data journalism for investigation, some other base on the process that helps to create data journalism. From our view points, we prefer to focus on its characteristics of data journalism as a complex of move back and forth between reporting and programing, storytelling and coding, hypothesis-driven inquiry and data-driven inquiry, journalistic thinking and computational thinking, interactivity and staticity, visuality and textuality, centrality and locality, individuality and collaboration or human-driven paradigms and machine-driven paradigms” (Borges-Rey, 2017). All of these opposite pairs mostly can be divided into two extremes as the human driven and the machine driven data journalism. Based on that, Parasie
and Dagiral (2013), Gynnild (2014), Coddington (2015) suggested the epistemological spectrum to understand data journalism as newshound approach at one hand and the techie approach at the other end.

Newshound approach is “subordinate to axiomatic professional norms and sees data as one of the many evidentiary components of news” or “the continuation of the muckraking journalistic tradition whereby reporters add value to data when they find a hidden story within it”. While the first approach is deeply rooted in the journalistic conventions, the second one is defined as “rooted in computing logics, this model is fostered by a progressive collaboration amongst journalists, programmer-journalists and civil actors with computing proficiency who seek to strengthen government accountability and citizen by releasing public data” (Parasie and Dagiral, 2013).

The interviews with the journalists in Vietnam showed that their understanding and approaching to data journalism are closer to the newshound one.

“I think data journalists are those who can collect, analyse data and show these data into journalistic pieces to meet the demand of the readers” (I-1)

“…people, they don’t like reading but they like the statistics, and how to compare. How to collect every statistics and to compare? That’s the most effective to approach the viewers is data journalism” (I-5).

“Data journalism is a method to provide information to the audience. If the use and visualization of data help the audience understand the information more easily in comparison with other ways of expressing, then we should use data visualization” (I-11)

There is not any interviewed journalist talking about something that can relate to the techie approach. The idea of programmer-journalists and a journalism rooted in computer-logics are somehow against the belief on the human-driven journalism, especially in a country where journalism organizations are state-owned and partial orientation.

One journalist who works for an online newspaper used to try a less human determination approach, but then he has been back to the conventional way of the newshound. The reason for changing was explained as big data themselves is difficult to display and navigate in the mobile screen.
“To me, data firstly it has to be about data, but then like, data has two trends right now. One is that you just provide the data and then let the users interact with the tools for them to find the meanings of themselves. And we tried that before, but then recently I think like, another trend is that we have to tell a story using data. Instead of letting users to make the meanings of the data themselves, I want to tell a story but with the data already filtered and then with a purpose...” (I-3)

Besides, the understanding of data journalism tends to be more about the visualization of numerical information. The term large data set or big data was mentioned just through some cases, for examples the grades of the participants in the national exams, the demographics of the users, the data of the national assembly representatives, the map of locations, the investments in years, etc.

The ones who mentioned big data are from three news organization, including the most circulation newspapers in Vietnam, the most modern news website which was formed by a technology corporation, and the Western franchised economic magazine. This fact somehow implied that in general the journalists in Vietnam do not have many opportunities to work with large data sets or do not have enough specialists at the newsrooms to analyse these sets of data, except the advanced ones.

3.2 Challenges: an emphasizing on sources

All the interviews indicate that the toughest issue of the data journalism in Vietnam is the access to data and the quality of data. Journalists who need the data or large data set are able to search in the Internet. However, data from the governmental web portals are often not up-to-date and fragmented while data from other sources are not guaranteed.

“Data is very hard to collect in the country because it’s fragmented, you have to go to one department and ask for them and they just provide you a little bit and then you’ll have to go to others. It’s not that easy like in Western countries, you have more open data bases” (I-6)

“The other difficulty is the access to data. In Vietnam, it is not the matter of transparency, but we haven’t had such a habit to provide all kinds of data to the public. For example, there are so many kinds of data that no secret,
for example the pollution indexes for Hanoi, for example, the list of companies that follow the environmental regulation. Actually we should provide all these kinds of data, and sometimes the way it provides is not accessible, not convenient for the public, or the journalists. One month ago, we worked on a project on forestation and forest planting in Vietnam. Even my journalist, he came back with some very basic data, not enough for me to create the data journalism project, then I checked on Internet some ways of the others, I found out so many set of data, not so updated, up to 2015 only, but at least, you have so many from 2010 until 2015, that’s good enough right? But these kinds of data set are not available on the website of Ministry of Agriculture for example. It comes from a research center institute that Vietnamese journalists do not have the habit of getting these kinds of data sets”. (I-7)

“They have so many reasons to decline our requests, such as it is not the time for periodical reports, the digitalization of data is in progress, or another difference is the division of data of different Ministries. They do not have the motivation for uniting the resources. We do not know the standard of collecting data of each ministry. They should have the common standard to make the data consistent. How do they classify the data? How do they arrange the data base? At the end, we can’t make sense of anything out of the data without knowing that” (I-10)

The second obstacle is about the priority of the leaders and the ability of the experts who can work with data and creating the info graphics. At this moment, there are not many journalists and analysts who can work with excel, spread sheets to analyse the data in Vietnamese newsrooms. Journalism education in Vietnam mostly focused on the ability to write, not the skill in visualization and in understanding numerical data. News organizations need to find people from other field as computer science, graphic design or the journalists have to teach themselves to create data pieces.

“Ifrstly, the source. You can’t do anything without the source. Secondly, do they have the specialists in data journalism like me at newsrooms? If they already have, how the specialists manage their data? Lastly, the graphic
designers who help to visualize the concepts need to understand about data”(I-10)

“Another difficulty is they think that they cannot do it, only the designers and IT programmers should do it, that’s not their responsibilities. Most of the journalists here they think they’re responsible for writing a good story, that’s all” (I – 7)

The third one related to the resource for data journalism. The data journalism has been a new trend in news rooms in Vietnam. Big news organizations are able to invest in this new trend for its reputations as leading news organization, but they are not sure about the revenues it would bring, especially in the hard time of journalism now.

Compare to the list of difficulties that data journalism in the world deal with in a report released by the Google Lab in 2017, the obstacle of the data journalism in Vietnam share some similarities in the second and third issue. However, the source –related issue which is emphasized in Vietnam has not been mentioned in the Google Report. This fact is compatible with the characteristics of the specific socio-political background of the country.

3.3 Transparency and civic participation as forces of innovation

Data journalism has been believed in the potential to develop in the near future. All the interviews are optimisticeven they are facing difficulties in their works as discussed above. Either data journalism is considered as the core articles or the supplement of a piece, it is growing consistently in the news organizations.

In the beginning of 2018, the Vietnam government has approved a project named “Digital Vietnamese knowledge system” to develop cutting-edge technologies on the basis of big data, Internet of Things platforms and artificial intelligence. This is a good sign for large data set to be more available in the Internet and reduce the difficulties in approaching data for the journalists.
The coming of data journalism in Vietnam and its potential for growing in the future implied the needs for transparency via the request for the data sources and the quality of public data. It is also a starting point for the people getting used to with the more objective articles with factual bases.

“We understand clearly to realize that goal, we need 3 values: (1) civilization, (2) dynamic, and (3) transparency. Civilization value includes modernity, providing news in an objective, multi-perspective, and data-thinking way. Vietnamese people have an emotional thinking. They don't based on data or facts. They lack rational thinking. That’s why we want Vietnamese readers to catch up with the worldwide trend, to read with clear data. That's why we do data journalism. And as we do our research, data journalism obviously is the new trend”. (I-2)

“Data journalism would be more like using data to find stories and to find facts to support those stories. I think that without data, journalism would be anecdotal and quite subjective. With data journalism, we would be more factually based with strong evidence”. (I-8)

In the past, Vietnam journalism went through a reform in 1986 which led to the requirement to have more investigation and less one-direction propaganda stories. The journalism of the country has become more professional, more transparent and more responsible to the citizen by the time. And now, with the adoption of data journalism under the influence of the Western media, this progressive journey has kept going on. Data journalism encourages the civic participation in journalism from the form of contributions to the data to the requests for the transparency and accuracy of the data sources.
Conclusion

The digitalization has started about two decades ago and together with it the amount of digital data has grown. Data journalism has developed based on the large data sets all over the world and Vietnam journalism is not standing outside the common trend.

The collected information of this study indicated that data journalism in Vietnam is developing slower than in developed countries. It is thought of as the continuation of the journalistic conventions. There are not many media practitioners interviewed take the meaning of computer automation, large data set or big data in the making of data pieces. Data journalism is facing some difficulties, including the access to sources and the quality of data, the lack of well-trained human resource in the field and the strong determination of the newsroom leaders, especially at smaller newspapers, to push this form to grow faster. However, all the journalists interviewed have seen the good sides and the impacts for data journalism to develop in the future. And that means we could expect for the field of information and journalism of the country to be more transparent, more objective, more factual-based and enhance the civic participation of the people.

5 Acknowledgement

I would like to thank Dr. Eddy Borges –Rey of Stirling University in Scotland who introduced to me the idea of study about the data journalism in Vietnam. He also jointed this study in the step of designing the questionnaire, participating and conducting some of the interviews. His academic articles in the field of data journalism and his initial assessment on the current state of data journalism in Vietnam have been employed in the process of writing the report.

I am also grateful for the support and participation of the journalists in Tuoi Tre, Zing, Vietnam Television, VnExpress, Vietnam Plus, The Vietnam Agency, The Forbes and the MDI organization. Without this help, this research could not be completed.
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CHAPTER 11: MOBILE DEVICE SECURITY

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MOBILE DEVICE SECURITY
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ABSTRACT

Along with this expansion came a number of security issues to affect mobile devices. A chance to have a tiny and powerful device that is Internet linked and allows communication from anywhere at any time is alluring as well as a problem for companies. Many individuals who have attached their personal smartphones to corporate networks have found out the hard way the cost of doing so. Specifically, there have been a handful of cases where individuals who attached their own personal devices to a company network had their personal phone wiped and all their data and other information lost that was stored on it. Why did this happen? Simply put, a system administrator sent out a remote wipe command to the device and instructed it to wipe itself of all apps and data to keep it from falling in the wrong hands. Or an administrator may have found the device and did not recognize it, so they wiped it in response. If we have an Android device or have read about the operating system, you may have heard the term “rooting the device.” In a nutshell, this refers to undertaking a process of gaining root access to a device. Typically, this involves running an application or script that grants root access to the user. Once access is granted, the user can do pretty much whatever they want on the system without restriction. However, one of the downsides of this process is that the device is now exposed to greater danger from external threats as well.

Keywords: Encryption, Remoteness, Digital affixing signature, Trojan Horse Attacks, Malware, Social Engineering Attacks.

1. Introduction

The rapid adoption of the mobile device in the workplace has already established two apparent consequences: a rise in productivity and capability in addition to a corresponding rise in the number of security hazards. The designers of devices have frequently made a trade-off between security and features by angling toward features, with security being an afterthought. Whilst new security features have helped to somewhat reduce the issues present, many of the devices have problems to be resolved.
2. Literature Review

2.1 The challenge of Mobile Security
Several steps have recently been taken, but overall there is an attempt to strategy the challenge of security through five key areas. [4] Each addressing a specific problem or need:

2.1.1 Access control is utilized to safeguard devices, which include passwords, biometrics, and least-privilege technologies, mention just a few.

2.1.2 Digital affixing signature to has become portion of the app model of most if not all mobile OS. This feature allows applications to be signed so they can be confirmed that they descend from a specific author, and they may not be tampered with and without activities such as being detected.

2.1.3 Encryption is yet another essential element of the security type of a mobile operating system. Encryption is employed on devices to ensure that data is kept safe in the event a device is lost or thieved or compromised.

2.1.4 Remoteness, which seeks to limit the access software has, is an important concern addressed in mobile devices.

3. Goals of Mobile Security
Mobile operating systems come in four flavours: Blackberry, Windows Mobile, Google Android, and Apple OS. Of these, the Apple OS and Google Android operating systems are by far the ones most commonly found on modern devices. Before analyzing the security models of these two operating systems, a brief recap of each of these attacks as they relate to mobile devices might be helpful:
3.1.1 Trojan Horse Attacks
These are typically launched by malicious websites or compromised legitimate websites. The attacking website sends malformed network content to the victim’s browser, causing the browser to run malicious logic of the attacker’s choosing.

3.1.2 Malware can be broken into three high-level categories: traditional computer viruses, computer worms, and Trojan horse programs.

3.1.3 Social Engineering Attacks Social engineering attacks such as phishing attempt to trick the user into disclosing sensitive information. Social engineering attacks can also be used to entice a user to install malware on a mobile device.

3.1.4 Data Loss occurs when a device used to store sensitive data is either carried away by a malicious person or is lost.

3.1.5 Data Theft is one of the bigger problems that have emerged with mobile devices because criminals target them for the information they contain.
4. **Google Android OS**
Initially, the market leader, Android, in our exploration of mobile operating systems. Android required condition way back in 2003 at the hands of Android Inc, which was acquired by Yahoo in 2005. Right from the start, the operating system was designed to be considered a mobile platform that has not been only feature rich, powerful, and mobile but also open source.

5. **Apple iOS**
The other most popular mobile operating-system in the market is Apple's OS, which is present on multiple devices including the iPod, ipad tablet, and iPhone. Much as Android is based on the Linux kernel, iOS is a slimmed-down version of OS X for the Mac.

5.1.1 **Traditional Access Control** iOS provides traditional gain access to control security options, including password configuration options as well as account lock options.

5.1.2 **Application Provenance** simply as Android items that are in the Yahoo Play store have recently been verified and therefore respected, in iOS it's the same type of package with programs being created by Apple-approved developers, that have the ability to signal their iphone app before inserting it looking.

5.1.3 **Encryption** uses hardware-accelerated AES-256 security to encrypt all data stored on the device as well as additional encryption for email and other services.

5.1.4 **Isolation** the iOS operating system dampens each iPhone app from almost every other software on the system, and software aren't allowed to view or alter each other's data, reasoning, and the like.
6. **Penetration Testing Mobile Devices**
   In several ways the process is similar to what we happen to be using in a traditional setting but with some minor dissimilarities in the process.

6.1.1 Footprinting happens when many of the scanning services tools we examined in our footprinting phase can be used to track down and identify a mobile device plugged into a network. An instrument like Nmap, for example, may be used to fingerprint an OS under many conditions and return information as to its version and type.

6.1.2 Scanning for mobile devices attached to the network are evaluating, use a part of software such as Kismet to determine which cellular networks the devices are searching for.

6.1.3 Exploitation work with man-in-the-middle attacks, spoofing, ARP poisoning, and other such mechanisms to attack a device.

7. **Countermeasures**
   Just like securing desktops, servers, systems, and other equipment, some basic steps to make mobile devices more resistant to attacks. Exactly what is included here is some basic guidance however, not a comprehensive set of all that can be carried out is possible:

7.1.1 Setting passwords on all mobile devices is a requirement of all devices that will be mounted on a corporate network and/or store sensitive data.

7.1.2 Strong passwords Strong passwords are recommended on all devices.

7.1.3 Install anti malware applications to thwart the spread and infection of malware. Ideally, the anti-malware application should scan not only the device but also newly installed applications and email for maximum effect.

7.1.4 Use encryption on all devices whenever we can to protect both internal storage and secure digital cards.
8. **Conclusion**

Portable phones have taken the world by storm and have seen incredibly fast growth and adoption during the last several years. Along with this expansion came a number of security issues to affect mobile devices. A chance to have a tiny and powerful device that is Internet linked and allows communication from anywhere at any time is alluring as well as a problem for companies. With the average person today possessing at least three mobile devices and using those devices for both personal and work purposes, the devices pose a problem for the workplace. Functioning systems such as Google's Android and the second-place Apple iOS are in several ways similar to but also totally different from traditional systems, offering securities challenge.
Reference


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CHAPTER 12:
ARE ISLAMIYYA GIRLS IN NORTHEAST NIGERIA MEDIA LITERATE IN CONSUMING HIV/AIDS MASS MEDIA CAMPAIGN MESSAGES?
Hamid Adamu Muhammad, Ezhar Tamam, Mohd Nizam Osman and Akmar Hayati Ahmad Gha
ARE **ISLAMIYYA GIRLS IN NORTHEAST NIGERIA MEDIA LITERATE IN CONSUMING HIV/AIDS MASS MEDIA CAMPAIGN MESSAGES?**

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**ABSTRACT**

Media literacy, referring to ability to critically assess, analyze, evaluate and create media content, has been identified as facilitator of social change. In the context of HIV education campaign, exposure and right interpretation of HIV campaign media messages is vital for the campaign to have desired impact. Africa south of Sahara bears the world’s largest burden of HIV epidemic, and behavioral, psychological and socio-cultural factors make young people more vulnerable to HIV infection. An effort to educate the venerable young Islamiyya girls in Northeast Nigeria through the mass media has been in place. Despite the efforts, problem of many young people are resisting the mass media campaign messages still prevail resulting in a slow and limited adoption of healthy life style. Against this backdrop a mixed method study was conducted to determine level of exposure to mass media HIV/AIDS messages, HIV/AIDS knowledge and safe practice. This study also appraised evaluations/interpretations of HIV/AIDS major media messages by adolescent Islamiyya girls in Northeast Nigeria. A total of 24 girls selected across 10 Islamiyya schools were interviewed in 3 Focus Group Discussion sessions to quantify 500 girls’ HIV/AIDS media exposure. Results show that they have low HIV/AIDS media exposure and much of their exposure was to Hausa Home Video, moderate HIV/AIDS knowledge, and moderate safe practice. In retrospect, the aims of this paper is to discuss the study’s findings and its implications in term of media literacy level among Islamiyya girls in Northeast Nigeria. Qualitative findings indicated that the girls evaluated the HIV/AIDS messages in connotative sense contrived in consonance with Islamic principle and as gender discrimination. It is concluded that the girls are somewhat critical of the media in their evaluations of such messages as “condomize” and “mother-to-child- HIV- transmission, but do not generally show adequate media literacy on HIV/AIDS messages as a whole. Policy and practice implications in promoting literacy in HIV/AIDS from the angle of media use are
suggested. Media themselves should dedicate special programs on educating audiences in media literacy, and NGOs and CLOs should take full charge in organizing workshops for different media audiences on media literacy to create an enlightened media responsive society.

**Keywords**: HIV/AIDS, mass media exposure, media literacy, Islamiyya, Northeastern Nigeria

1. **Introduction**

   Major surveys on HIV/AIDS prevalence and young persons’ behavioral patterns in Africa in recent years point that attempts on behavior change communication intervention do not reap considerable impact in cultivating desired sexual behavior response among the young despite hikes in the levels of awareness (Mulwo, 2008). For example according to Mulwo, (2008), in a cross sectional survey involving 9, 963 children, youths and adults by Human Sciences Research Council in 2002, it was reported that sexual relationships involving multiple partners were common among young persons living in informal urban areas in Africa, especially South Africa. Hence, prevalence of HIV was much higher among this age group as compared to all other age groups. And as far back as 1980s, Greig and Rapheal, (1989) reported that young persons have been identified as resistant to messages on health promotion and as a result, they yield slowly to adopting healthy lifestyle, “ campaigns designed to change behavior related to… pregnancy and STDs have demonstrated poor performance in the adolescent area” (p. 211). Given that media interventions are considered a stupendous strategy against HIV/AIDS spread, this condition calls for a more rigorous interrogation of the subject matter. Again, there is also the gender dimension to the HIV/AIDS subject in Africa south of Sahara. As Harrison, 2005 and UNAIDS, (2006), reported, because of cultural factors, as compared to men, the prevalence of HIV among women is higher. According to Hoosen and Collins, (2004), women are more at risk in Africa possibly because of culturally and socially ascribed roles conferred on them which give them disadvantaged position with regard to decision making on safe sex; for example in negotiating the use of condom during sex. Because in such cultures, they are socially constructed as passive, submissive or subordinate. Other drivers of the HIV/AIDS epidemic among women according to Mulwo (2008) are the misconceptions which encourage widespread rape that young girls are free from HIV coupled with the long standing myth that having sex with them could possibly cleanse a man’s bad blood of HIV. Hence the evaluations made by the Islamiyya girls in Northeast Nigeria of HIV/AIDS media messages would be germane to, or could operate as determinant for media campaigns to be effective on attitude change and general practice.
2. Literature Review

2.1 Media Literacy, Public Health and Young Persons’ KAP on AIDS

Principally recognized an important feature of HIV/AIDS prevention, support and care globally is the provision of information. In the terrain of communicating information, mass media communications are considered as important and effective means of improving or uplifting peoples’ knowledge, attitude and ultimately health protective behavior (Bouanchaud, 2011).

For specific purposes of health promotion, media literacy approaches are recently breaking fresh frontiers (Gonzales, Glik, Davoudi & Ang, 2004). This includes media literacy push to arm young persons with the knowledge of how media influence knowledge and behavior and ultimately achieve social change in form of societal level safe practices especially on issues relating to HIV/AIDS. Concisely, media literacy practices mean considering how the mass media exert influence on the youth and ultimately how media messages can be actively negotiated by the youth when they critically question or challenge assumptions and portrayal of assertions in the media and the general media myth (Aufderheide, 1997; Bazalgette, 1992). Broadly, scholars have defined media literacy as a person’s ability to access, analyze, evaluate, and pass on or transmit messages in different forms (Aufderheide, 1993).

Although media literacy issues have been extensively studied to point to the locus of its relevance in educational contexts (Behson, 2002; Brown, 1991; Hobbs & Frost, 2003), Gonzales et al. (2004) complained that evaluations specific to health in literature is sparse. According to Alvermann and Hagood (2000) regarding media literacy, researchers are now focusing on how audiences negotiate meanings of mediated messages according to certain demographic characteristics, which brings this discussion to the point of this study. In their words, “[c]urrently, researchers are returning their attention to how the meanings that audiences make of various media texts are negotiated in relation to one’s different situations and positioning (e.g. adult, child, teenager, male, female, race, ethnicity, socioeconomic class) and cultural contexts” (p. 194). So, given the importance of HIV/AIDS media campaign message in fostering public health, it is possible the Islamiyya girls actively negotiate meanings of the messages in line with cultural and religious coloration. Before launching into literature on how adolescents generally interact with HIV/AIDS messages, it is pertinent to briefly introduce the
As a result of the reported low impact, scholars criticized HIV/AIDS campaigns and adduced that such lack of impact may underpin the problematic ways in which youth evaluate, understand and react to HIV/AIDS which is commonly reflected in their knowledge of the disease and attitude towards it (Brook, 1988). A similar study in Kenya evaluated the HIV/AIDS prevention campaign messages on posters and pamphlets (Witte, Cameron, Lapinski & Nzyuko, 1998), and how such messages were in the final analysis interpreted by the target audiences. The initial purpose of such messages were to ignite anxiety among the targeted media consuming audiences, and such messages were yelling up warnings about the dangers of HIV/AIDS. Some of these posters read “AIDS kills: There is no cure”. In a focus group discussion study on young boys, truck drivers and commercial sex workers, Witte et al. (1998) reported that the interpretations and evaluation these groups exhibited were at variance with those intended by the messages’ senders. The authors faulted HIV/AIDS campaign messages on posters as only laying emphasis on threat to people, rather than showing how people can effectively protect themselves. Among the campaign posters that they studied, they examined the respondents’ reactions and evaluations of “[boys, let’s avoid sex before marriage” that this message attracted wide criticism among respondents as being literally unacceptable and unrealistic. A similar study in Ghana, John (2000), revealed that young people made it abundantly clear the impossibility of abstaining from sex.

In HIV/AIDS preventive campaign literature, scholars concluded that intervention messages failed to yield desired result principally because in their conceptualization processes, they lacked consideration of the evaluations of the audiences of such messages with regards to community beliefs, cultural norms and traditions (Harrison, Newell, Imrie & Hoddinott, 2010; Kristen, Matthew, Stanley, Ronan & Marleen, 2010). Against this backdrop, citing Shevalier (2000), Kadiri Ahmad and Mustaffa, (2017) stated that,

*The seemingly accidental oversight invariably impacts on effectiveness because young people do not ‘listen’ to campaigns that spoke at them, rather than to them. She asserted that when prevention program definitions are ‘dissonant’ with the meaning systems of the viewer, the viewer tends to*
alleviate this dissonance through passivity, ‘dropping out’ or ‘inventing’ program meaning to suit their own ends. (p 3)

2.2 Enhancing Sex Education through the Propagation of Media Literacy

Given the preponderance of media sexual content, and at the same time the great potential of mass media to send and reach heterogeneous audiences gives rise to the discussion of media as a source of vital sexual information and safety measures thereby becoming a catalyst of programming in sex education. As the field of media literacy grows, educators have typically focused on teaching young people the steps in analyzing critically and learning how to create media messages (Brown, 1998; Hobbs, 1998). In spite of the different nuances of the approaches to media literacy education, the underlining objective is to empower young people to become enlightened and informed active participants in the communication process rather than passive recipients. Logically, the more active young persons are in interacting with media messages, the more likely they are to use effectively the messages that make sense to them in sex education. Part of media literacy is sometimes young persons are pedagogically exposed to the media production processes to raise the level of their critical thinking to understand what is commonly associated with media landscape regarding misrepresentation of reality. The ultimate in media literacy according to Austin and Johnson (1997) is to help young persons activate their reflective thinking which will affect their decision making.

Against the backdrop of the above discussion as they relate to Islamiyya girls in Northeast Nigeria, this study asks; 1) what are the levels of media exposure and HIV/AIDS knowledge and safe practice among the girls, and 2) how do they evaluate or make sense of media HIV/AIDS main campaign messages.

3. Method

A media exposure, knowledge and practice on HIV/AIDS survey was conducted on a randomly selected 500 Islamiyya girls from 10 Islamiyya schools in Bauchi, Northeast Nigeria. The scale on media exposure was adapted from Hirose, Nakaune, Ishizuka, Tsuchida, and Takanashi (1998). HIV/AIDS knowledge scale was adapted from WHO Health Behavior in
School Children on HIV/AIDS and HIV/AIDS safe practice scale was developed for the purpose of this study. The qualitative aspect adopted the Reception approach in qualitative inquiry in order to explain how the Islamiyya girls in northeastern Nigeria evaluated and interpreted major HIV/AIDS media campaigns such as ABC, Zip-up and safe sex. Particularly, the study delved into exploring the kinds of evaluation and meanings that the girls made out of those behavior change media campaign messages within the context of activated religious and cultural mechanisms, which shaped the processes of their meaning production. The study used Focus Group Discussion (FGD) in 3 sessions with a purposively selected 24 participants drawn from the respondents in the survey to generate textual interpretive narratives. Participants from each school were selected based on willingness to participate and ability to express opinion based on the recommendation of their teachers.

The FGD toed the phenomenological approach to qualitative inquiry to address research questions. Data were gathered and coded through a combination of In Nvivo coding and Themeing coding at First Cycle coding stage. At Second Cycle coding stage, based on conceptual similarity of codes, Focused coding was applied to bring out categories in the data (Saldana, 2009).

The data which derived from the FGD transcripts and notes taken during the sessions were mainly textual. Data were thematically presented. Analysis was guided by the purpose and objective of this study within the purview of Reception theory. The focus group moderators were asked to bring out their notes, which contained the themes emerging from the discussions as perceived by the moderators. The researcher then compared those themes with the ones that emerged from his actual examination of the data (Litosseliti, 2003). The major themes as they appeared in the analysis tended to be similar except in word choices. Then under each theme, generally, a representative selection of vital or relevant quotes were used based on the criteria of clarity of expression, explicitness and force or intensity of meaning in quote (ibid). The researcher evaluated his coding and analysis of the contents of the transcripts many times over for rigor, and the final analysis of the data and discussions were member-checked by some of the moderators and the participants to validate that it actually represented views expressed during the FGD sessions.
4. Data Analysis and Discussion

4.1 Respondents’ Media Exposure on HIV/AIDS

The purpose of this section is to present results of descriptive analysis for the reflective latent constructs. For media exposure and HIV/AIDS knowledge constructs, a description of the distribution of the respondents was provided in three levels: High, Moderate and Low for media exposure and Good, Moderate and Poor for HIV/AIDS knowledge as categorized in related literature such as Naugle and Hornik (2014) and Nubed and Akoachere (2016).

The construct of media exposure on HIV/AIDS was computed to obtain overall composite score for each respondent. The maximum score was 70 and respondents scores were converted to percentage and based on that the total scores were categorized into three levels to show the distribution of the respondents based on their levels of media exposure on HIV/AIDS, as seen in Table 4.1. The result shows that majority of the respondents 72% have moderate HIV/AIDS media exposure i.e. those scoring between 23.31 and 46.62. This outcome shows that in terms of media exposure on HIV, the respondents have a somewhat moderate exposure, and there is a marginal difference (2%) between the percentages of those with high HIV/AIDS exposure and those with low exposure.

The finding here is a radical departure from Bankole, Singh, Woog and Wulf (2004) finding which showed majority of adolescents having no weekly to any media.

<table>
<thead>
<tr>
<th>Level of HIV Media Exposure</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Exposure</td>
<td>73(15)</td>
</tr>
<tr>
<td>Moderate Exposure</td>
<td>342(72)</td>
</tr>
<tr>
<td>Low Exposure</td>
<td>61 (13)</td>
</tr>
<tr>
<td>Total</td>
<td>476(100)</td>
</tr>
</tbody>
</table>

4.2 Respondents’ HIV/AIDS Knowledge Levels

The respondents’ knowledge on HIV/AIDS was measured in 29 questionnaire items with 145 as maximum scoring point. The composite scores which reflect
overall knowledge score were converted into percentage and categorized into three levels (Good, Fair and Poor). Respondents scoring $\geq 75\%$ are categorized as having Good HIV/AIDS knowledge, 51-74\% (73.95-107.3 composite scores) Moderate knowledge and $\leq 50\%$ Poor knowledge (Nubed & Akoachere, 2016). At the same time here, the result as summarized in Table 4.2 shows that majority of the respondents had moderate knowledge of HIV/AIDS (75\%). This result shows inclination of the respondents to having moderate level knowledge on HIV/AIDS. This finding is remarkable in terms of showing the respondents having appreciable level of HIV/AIDS knowledge, which can be directly attributed to media use because majority of them reported mass media as their major source of their HIV/AIDS information as seen earlier. This finding corresponds with the findings of Gariczak et al. (2009), Aung et al. (2013), Xiao et al. (2015) Mahtab (2019) and Rahnama (2009).

<table>
<thead>
<tr>
<th>HIV/AIDS knowledge level</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Knowledge</td>
<td>69(15)</td>
</tr>
<tr>
<td>Moderate Knowledge</td>
<td>357(75)</td>
</tr>
<tr>
<td>Poor Knowledge</td>
<td>50(11)</td>
</tr>
<tr>
<td>Total</td>
<td>476(100)</td>
</tr>
</tbody>
</table>

4.3 Respondents’ Safe Practice on HIV/AIDS

Respondents’ safe practice on HIV was measured and the overall score computed to obtain a single composite score for each respondent. The scores were categorized in to two classes: Safe Practice and Risky Practice. Maximum score was 85 and the mean score (51) was obtained. Any case below the mean score was considered as Risky Practice and cases on the mean value and above were considered as Safe Practice (Nubed & Akoachere, 2016). The results here as contained in Table 4.3 breaks into exactly two equal classes: 50\% of the respondents with Safe Practice and 50\% with Risky Practice. This result matches almost exactly with Aung (2009), where result breaks exactly to equal halves. The result is also consistent with Rahnama (2009).
Table 5.3: Respondent’ safe practice on HIV/AIDS (N= 476)

<table>
<thead>
<tr>
<th>Level of HIV practice</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Practice</td>
<td>238</td>
<td>50.0</td>
</tr>
<tr>
<td>Risky Practice</td>
<td>238</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>476</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 Participants’ Evaluations and Interpretations of HIV/AIDS Media Messages

The quantitative findings above portend an evidence of respondents’ media exposure on HIV/AIDS and HIV/AIDS knowledge among the respondents both at moderate level. In accordance with the postulations of Reception theory, we analyzed the possible cultural or religious undertones behind the *Islamiyya* girls’ evaluated and alluded meanings of the HIV/AIDS media messages. From the participants’ evaluations of major HIV/AIDS media campaign messages, five interpretive themes emerged. They interpreted the campaign messages:

1. in literal sense;
2. in connotative sense, in consonance with Islamic principle
3. as gender discrimination;
4. as protection;
5. as contradictory to Islamic teaching

Participants whose narratives were quoted were given Hausa and Arabic pseudo names for the purposes of humanizing the data.

4.5 In Literal Sense

Some participants evaluated the HIV/AIDS messages from the literal perspective, which could sometimes be interpreted under the Dominant meaning and sometimes Negotiated meaning, in Stuart Hall’s Reception theory. For example, the “safe sex” media HIV message has been interpreted by Hind (18 years, session 1) as “‘Safe’ is escape, ‘sex’ is an affair between man and woman, but I don’t know about the rest...”. Bilki, (16, from session 2) murmured, with uncertainty, “Zip-up Uhmm, means you should zip-up your trouser”. The Zip-up media campaign, being viewed in the literal sense evokes graphic images of drawing up skirt’s or trousers’ zipper which forms some mental images of areas around the private part which is evaluated by some of the respondents as
immoral (further explained later in their interpretations of the campaign messages as against Islamic law). Asabe, (16, session 1, attending formal school) cited an example, “... even a small boy hears the word 'zip', he knows that zip is your private part to cover you up. Then you see he will take it as there is immorality in the jingle”. “It was not proper, because ... if someone knows its meaning someone doesn't. Once he heard the word 'zip' he'll take it as an encouragement to do immoral acts”. Another participant, Falmata, (15, not attending formal school, session 3) in a most literal sense denotatively interpreted thus, ‘zip up’ means ‘avoid being naked’, and that is all.

Participants who evaluated the message in the advert as proper viewed the multiple sex partner advert in connotative sense (Hall, 1996) within the context of women perception of men taking additional wives, literally interpreting it as directly condemnatory of the habit of men in Northern Nigeria who make multiple wives. Therefore, the advert is discouraging taking multiple wives. Multiple here was interpreted in the literal sense. Asabe bared her mind, “...a man is fond of having too many marriages. You know about an ‘Ibro film’ who was marring every now and then”. This remark in turn may be taken as a manifestation of women’s negative perception of ‘adding more wife/wives’ even as is categorically permitted by Islam (Qur’an 4: 4). This interpretation may also suggest a support to the theoretical consideration that media build only on existing idiosyncrasies developed over time by audiences (Klapper, 1960 in Sheufele, 1999) in this case the meaning is negotiated based on personal interest and not bearing any cultural experiences or religious background.

Some of the participants do not approve of the multiple sex partner advert message, giving it an Oppositional literal meaning: that it is also against a Muslim man’s taking of four wives. They queried why the message did not exclude multiple sex partner like the wives of one husband who are mutually faithful with their husbands. Because this scenario also means multiple sex partners in the literal sense. The latent meaning (which discourages indiscriminate sex) is inferred in the message, even though not explicitly stated since the whole message is about avoiding HIV/AIDS.
In Connotative Sense Contrived in Consonance with Islamic Law and Principle

In a startling interpretation of the ‘Zip-up’ HIV/AIDS media campaign message, Gambo (15, session 2) understood the instruction as to zip up to all immoral people or friends, but “you can zip down to your relative or husband”. This blind inference apparently as discussed earlier on was colored by the girls’ background or beliefs in Islamic principles on gender interaction, in which women are instructed with the covering of the body, that they should not expose their beauty, ornaments or ado except to their husbands or close relatives that are not permitted to marry them (Quran 24: 30). Therefore, this understanding or situation was extrapolated to the evaluation of the zip up message. Altine, fully dressed in black robes from head to toe with a half covered face said, “...‘zip up’ means you shouldn’t be interacting with anybody who is not. . . .like your husband or relative, that you shouldn't zip. . . . zip. . .zip down for anybody but your relative or your wife.”. This is a potentially dangerous misinterpretation contrived because of the girls’ background in Islamic culture which elements are transferred to the understanding of HIV campaign message. The misinterpretation of zip down to your husbands and relatives- if critically assessed could be a serious driver of the HIV/AIDS epidemic. This interpretation could be situated within Hall’s (1996) and Fiske’s (1987) explanation of Reception theory that social backgrounds of media audiences shape their interpretations of media text in dominant, negotiated or oppositional sense. That this evaluation deviated from the actual message passed, even though not intended by the interpreter, could be categorized as negotiated adapted meaning contrived from the influence of predominant religious messages on Hijab (women covering of their entire body). Owing to the nuances of Reception theory, this interpretation appears to suggest too much ‘reading’ into the message text referring to women having sex with others than their husbands. If that was so, it may be because of the girls’ prolonged exposure to indoctrinating Islamiyya school teachings on the Islamic stern position on the prohibition of extra-marital sex (Zinaa) leading them to misconstrue or intentionally construct the meaning of the message to be in line with that of the position of Islam. However, Asabe exclusively interpreted the MSP message in an automatically concluding way to exclude a man’s multiple wives, even
though that is not stated in the advert. She said, “I don't think they are even talking to house wives, because they are already married…. But women such as prostitutes who are not married, are the ones who spread the disease, their male counterparts, I think are the target of this jingle”.

This interpretation falls within the dominant meaning classification of Stuart Hall in which the audience evaluate media text within the confines of meaning intended by the message encoder. This finding is similar to the discussions of major criticisms of Gerbner’s media Cultivation Theory suggesting that TV makes not its audience construct their world along how it is portrayed by TV; rather, what TV does to audience only depends on or reinforces what the audience take to TV (Shanahan & Morgan, 1999).

Inherent in the messages, there is nothing about lawful or unlawful sex, but the message was interpreted to involve Islamic legal issues! To these participants safe sex only means lawful sex, suggesting that all unlawful sex are risky even with condom use.

4.7 As Gender Discrimination

The participants evaluated some of the HIV/AIDS media campaign messages as inherently gender discriminatory. Participants’ interpretations of the media HIV messages especially the mother-to-child transmission (MTCT) message clearly betrays this gender consciousness; Binta (17, session 3, not attending formal school, dressed from head to toe), after brief inaudible conversation with Shatu (15, session 3), was quick to react to a question on their understanding of the message, “…the father should be involved in the message, because it was the father that impregnated the woman. Some are saying that…uhm, it was the mother that infected her child with the disease. Uhm-uhm, the father can cause it; because he is the cause of the pregnancy”.

Participants went into deconstructing the role of fathers in HIV spread by activating their knowledge of biology wrongly to be sure that male parents are also accomplices, hence such HIV education messages on HIV transmission as MTCT on media whenever they are being designed, they must involve the father. Much in a bid to defend their gender, Jummai said:
Certainly, the father should be involved, because the father is also a major factor ... For example when the DNA is tested, when a child is born definitely his father’s blood is more in him, Therefore the father infected the mother. If RNA or DNA of somebody is tested, the result must show that the father contributed more in producing the child, because he gave the mother. It could be the woman has no such disease, but once they had sex she can be infected, and

Almost all the participants understood the MTCT expression as a blame, a connotatively oppositional (Hall, 1996), twisting of meaning, which was consciously activated by gender sensitivity.

Similarly, throughout all the sessions of the focus groups, the HIV/AIDS disease was constructed by the participants as a ‘male disease’ while females are chastised and condemned for passing it to children via breastfeeding just as scape goats. All the girls’ narratives exemplified men giving the virus to their wives or other women, indirectly implying the innocence of females generally, “especially the husbands who infected their wives, they are very much harming them”, Ummu (19, session 1) retorted with a serious face.

4.8 As Protection
Much of the participants’ evaluation of HIV/AIDS media messages as protection operated at denotative Dominant level within the assertions of the Reception theory. Regarding this point, the girls expressed mixed dispositions; but are however substantially agreed on the appropriateness of the messages and all seemed to suggest that the central interpretive meaning imbedded in all the HIV/AIDS media campaign message is ‘protection’.

To Kulu (session 2, dressed in expensive lace, cloak, earrings, rings and bracelets holding i phone 6), ‘zip up’ means discrimination in the type of men/women to have an affair with “Ahhhh, honestly what I understand by the word ‘zip-up’ is to zip up your trouser, which means not all types of men that you should have an affair with”.
To other participants ‘zip up’ requires being decisively active in the pursuit for protection against a deadly ‘monster’ HIV/AIDS. Bilki said, “…this word to my understanding is you should better know that if you don’t get serious and protect yourself from this disease that destroys immune system you can get yourself into trouble”.

To some of the participants, protection means avoiding having affair with commercial sex workers, indirectly suggesting that HIV is only contracted by that caliber of persons. While this understanding is inherently erroneous, Altine said, “[to me, when you are told to protect yourself from HIV, I understand that they are trying to show that you shouldn't have an affair with prostitutes”

Meanwhile to yet others, protection from HIV/AIDS itself means getting married. Hind said, “I understand that, since it was said you should protect yourself from the disease, he just go and get married, instead of chasing prostitutes”. This evaluation means any matured person who is not married is at greater risk of HIV than the person who is married. This interpretation is at connotative level of negotiation or adaptation sense shaped perhaps by Islamic values of early marriage (Hall, 1996, Fiske, 1987). Apparently this interpretation seems right but not in all instances. Persons who are not married but who have greater self-control of abstinence may be at lesser risk than a promiscuous married person. All these contrived connotative evaluation of protection as getting married or avoiding extra marital sex have strong cultural and religious underpinnings as explained in Hall’s Reception theory. For example in Hausa cultures and in Islamic cultures generally, the best protection from promiscuity or immoral sex for a matured person is by getting married, so such notion of protection was transferred to the interpretations of HIV/AIDS media campaigns. Worth noting here however the notion of marriage is is never inherently contained or referred to in any of the HIV/AIDS media campaign messages.

4.9 As Legitimization of Adultery/Fornication (Zinaa), Hence Contradictory to Islamic Law

Commenting on the ABC HIV campaign, Mairo (18) mumbled, “uhmm, . . . to me, . . . it is like encouraging those who are having an affair with prostitutes outside, that they should continue, since it was said they should use condom”. In the same vein, some of
the participants stood the strict Islamic position on the illegality of sex except with one’s spouse. Aliya while accepting the use of condom as good for some other purposes, responded to a question on condom use between unmarried partners, saying, “ok then if they are not married, it is not proper”. Ummu slurred mumbling, “because even in Islamic religion, it was said whoever is not made lawful to you, you should not go ‘near’ to...”

It is curious to note that none of the participants commented on the other two components of the ABC campaign namely, ‘abstinence’ and ‘be faithful to partner’. They did not comment on them possibly suggesting ‘silence is approval’. Put differently, possibly they did not have any problems or quarrels with ‘abstinence’ and ‘being faithful to partner’ perhaps because those messages have to do with the issues that are approved by Islam, hence there is no need to comment on them. This silence also infers volumes of meaning.

4.10 Serendipity: Increasing Acceptance and Legitimization of the Condom Idea
Mostly because of religious beliefs, Muslim societies disapprove of the use of condom principally because of its perception as a promoter of, or a license for illicit sex which is considered by the Holy Qur’an as zinaa (adultery) and sinful. For example in a study of the Somalis, Degni, Mazengo, Vaskilampi and Essén, (2008) found that “for religious reasons, 63 per cent of the men avoided using condom...” (p. 1).

Certain ideas expressed by the participants in this study, which remarkably portrayed a departure from old beliefs among adolescents in a Muslim society, could be an evidence for the assertion of gradual change of opinions or beliefs, possibly resulting from continuous flow of information from the media on issues like condom use or premarital HIV screening. This situation may perhaps forge a new chapter in the narrative of media HIV/AIDS behavior change communication in Africa.

Interestingly, buttressing different points on their evaluations of media campaign messages that encourage condom use, some of the participants, especially Kulu, clearly indicated their appreciation of those messages, even when moderators juxtaposed condom use with Islamic position on sexual immorality. Almost surreptitiously, Ummu reacted with a position that signifies the use of condom can be obligatory ‘Wajib’ in
Islam. How is that? She said arguing against the position of other participants who viewed condom use as a negation of Islamic law:

... not that the verse was disregarded, there are those Muslims who would like to marry two wives, three or four, or even one. If you want to marry four, if there is an HIV positive among them, how do you do? However, if condom is there, and if you are HIV positive you can even get married and have a happy life, under the tradition of Prophet Muhammad (SAW).

This finding hypothetically posed a scenario in which one of the wives of a practicing Muslim is HIV positive, a circumstance which will make it obligatory to use condom with her to protect his other wives. In this case, even in Islam, there can be no alternative to condom use according to the participants who rhymed with Ummu.
Conclusion

The Islamiyya girls are somewhat critical of the media in their evaluations of HIV/AIDS media messages but are not adequately media literate as to warrant the desired social change in terms of HIV/AIDS safe practice. The emerging popularity of Hausa Home Video can provide a veritable conduit of media literacy on HIV/AIDS campaign. How mass media HIV/AIDS messages are evaluated by adolescents has a high likelihood of being shaped by religious and cultural considerations and values. Particularly the Islamic religion in its principles and provisions does form the basis for evaluating HIV/AIDS related messages in the light of Islamic provisions on chastity, marital laws, gender interaction discipline, purdah, female long clothing (the hijab) etc. On the cultural platform, such issues that operate at the background of Northeast Nigeria’s adolescents’ evaluation of HIV/AIDS media messages could be Hausa cultural outlook on wedding ceremonies and the shame of out-of-wedlock pregnancies. These conclusions presuppose media messages conceptualization process have to be subjugated to possible religious and cultural underpinning evaluations to control for possible message misinterpretations by audiences. Overall, the media themselves should dedicate special programs on educating audiences in media literacy and NGOs and CLOs should take full charge in organizing workshops for young persons on media literacy to create an enlightened media responsive society for the desired social change in health priorities.
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CHAPTER 13:
DESIGNING MOBILE LEARNING INTERVENTION
FOR ENGLISH LANGUAGE LEARNERS
Alia Nadhirah Ahmad Kamal, Mohammad Affiq Kamarul Azlan, Ng Siew Foen
and Alison Manion
DESIGNING MOBILE LEARNING INTERVENTION FOR ENGLISH LANGUAGE LEARNERS

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ABSTRACT

Digital technology has increasingly engaged remarkable public attention and this has contributed to the formalisation of media use in teaching and learning. Having understood the importance of technology integration in making educational approach relevant for 21st century students, mobile learning has been adopted by the language instructors in Universiti Malaysia Kelantan (UMK). However, this new intervention’s potential effect on learning is still a subject of debate and research. Apart from the consideration of using mobile devices in learning due to their popularity and practicality, studies have also suggested guided usage of mobile devices in learning is necessary and that studies about it need to focus on this matter as there are conflicting views. Based on the findings of previous researches, it has been suggested that there are several factors that may impact on the mobile earning effectiveness on the students’ language learning. Hence, this conceptual paper explores the impact possibility of mobile intervention module (MIM) on learners’ performance from guided usage of mobile devices in the English for Science teaching and learning in UMK. It is found that a good MIM that links the course contents and the web tool activities will lead to higher performance. This study will implicate on the construction of a module on how mobile devices can be used effectively in English language classrooms to achieve higher participation and performance.

Keywords: English Language, Evaluation Framework, Guided mobile Learning, Intervention Design, Media Literacy
1. Introduction

The development in global Information and Communication Technologies (ICTs) has propelled recent advances in media use in teaching and learning (Hafner & Miller, 2011). This includes the formal integration of various digital platforms in English language classroom. In this case, quoting Mattheos, et. al. (2010) would be right as he agreed that educational methods must be dynamic and continuously adapt to an ever-changing social environment. As information and communication technology has been a serious element of tertiary teaching and learning, one particularly important trend we have recently witnessed with regard to the use of ICT is the increasing reliance on mobile-connected devices not only in daily tasks, but also within professional and educational environments (Koszalka & Ntloedibe-Kuswani, 2010). Given that situation, there are also concerns regarding the usefulness of mobile usage in language learning. Woodcock, et. al. (2012) for instance believed that students always use their phones more for playing games and other leisure activities than for learning. Hence, this particular paper will discuss a possible mobile learning intervention design for English language learners that will benefit them in their language learning and performance.

As in Universiti Malaysia Kelantan (UMK), where the study will be focused, the learners are English as a second or third language speakers. Most of the learners hail from a background of a number of different first languages spoken in Malaysia such as Malay, Mandarin, Tamil, Iban and Kadazan-Dusun. The learners’ English proficiency ranges from low to medium with a few proficient users. Scaling them according the Malaysian University English Test (MUET), majority of the learners scored Band 3 and above suggesting average level of English language proficiency while there are some who scored Band 1 and Band 2. Overall, it can be concluded that in terms of their language proficiency, the learners can understand any forms of instructions well and can follow the lessons satisfyingly.

All UMK learners are provided with an iPad each. This is part of an effort by UMK to drive the institution towards Industrial Revolution 4.0 that envisions new era society of cyber-physical systems, the Internet, cloud and cognitive computing (Herman, 2016). In line with that, the education system in UMK is also working towards providing 21st century skills needed by the learners to survive namely collaboration, creativity, critical thinking and communication. In attaining the mentioned skills, there is no other way other than embracing mobile learning as through it, the incorporation of the skills is seen as possible. Mobile learning
encourages learners’ collaboration through various learning application available be it inside or outside classroom. Language learners can also use mobile learning platform to sharpen their creativity and critical thinking skills through myriad of reading materials and information that they can get at their fingertips. Finally, mobile learning irrefutably would enhance learners’ communication skills through the usage of communication devices such as smartphones and tablets in language lessons.

2. Literature Review

The past literatures on 21st Century learning, the mobile learning concepts as well as findings on guided mobile learning have been looked into to provide insights on current surrounding issues. Understanding this would assist in developing a mobile intervention module (MIM).

2.1 21st Century Learning

21st century learning has become an integral part of educational thinking and planning for the future (Nichols, 2018). In regard of this, educational communities have been formulating ways to train learners for the future. This includes the shift from teacher-centred to student-centred learning and from subject-based to problem-based approach. According to Nichols (2018), the role of education in the 21st century is to prepare students to become active, successful, and contributing members of society. 21st century learning thus considers a number of aspects that demand the instruction in a particular lesson to be student-centred. This means that education should be lesser that a teacher giving a lecture about a topic, rather learners are given tasks to be solved. Solving problems thus should involve students acquiring proper information that can be done through the incorporation of technological devices and the Internet in classrooms.

Other than that, 21st century learning also concerns collaboration between learners (Nichols, 2018). This is seen as a crucial factor that prepares learners for future survival where they will have to work with people from different cultures and backgrounds in the borderless world and that they need to have proper skills and knowledge about the world to do so. The implementation of mobile learning for instance is in sync with this particular idea of 21st century learning where learners can access myriad of knowledge
about cultures and nations, world’s problems and solutions to be discussed in a problem-based classroom. From a language learning perspective, the idea of collaborative learning is sensible as language is a tool to share ideas and opinions while it serves to bridge people of different background.

2.2 The Concept of Mobile Learning

A number of studies have been conducted on the mobile intervention in language learning and its effectiveness. In general, scholars are divided into two opinions; one that favours mobile learning and believes it has positive impact on learning and second opinion that opposes the aforementioned notion of understanding. Among the studies conducted is the study by Wilmer, et. al. (2017) that believed that the body of empirical evidence demonstrating tangible effects of mobile devices on memory and knowledge is limited. Earlier, Sparrow et. al. (2011) argued that with the close relation to technology, people are remembering less actual information and instead commit to memory where such information can be found. As Wilmer, et. al. (2017) suggested, when people turn to mobile devices, they generally learn and remember less from our experiences. There are also notions that consider mobile devices in learning correlates with more intuitive but less analytic thinking as proposed by Barr, et. al. (2015). Meanwhile a more extreme view on mobile learning such as the one proposed by Beland and Murphy (2014) contended that enforcing mobile phone bans in school is associated with better academic performance. Junco (2012) made it clear that the usage of social media in learning is negatively correlated with academic performance as it is used more for socialising than learning.

As opposed to the abovementioned views on mobile learning, there are also studies that support mobile usage in classrooms. As mentioned by Harley et. al., (2007) text messaging on academic matters between learners and instructors gave learners a sense of belonging and also made them feel they would do better academically. Yu (2012) believed smartphones have a huge potential to be used as a learning tool in higher education as it can be used to access thousands of materials and there are a lot of inexpensive but useful learning applications that can be integrated in learning using smartphones. As opposed to traditional teaching, mobile learning can benefit learners in many ways as suggested by Goh and Kinshuk (2006) such as games and competition in
learning, classroom learning, laboratories learning, field trip learning, distance learning, informal learning, pedagogical and learning theory, learning and teaching support, mobile evaluation, requirements, and human interface. A number of these attributes can be associated with language learning. Talking about 21st century learning where collaboration is involved, Yu (2012) continued that digital technologies such as blogs, wikis, and interactive websites have ushered in a whole new era of information sharing and collaboration where these could be furthered when applied in mobile learning context.

2.3 Guided Mobile Learning

Given the extensive debate on the strengths and weaknesses of mobile learning, the discussion mainly hovers around the idea of advantages and disadvantages. However, there is a lack in discussion on how proper guided mobile learning intervention can benefit learners as asserted by Kukulska-Hulme as cited in Ng, et.al (2016) that the possible influence of mobile devices on education and their impact is still unclear and is an evolving field of study. Hence, some researchers emphasized on the idea of guided mobile learning intervention. Barrs (2011) for instance recommended that detailed guidance and explanation on how to use smartphone appropriately in classroom settings is essential if meaningful learning is to take place. With the same understanding, Ng, et.al (2016), found that facilitating the usage of smartphone is crucial and the findings recommended future studies should focus on ways to facilitate learners’ intentional behaviour towards the use of smartphones so that they will develop the capacity to use this device to assist their learning processes. This particular study therefore will look into these suggestions and propose a potential guided mobile learning intervention module to enhance learners’ language performance.
3. Mobile Intervention Module (MIM)

The development of today’s technology has created a generation of students who are thirsty of the richness of resources on digital media. Moving forward, instructors, especially language instructors should be aware of recent changing trend and adapt the content delivery method to suit the intended audience. Nevertheless, studies (Ng et al, 2016; Barrs, 2011) have suggested that the presence of a comprehensive guide for mobile learning is a necessity to ensure that all mobile interventions are not merely creating a fun environment, but assist in effective delivery of the course contents.

3.1 The Elements of MIM

Module Intervention Module (MIM) functions as a comprehensive guide that matches the course contents to the most appropriate web learning tools. The module indicates the Unit of the textbook together with the particular lesson covered in the particular week. Instruction is provided for the instructors to use the prepared web tools in order to complement his or her in class lesson. In addition, the time proposed for each session is also provided in the module.

3.2 Course Contents

All students in UMK have to undergo three levels of English course in the first three semesters. English 1 course teaches Basic English knowledge for semester 1 students while English 2 course focuses more on empowering the students’ communication skills. All research participants were selected among the English 3 students; hence, the Mobile Intervention Module (MIM) (Table 1) is aimed to complement the course contents of English 3.

In developing the MIM, the English 3 course objectives have been taken into consideration and the module has been tailored to complement the course contents. The MIM integration in the English classroom carries the main purpose to enhance the classroom experience to be more interactive and at the same time develop media literate learners. In achieving this objective, the module combines several web tools to connect students together and to link them to relevant online resources.
In English 3, stress is put on developing the students’ spoken and written communication skills. In addition to that, as all the students are science-based students, the instructional materials used are ensured to include scientific issues. These materials encompass the main textbook, the reference articles, as well as the audio recordings for listening activities among others.

The English 3 course contents consist of the skills development in four areas, namely writing, speaking, reading and listening. Under writing, students are exposed to academic writing that includes writing thesis statement, writing summary, comparative essay, researching, explaining the significance of evidence, evaluating arguments and referencing. The assessment for writing is producing an article review as an on-going assignment. Another assessment is given in the final examination where students have to summarise and evaluate an article provided in the reading section.

In order to polish the students spoken skills, the course includes speaking activities that allow students to discuss the pros and cons of a particular issue, paraphrase, express point of views, hopes and feelings, provide recommendations and finally able to persuade. In the course, students are also guided to use graphics to assist in their presentation. The main reference for speaking is Pathways 4: Listening, Speaking, and Critical Thinking, the course chosen textbook. The assessments for speaking are individual research presentation and conducting forum in groups.

Students’ reading skills are tackled through familiarising them with academic journal articles and science related reading articles as provided in the main reference, the textbook Pathways 4: Reading, Writing, & Critical Thinking. Among the skills covered under reading are previewing and predicting, skimming and scanning, identifying main ideas and key details, determining meaning from context, identifying writer’s tone, critical thinking – evaluating contents and sources, and making inferences. In the course, students’ reading skills are assessed through the final examination that contains one section on reading.

The MIM is developed with the main objective to support the classroom teaching and learning in a way that students are able to learn English through a channel close to them, using mobile devices. Looking at the objectives, contents, requirements and
assessments that the students have to complete in the course, the MIM has incorporated several web tools for students’ learning enhancement.

3.3 Web Learning Tools

In the Mobile Intervention Module, there are several main web learning tools that are used to create an interactive learning environment for the students, allowing them to express themselves, collaborate and have fun while learning new skills.

3.3.1 Website

Websites function as platforms to connect students with new information and learning activities related to the lesson.

a) MyELT (myelt.heinle.com)
The main textbooks, Pathways 4: Reading, Writing, & Critical Thinking and Pathways 4: Reading, Writing, & Critical Thinking come with a web-based learning management system which delivers engaging activities reinforce and consolidate the language and skills covered in the textbooks. The MIM incorporates MyELT for mastering new vocabularies and reading skills.

b) Google (google.com)
The internet search engine, Google, is used as the main search engine in MIM. Google is used specifically to search for word meaning and to search for resources such as open source articles and videos.

c) Kahoot! (kahoot.it)
Kahoot! is a game-based platform that makes learning more fun. Technology is used to administer quizzes and it is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone or tablet. In MIM, Kahoot! quiz questions test the students vocabularies.
3.3.2. Web Application

Web apps are very popular among mobile users where the interface is made simple with straightforward functions. Learning applications promote high interactivity as they allow collaboration and communication among other users. Users may easily collaborate to share knowledge and solve challenges in the applications’ games and activities.

a) Merriam Webster (Dictionary)

This application carries the function as a convenient dictionary for the students. The dictionary allows offline access hence the students are able to check the meanings of the words without a network connection. The dictionary application also provides, the word pronunciation audio, the synonyms and example of sentences, assisting students’ understanding.

b) Coggle

Coggle is a collaborative mind-mapping tool that helps users to make sense of complex things. Students are able to create unlimited mind maps to communicate a particular concept and can easily share them with friends. In MIM, Coggle is used to create graphic organiser for in-class speaking activity.

c) Padlet

Padlet is an online noticeboard, learners will feel like having the class whiteboard on their device’s screens. Carrying this collaborative display function, padlet can be used for making announcements, keeping notes and online brainstorming.
Table 1: The Mobile Intervention Module (MIM) for English 3 @ UMK

<table>
<thead>
<tr>
<th>Week</th>
<th>Skills</th>
<th>Intervention</th>
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<tbody>
<tr>
<td>Pre-test (based on last semester's final grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td><strong>Contextual clues (40min – 1 hour)</strong></td>
</tr>
</tbody>
</table>
| Unit 4 | (Google definition/online dictionary/MyELT) | 1. Get students to access MyELT learning website and answer vocab questions in Vocab 1 practice.  
2. Get students to turn to page (76-82) of Unit 4 reading passage and get them to read the article for 15 minutes. Students should be able to read better with the vocab knowledge from MyELT.  
3. Encourage students to use Merriam-Webster application (download) to check for other word meanings.  
4. Get students to do Vocab 2 as well as Reading Comprehension from MyELT and the textbook for follow up activities. |
| 4    | Speaking     | **Using Graphic Organiser in Oral Presentation (1 hour).**                   |
| Unit 5 | (Coggle)   | 1. Refer to Page 91 of the textbook for the graphic organiser activity.  
2. Get students to use the ‘Coggle’ mind mapping application (download) using their smartphones to create a graphic organiser.  
3. Give students some possible topics to brainstorm in a group of 3-4.  
4. Give them 10-15 minutes to create a mind map on that topic.  
5. Students present the topic based on the graphic organizer created to the class. |
| 5    | Speaking     | **Thoughts Sharing through Padlet (throughout in-class Research Presentation Assessment)** |
|      | (Padlet)    |                                                                             |
| Unit 3 | 1. As Week 5 is for Individual Presentation, students will use their smartphones to access ‘Padlet’ (an online sharing board) to comment on their classmates’ individual presentation.  
2. Create a ‘Padlet’ link and let students access the website.  
3. Get students to comment the main idea of their classmates’ presentation in one sentence.  
4. Also, get them to record their presentation using their smartphones or tablets so that they can use the recording to reflect their presentation. |
| --- | --- |
| Unit 7 | **Kahoot! Vocabulary Quiz** (15 minutes)  
1. For vocabulary activity, students are to use the ‘Kahoot!’ quiz application for vocabulary practice/quiz.  
2. Teachers are to create a word list from Unit 7 for the activity. |
| Unit 8 | **Resource Searching: Evidence** (20 minutes)  
1. Find an interesting paragraph, ask students to find evidence online to support or dispose the main claim.  
2. Do proper citation (in text and end text) in supporting claim.  
3. Refer to page 184 of the textbook. |
| Unit 6 | **Resource Searching: Forum Videos and Thoughts Sharing through Padlet** (1 hour)  
1. Search for two videos on forum presentation; a good and a bad one.  
2. Get students to watch and compare the videos by focusing on the introduction, turn-taking, transition, contents etc.  
3. Then get them to use their smartphones to |
search online for tips of a good forum speaker (e.g. google search)
4. Then, let them share the tips on ‘padlet’ (an online sharing board) that is projected on the screen for all to read and comment.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9</td>
<td>Reading (MyELT)</td>
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<tr>
<td></td>
<td><strong>Making Inferences through Reading</strong> (30 minutes)</td>
</tr>
<tr>
<td></td>
<td>1. Reading skills – making inferences.</td>
</tr>
<tr>
<td></td>
<td>2. For this lesson, students will use their smartphones to access Lesson A Reading Skill activity from MyELT site.</td>
</tr>
<tr>
<td>10</td>
<td>Reading (MyELT)</td>
</tr>
<tr>
<td></td>
<td><strong>Contextual Clues through Reading</strong> (30 minutes)</td>
</tr>
<tr>
<td></td>
<td>1. Reading skills – contextual clues.</td>
</tr>
<tr>
<td></td>
<td>2. For this lesson, students will use their smartphones to access Vocab 1 and Vocab 2 from Unit 10 of the MyELT site.</td>
</tr>
</tbody>
</table>

Post-test (based on this semester’s final grade)

4. Conclusion

As mobile usage continues to grow worldwide, the percentage of adaptation of mobile intervention in the classroom remains a debate. Most studies on the matter have confidently pointed to the benefits of student-centred learning rather than the more traditional approach of teacher-based. In line with this, the application of mobile devices as described in the discussion above relates more to the former than the later. This proposed study therefore is hoped to enlighten language instructors and researchers in this particular field of study on the possibility of integrating guided mobile intervention effectively in enhancing class interactivity thus leading to higher students’ language performance. In the end, it is all about achieving the intended course objectives using the right medium.
References


CHAPTER 14:
BUILDING HUMAN CAPITAL SUSTAINABILITY THROUGH CYBERPRENEURSHIP USING SOCIAL MEDIA PLATFORM AMONG HIGHER INSTITUTION STUDENTS
Zailani Abdullah, Salini Aina Mamat, Wan Ahmad Amir Zal Wan Ismail and Shahaliza Muha
ABSTRACT

Cyberpreneurship and social media as a platform have been widely used for social and human capital development. The Ministry of Higher Education Malaysia has placed students to human capital sustainability. The aims of this paper are to find the factors that relate to human capital sustainability and also to examine the acceptance levels of using social media among cyberpreneurs. Thus, this study adopts a theory framework Unified Theory of Acceptance and Use of Technology (UTAUT) to examine the level of acceptance. Mixed method approach will be applied in this study. The tendency of Cyberpreneurs intention using social media platform can increase human capital sustainability as a financial performance and enjoyment. It has a
significant effect on the adoption of social media leading to its usage as a business digital platform. In order to promote cyberpreneurship activities among students by using social media as a business digital platform, programs and policies should focus on improving cyberpreneurship involvement and value-added services.

**Keywords**: Cyberpreneurship, Cyberpreneurs Intention, Social Media, Human Capital.

1. **Introduction**

The business world is increasingly exclusive and challenging. Starting a business and maintaining entrepreneurial success will emphasis on customers and promotion of products or services (Dzisi, 2014). As such, innovation and communication strategies will be a unique approach to business. Building a strong identity and a sustainable human capital formation can change the pattern of skills and gain deeper knowledge (Zhu et al., 2015).

Following the development of technology verification in the field of entrepreneurship, the emerging of the new platform makes the major issues be a positive improvement (Davey & Plewa, 2011) which increases students’ financial. More obviously, the phenomenon of student’s financial issues more acceptance and satisfaction relationship towards the digital world technology (Badaruddin, Arokiasamy, Nordin, Yusof, & Zakaria, 2012). In the area of cyber entrepreneurial innovation, this new digital platform as an infusion of computing technology and data processing have changed the uncertainty of entrepreneurial business (Nambisan, 2016). Cyberpreneurship is a business activity which is more innovative to promote products or services through internet broadband. In this endeavour, social media channels such as webpage have been exposed during the co-curriculum of the syllabus of study which resulted from high optimal of student human capital awareness.

A developed country is the country that has economic success target which produces high-income business, innovation and inclusive. Malaysia is now on track in development among developed countries. This aspiration is supported by society and economy (Chung & Holdsworth, 2012) which produced many successful entrepreneurs among students and community. However, the field of entrepreneurship development is still in the development process of ecosystem socio-economic and the formation of human capital. The development process was supported by various agencies to enhance the entrepreneurial success of young
entrepreneurs for the economic activities of small industries or manage their own entrepreneurial activities or services, especially young generations which have completed their higher learning education and still looking for permanent employment. Many countries also monitor the issue of the development of the entrepreneurial success of the younger generation (Fellnhofer, 2018; Huang, 2016; Nkechi, Ej, & Okechukwu, 2012). Young students should be motivated towards entrepreneurial venturing. Attention to this phenomenon, the establishment of government agencies or the private sector in the development of the entrepreneurial management has been acknowledged in helping to upgrade the economy (Fatoki, 2014; Lee, Foo, Leong, & Ooi, 2016; Nwazor, 2012; Syarizal, Firdaus, & Yee, 2014).

2. Literature Review

2.1 Theoretical Foundation

Unified Theory of Acceptance and Use of Technology (UTAUT) is an integrated model. UTAUT used effort to understand and identify user acceptance of the technology. Numerous studies theorized and validated in various fields about the use of UTAUT model. The previous study indicated that expectation to use UTAUT model provides significant implications in improving the understanding and acceptance of technology, thus indirectly able to provide theoretical contributions in the field of cyberpreneurship (Hamdan, Din, Manaf, Salleh, & Kamsin, 2015)

UTAUT focuses on four direct determinants i.e. (i) performance expectancy (PE), (ii) business expectation (BE), (iii) social influence (SI), and facilities. The intent of the intention (Intent) will be identified whether it affects the use of technology (Use) indicate in Figure 1.
According to another study, the acceptance and usage of social media as a business platform among student entrepreneurs in Malaysia under the premise of the UTAUT (Nawi et al., 2017). Table 1 indicated that UTAUT influences the use of entrepreneurial technology in digital social media.

Table 1: The UTAUT Discussion Items

<table>
<thead>
<tr>
<th>Construct</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Expectancy</td>
<td>• PU = Perceived Usefulness (Davis, 1989)</td>
</tr>
<tr>
<td></td>
<td>• RA = Relative Advantage (Rogers, 1983)</td>
</tr>
<tr>
<td></td>
<td>• OE = Outcome expectations (Compeau &amp; Higgins, 1995)</td>
</tr>
<tr>
<td></td>
<td>P1. I would find the system useful in my job (PU).</td>
</tr>
<tr>
<td></td>
<td>P2. Using the system enables me to accomplish tasks more quickly (RA).</td>
</tr>
<tr>
<td></td>
<td>P3. Using the system increases my productivity (RA).</td>
</tr>
<tr>
<td></td>
<td>P4. If I use the system, I will increase my chances of getting a raise (OE).</td>
</tr>
<tr>
<td></td>
<td>• PEU = Perceived ease of use (Davis, 1989)</td>
</tr>
</tbody>
</table>
**Effort Expectancy**

- EU = Ease of use (Moore & Benbassat, 1991)

  E1. My interaction with the system would be clear and understandable (PEU).

  E2. It would be easy for me to become skillful at using the system (PEU).

  E3. I would find the system easy to use (PEU).

  E4. Learning to operate the system is easy for me (EU).

**Attitude Toward Using Technology**

- AtB = Attitude toward Behavior (Fishbein & Ajzen, 1975)

- AtU = Attitude toward Use (Thomson, Higgins, & Howell, 1991)

- A = Affect (Compeau & Higgins, 1995)

  A1. Using the system is a bad/good idea (AtB).

  A2. The system makes work more interesting (AtU).

  A3. Working with the system is fun (AtU).

  A4. I like working with the system (A)

**Social Influence**

- SN = Subjective Norm (Ajzen, 1991)

- SF = Social Factors (Thompson, Higgins, & Howell, 1991)

  S1. People who influence my behaviour think that I should use the system (SN)

Source: Spil & Schuring (2005)
2.2 Human Capital Sustainability through Cyberpreneurship

In the field of Entrepreneurship, indigenous (Bumiputera) students in higher learning education are having potential in the development of human capital and economic development. The potential of students continues to be encouraged but still has not been able to achieve optimum levels of career opportunity intentions. The establishment of human capital not only as a career path for the future, but also the process of establishing career intentions (Kai, 2017). However, students are still lacking in awareness and take an opportunity to build the human capital sustainability. According to the previous study, the research of human capital is viewed from the perspective of knowledge and skills (Nor Azira, Sity, & Muhamad Takiyuddin, 2016; Shabbir, Mohd Shariff, Kiran, Faisal, & Shahzad, 2016). Therefore, human capital awareness of career opportunities to students will be explored in detail.

Sustainability human capital is crucial in economic and social growth in line with the development of the fourth-generation Industry technology (IR4.0) (World Economic Forum, 2016). Therefore, it is natural for human capital to outline the important issues in the sphere of a country outlined in National Transformation 50 (TN50) (Kerajaan Malaysia, 2017). Authors recognize that human capital is a factor to be studied in a more in-depth study in line with the current technological developments. Important questions will be examined by exploring 'Why human capital interests need to develop and generated in Cyberpreneurship career opportunities? Generally, human capital is a continuously renewed source of human population. Human population is constantly increasing worldwide. A clear source of human capital among students is knowledge and skills. As such, sustainable human capital will contribute to the country's economy (Nwazor, 2012).

Contributions to the national economy just not working as a professional, but self-career is a motivational opportunity and improve educational outcomes in higher education (Harackiewicz & Priniski, 2018). Through internet platform technology, entrepreneurship is considered an opportunity to gain more profit through social media as an intermediary. Through Cyberpreneurship, the influence of using Cyberpreneurship as a medium in marketing entrepreneurship world (Rahmawati, 2017). According to Rahmawati, (2017) term definitions, Cyber Entrepreneurship is an activity through the internet platform as a means of promoting products or services. How to promote it through electronic brochures
also known as a homepage. Cyber Entrepreneurship is a motivational spirit of entrepreneurship and business opportunities using the latest technological developments. By incorporating both Motivations and personal traits positively determinant's for promoting cyberpreneurs intention, especially among the younger generation (Wang, Lin, Yeh, Li, & Li, 2016). This is evidenced by past studies, dominated by young people aged 20-25 years by 61%. A person's interest in using cyberpreneurship is very influential (Rahmawati, 2017).

2.3 Usage Social Media among High Institution Students

The Fourth Industrial Revolution also referred to as Industry Revolution 4.0, is the marriage of the physical world with digital technologies like analytics, artificial intelligence, cognitive technologies and the internet of things (IoT). Students should take advantage to better understand the Fourth Industrial Revolution’s impact on social media and practicing cyberpreneurship to generate extra income (Zamary, 2016).

The existence of the important use of social media has brought benefits to the business. The growing business market through the emergence of information and communication technology rapid and fast (Nawi et al., 2017). The use of social media is now being pioneered by young people, especially tertiary students. This is supported by previous studies on the more active students using social media as entrepreneurial platforms (Batool, Rasheed, Malik, & Hussain, 2015; Keat, Selvarajah, & Meyer, 2006; Maria, Hamid, Binti, Nawi, & Mamun, 2016). The expectation of improving performance supported by attributes of trust, convenience, and pleasure has a positive relationship between students (Nawi et al., 2017).

Social media used as promoting products or services also affects the external environment. Based on Kuratko & M.Hodgetts, (2014), the use of social media will also affect the external environment as shown in figure 2.
The previous research Rahmawati (2017), found that Social media was 44%, followed by the marketplace and trading forums with 12% and 11%. This social media looks largely influenced by the effectiveness of entrepreneurial processes. The advent of information and communication technology has contributed significantly to the rapid growth of the electronic market (Chatfield, Akbari, Mirzayi, & Scholl, 2012; Che Nawi et al., 2017; Maria et al., 2016).

The research factor of technology acceptance through social media has contributed to motivation among Student Entrepreneurs. Social media is used as a platform to promote products and services that enable businesses to interact and connect with existing and potential users (Maria et al., 2016). This service can also be used to share product and service experiences with friends and family. Thus, create a free word marketing campaign for each business. As a result, social media emerged as a major development in the electronic commerce arena and to grow their businesses (Kurnia, Choudrie, Mahbubur, & Alzougool, 2015; Maria et al., 2016).

This review paper adopted the methodology of the review for previous research. There are various aspects of extensive research to Building Human Capital Sustainability among High Institution Students. This study includes social media and building entrepreneurship career, social media and external environment relationships and other studies.
Empirical studies of Bumiputera women in Melaka to analyzed the factors influencing human capital development and competitiveness among indigenous (Bumiputera) women (Nor Azira et al., 2016), while studies of the utilization social media as a channel for social development and to contribute to community cohesion in Building of Social capital by Nonprofit organizations during crises (Reuter, Heger, & Pipek, 2013; Salmen & Ahmed, 2017). While there are other researchers, assessing the determinants of Social Entrepreneurial Intentions to deepen students are actively involved in a career intention formation process (Kai, 2017).

Meanwhile, the UTAUT model theory study confirms the acceptance of social media use technology. UTAUT MODEL applies a systematic review approach to related studies. Based on the abstract, the articles found to be selected are in line with the study. Findings selected according to current and yearly issues. Next, the authors will get the UTAUT model related to the field of entrepreneurship.

3. Conclusion

This paper reviewed factors adoption of UTAUT model contributing to building social capital sustainable through cyberpreneurship. Thus, ultimately usage of social media as a business platform among student entrepreneurs. Change the appearance of the transformation platform cyber entrepreneurship will benefit and collective rights to a new generation as well as the role of the interest globally business world. This is due to the transformation of the world of information technology and innovation generation student usually can be merged. The impact of the new venture transformation journey generation will give an opportunity to students to involve in the business world based on experiential learning and technology enable learning cyberpreneurship. In today’s global economy venture, a student with the entrepreneurship knowledge prepares for employability and struggling with the complexities of the world of work and new challenges of the 21st century. Student’s involvement in cyberpreneurship and related field will receive financial support proportionately to qualify as a student income. The students can support the financial needs and pay back the loan if they get income benefited from a business. Thus, the transition of the technology world makes it easier for students and the community to interact.
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CHAPTER 15:
CUSTOMER SATISFACTION TOWARDS AIRLINES E-TICKETING IN KELANTAN
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CUSTOMER SATISFACTION TOWARDS AIRLINES E-TICKETING IN KELANTAN

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ABSTRACT

In recent years, e-ticketing is vastly used around the world, be it for transportation or even for entertainment purpose. Nevertheless, in Kelantan, there has been little exposure among the locals to the use of e-ticketing. In this paper, we examine the influence of airlines e-ticketing quality on customers’ satisfaction when making e-ticket purchases. We conduct a survey to examine this empirical link within the Kelantanese population. Results from the multiple regression shows that perceived usefulness, ease of website navigation, and online payment security are positively correlated with customer satisfaction. Our findings imply that airline industry operators can further capitalize on the increasing number of potential passengers by actively supporting the use of e-ticketing through relevant promotion and guidelines delivery.

Keywords: Airlines Industry, Customer Satisfaction, E-Ticketing, Media Education

1. Introduction
According to Aufderhaide (1993), media literacy has been defined as “the ability to access, analyses, evaluate and communicate messages in variety of forms.” There are a number of industry who operates solely depends on the recent technology. Many airline industries rely on the internet by offering the online booking functionalities to the customer (Dickinger and Bauernfeind, 2009). Apart from that, Nasution, Husni, and Wuryandari (2012) noted that the development in technology makes the digital world becomes borderless where all business transactions from all parts of the world can be done via internet. Furthermore, due to the advancement of the technology, one of the services that has been increasingly used is travel-related services, in particular airlines electronic ticketing. In the year 2003, the airlines electronic ticketing sales reached nearly $14.2 Billion (Kiong et. Al, 2014).

This paper studies the relationship between airlines e-ticketing quality (proxied by perceived usefulness, product and services information quality, payment security and ease of site navigation) and the customer satisfaction in Kelantan. We opt to focus on the population in Kelantan as this state is known for largest traffic inflow during major festives, and it has the busiest airport in the east coast of the Malaysian peninsular. Based on the data released by the Statistics Portal in the year 2014 (see Table 1), the largest proportion of online purchased product belongs to flight category, which is 86% and the lowest being grocery with only 6%. Chan (2011) argued that it was not a new idea of buying goods and services electronically, in fact, part of a business process is done through the internet. Meanwhile, Nor Badriah (2012) noted that some Malaysians are reluctant to do online shopping because of the cyber security issue.

This study begins by analysing on the theoretical perspective for this research, the market of airlines electronic tickets has been in tremendous growing market. Most airline companies have changed their distributional channel to e-ticketing. Online ticket purchase might be insecure, but it remains one of the crucial distribution channels for airlines to sell tickets, as documented by Motlaq (2012). Rosen (2001) reported that around 35-45 % of the online sales revenues came from repeated website visitors. This indicates that the perceived customer satisfaction has a positive influence on the growth in market share(Yeoh and Chan, 2011).
Table 1: The percentage of most recently online purchased product categories in Malaysia

<table>
<thead>
<tr>
<th>ONLINE SHOPPING CATEGORIES</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flights</td>
<td>86</td>
</tr>
<tr>
<td>Hotels</td>
<td>75</td>
</tr>
<tr>
<td>Apparels</td>
<td>42</td>
</tr>
<tr>
<td>Cinema Tickets</td>
<td>37</td>
</tr>
<tr>
<td>Car insurance</td>
<td>26</td>
</tr>
<tr>
<td>Large home appliances</td>
<td>11</td>
</tr>
<tr>
<td>TV set</td>
<td>9</td>
</tr>
<tr>
<td>Groceries</td>
<td>6</td>
</tr>
</tbody>
</table>


2. Literature Review

2.1 Customer Satisfaction

As companies are committed to improving the quality of their services to their customers, the satisfaction and positive feedback among customers are in an increasing trend nowadays. Preference, and then satisfaction, towards e-ticketing renders when the customers believe that the services provided are convenient and that they expedite the process of online ticket purchase. Apart from that, Khristianto, Kertahadi and Suyadi (2012) expounded that customer satisfaction is the difference between the experience and the expectation from a consumption. Moreover, Alam and Yasin (2010) argued that if the quality of services offered met customers’ expectation, they are more likely to be satisfied with the products and services.

2.2 Perceived Usefulness

Alam & Yasin (2010) agreed that, perceived usefulness related to the efficiency and the quality information of products or services that grow a security level. Similarly, Lee (2009) suggested that an increase in user’s level of confidence and trust in online purchasing depends on the quality of information provided regarding the products and services. Perceived usefulness can be explained as the use of a particular system or technology by a customer or user that will help their job became better and effective.
2.3 Product and Service Information Quality

A study by Liu, Du, and Tsai (2009) noted that in order for a general portal to attract more visitors and new users, good design and the accuracy of information are two important criteria. The organization's responsibility in this regard is to support their commitment and meet customers’ expectations, such as convenience in browsing, accurate and adequate information. The quality of information provided on the website has been reported as an important factor affecting users’ consumption. For example, Hausman and Siekpe (2009) examined the important of website design and found that a richer media with real environment has a positive influence on users’ involvement.

Chiou, Lin, and Perng (2010) proposed a strategic evaluation framework for website quality which includes the information, agreement and settlement phases. The criteria used for evaluating the website quality should be based on 4Ps, which are product, promotion, price and place. In contrast, Zheng, Zhao & Stylianou (2013) in their study on virtual community use the following dimensions of information quality: objectivity, reliability, value-added, timeliness, richness and format.

2.4 Payment Security

Guo, Ling, and Liu (2012) suggested that payment security is another element that could potentially affect the usage of online ticketing in airlines industry. Internet users have increasingly concerned about the protection of their personal details. Due to this, the security of the website was able to give protection to the customers in order to protect the information of the customers such as the personal details and the credit card number. This process can ensure that the information are 100% confidential and will not expose to other party (third party).

In the area of e-commerce, Niranjanamurthy and Chahar (2013) discuss several security tools used to ensure the safety and privacy of online payment. The existence of firewall, encryption software, digital signature and password are the popular security tools available in the websites. The purpose of using this security tools were for the purpose of data confidentiality and data integrity, both of them aimed to evade the information tampered with error or virus. The existence of the authentication and identification were to ensure the right owner or person browse the related websites by passed the verification with the digital signature or password of the owner.
2.5 Ease of Site Navigation

Ease of site navigation refers to the design of the websites that allows the web user to easily browse and search desired information. Besides, a good design with respect to site navigation facilitates online transaction and in turn can motivate online purchase among customers. The presence of user-friendly features like navigation bars, sitemaps and the hyperlinks allow the web user to browse the websites smoothly (Sam, Fazli and Tahir, 2009). Chong, Lim, and Ling (2009) reported that the majority of online users prefer cross-referencing across pages and navigation links because they allow for easy navigation and faster access to their desired information and data.

The preceding discussion suggests that the ease of navigation will have a positive influence on customer satisfaction towards online transaction. Ease of navigation can be measured by i) easiness to browse related websites or pages, ii) availability of optional change, iii) ability to cancel order and transaction that have been made, and iv) availability of effective search engine with memory functionalities to enable the web user to search for missing information. Chen and Kao (2010) documented that the ease of use of navigation is positively associated with customer satisfaction.

3. Methodology and Data

Quantitative research approach is used to examine the factors affecting customer satisfaction towards airlines e-ticketing in Kelantan. We employ the convenience-sampling method for this research and select the passengers of Sultan Ismail Petra Airport in 2016 as the target population. A total of 384 questionnaires that were distributed to the selected respondents. This sample size includes passengers in Sultan Ismail Petra Airport of varying religion, gender and race. The Pearson’s Correlation or Pearson Product Moment Correlation is used to achieve the second objective of this study.
4. Results and Discussion

Figure 2 shows the frequency distribution of our respondents based on the use of online flight ticketing services within a year. 62% of the respondents (238 respondents) use online airline services in less than six times a year, and 23% of the respondents report that they use online flight e-ticketing service 6-12 times in a year. Only 15% (88 respondents) of the respondents use flight e-ticketing servicemore than 12 times in a year.

![Figure 2. Frequency of using online-airline services in a year](image)

Table 2 displays the cross tabulation between computer literacy and internet accessibility. There are 311 respondents who are computer literate and have the internet accessibility while 11 respondents report that they are not tech-savvy and do not have internet access. This finding preliminarily indicates that internet access is positively correlated with media illiteracy. An implication from this is that, lower internet accessibility impedes customers’ learning of the function of e-ticketing. Thus, in order to increase the number of flight passengers using e-ticketing, improving internet accessibility is the necessary condition.

<table>
<thead>
<tr>
<th>Computer literacy</th>
<th>Internet Accessibility</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>311</td>
<td>367</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>317</td>
<td>384</td>
</tr>
</tbody>
</table>

Table 2 Cross tabulation of computer literacy and internet accessibility
The results of correlation analysis are reported in Table 3. Three out of four factors are positively and significantly correlated with customer satisfaction toward airlines e-ticketing in Kelantan. Product and service information quality has an expected positive sign but the coefficient is not statistically significant. Payment security and ease of site navigation score a strong positive relationship with customer satisfaction, with the correlation coefficients of 0.638 and 0.685, respectively. These results are consistent with the growing concerns over cyber security, and the increasing preference for convenient and speedy information acquisition.

<table>
<thead>
<tr>
<th>Customer satisfaction toward airlines e-ticketing</th>
<th>Perceived usefulness</th>
<th>Product and service information quality</th>
<th>Payment security</th>
<th>Ease of site navigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer satisfaction toward airlines e-ticketing</td>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>.334**</td>
<td>.070</td>
<td>.638**</td>
<td>.685**</td>
</tr>
<tr>
<td>384</td>
<td>.000</td>
<td>.174</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>384</td>
<td>384</td>
<td>384</td>
<td>384</td>
</tr>
</tbody>
</table>

5. Conclusion

This study examines the relationship between airlines e-ticketing service quality and customer satisfaction within passengers of Sultan Ismail Petra Airport in Kelantan. Analysis on a sample of 384 respondents shows that perceived usefulness, payment security and ease of site navigation are the important factors influencing customer satisfaction towards airlines e-ticketing service. This finding is in line with Nikhashemi, Yasmin, & Khatibi (2011) who conclude that the usage and benefit of e-ticketing will be fully optimized with the presence of effective online shopping mechanisms.

Our findings provide some useful insights to the airline industry operators particularly in respect of e-ticketing service design improvement. The importance of usefulness, payment security and ease of site navigation documented in this study can serve as a useful information for related companies that employ e-ticketing in their operation so as to increase the satisfaction of their customers.
In specific, we offer the following recommendations based on our findings:

1. Airline companies could increase the effectiveness of the adoption of e-ticketing by creating awareness about the importance of media literacy among publics. Individuals are more likely to use e-ticketing when they have the practical knowledge on how to use it and when perceive the usefulness of the services.

2. We find ease of navigation has the strongest influence on customer satisfaction. Therefore, this feature should be treated as the highest consideration when designing or updating their websites or application. It would be more profiting for airline companies if e-ticketing website is more user-friendly to the extent that even non-tech-savvy customers are able to make e-ticket purchase.

3. Payment security scores the second in terms of its importance from customer perspective in this study. Issues related to electronic retail payment are of great concerns among online shoppers nowadays since this method is more susceptible to fraud compared to traditional payment method. Therefore, airlines companies should maintain best practices in observing the security of online payment to retain customers’ trust in their e-ticketing services.
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CHAPTER 16: FINANCIAL LITERACY AND MEDIA LITERACY EDUCATIONS: THE LINKAGES

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FINANCIAL LITERACY AND MEDIA LITERACY EDUCATIONS: THE LINKAGES


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ABSTRACT

This study analyze the relationship of financial attitudes, financial knowledge and parental societal towards financial literacy among youth entrepreneurs. In the second part, this study provides a starting point for the role of media literacy education to inculcate in all three factors to prosper financial literacy level among Malaysian. History tell us that the media-related competencies is a must skill for younger generation to participate and live in this societies for present and future. The definition of literacy does not limited to only print-literacy but becomes widen; includes media literacy and financial literacy. Financial literacy is an important skill, which is ability of someone to use their knowledge and skills to manage financial resources effectively for a lifetime of financial well-being. Financial attitude such as spending habit will increase the awareness of financial literacy. A youth entrepreneurs who are supposedly have an excellent financial attitude will enhance their financial literacy to manage their financial in well-being. While media media literacy holds different meaning and application within it’s own context, it also focus on analyze, evaluate and communicate messages in a wide variety of forms. Quantitative approach was used in this study which the data was gathered from population of young entrepreneurs between ages 15 to 30 years old. A
total of 390 questionnaires were distributed to target population. The findings shows that the factor knowledge, parental socialization and financial attitude are the significant factors towards financial literacy. The implications of the study points to the fact that the responsible person would do well to invest. This is hence becomes crucial evidence that indicated that financial knowledge was one of the major factor that influenced the financial literacy followed by parental socialization and financial behaviour. This study provides an argument of the linkages of media literacy education and financial literacy.

Keywords: Financial Attitude, Financial Knowledge, Financial Literacy, Media Literacy Education, Parental Socialization.

1. Introduction

Financial literacy and media literacy are important in order to achieve the objective of “TransformasiNasional 50” which had been launched by Malaysia Prime Minister in 2017. Malaysian youth have to equip themselves with not only print literacy, but also with financial literacy and media literacy, among other things. Following the “Wawasan 2020”, the government had introduced the new vision for Malaysia: “TransformasiNasional 50” (TN50). TN50 is focusing on the youth generation, who are the future leader. TN50 is focusing on the youth generation, whose will become the future leader. TN50 is driven within the framework of the national discourse that mobilized by Ministry of Youth and Sports (KBS) as the medium by government to act (Borneo Post Online, 2017). The real stage and the best opportunities will be given to all young people in Malaysia regardless of race, background and anything to give their best input in the process of forming a nation state in respect and development in future.

“Youth are valued possessions of the nation. Without them there can be no reconstruction and development program. Without them there is no future. Their needs are immense and urgent.” Nelson Mandela, (1999).

The latest statistic from the Institute For Youth Research Malaysia (IYRES) show that the statistic for the youth in Malaysia is 2.92 million (Sport, 2017). Financial literacy can be defined as one’s understanding and knowledge of financial concepts (Fox, Bartholomae, & Lee, 2005; Hogarth & Hilgert, 2002). Financial literacy is the way how people manage their money in terms of insuring, investing, saving and budgeting. It is also further described that
financial literacy is the understanding and knowledge of basic financial concepts, and the ability to use them to plan and manage their financial decisions (Hogarth, 2002). Financial literacy provides the foundation to build wealth and fully participate in the economy. By understanding basic financial principles and putting them to use, it can be on the road to improving the lives of the household and community (Williams, 2007). Thus, financial literacy is all about the knowledge of the financial matter and know how to manage it. Based on Bank Negara Malaysia, the stress on the lifestyle, along with the lack of financial management skills caused young adults getting into financial difficulty are in rising trend. Those financial illiterate people will face difficulties in making decision and taking effective actions to enhance financial well-being. Financial illiterate bring some negative effects such as slow saving rates, increased potential for losses due to trick and so forth. Besides, financial illiterate person affected their organization’s profits. (Sanderson, 2015). Unfortunately, the research show that only 1 in 3 Malaysians has financial literacy means that there is 66.66% Malaysians are financial illiterate (Reljman, 2015). Starting in 2018, the youth are range between 15 to 30 years old; which means that the high school student also included in the youth range. Thus, the teaching method of local high school should already focus on how to effectively with their income to deal with financial matters. For example, bank accounts, mutual funds, investments, loans and so forth (Manton, 2006). On the other hand, according to Minister in the Prime Minister’s Department, there are around 23,000 Malaysians were declared bankrupt under 35 years old within five years. The most reason of the young Malaysian bankruptcies was the failure of managing their financial resources. The failure in managing financial resource is due to the lack of financial literacy among youth Malaysians. This is a serious issue among youth Malaysian.

Media is however penetrating cultures and inundating people with information at an ever accelerating pace. A media literate person is expected to have the ability to decode, evaluate, analyse and produce both print and electronic media. Thus, research connecting media literacy education and financial literacy becomes crucial. Therefore, this research will analyze the factors influence financial literacy among youth entrepreneur in Kelantan and giving opportunity for Malaysian youths increasing awareness and their financial literacy through the help of media literacy education.
2. Literature Review

2.6 Financial Literacy among Youth Entrepreneurs in Kelantan

According to Presidents Advisory Council on Financial Literacy (2008), financial literacy refers to the ability of someone to use their knowledge and skills to manage financial resources effectively for a lifetime of financial well-being (Schwab, 2008). Financial literacy is an internal source of financial education and explain variation if financial results (Huston 2010). Lusardi et al.(2015) has designed four different educational programs for delivery online: an informational brochure, an interactive visual tool, a written narrative, and a video narrative. Written narratives and informational brochures are methods that have generally been used to educate consumers in practice, while videos and interactive visual tools are more innovative and exploratory. All of these programs are designed to improve knowledge of risk diversification but differ substantially from previous financial education programs that have been evaluated and discussed in academic work for the innovative ways in which they communicate the information.

From their study, the main results are as follows: (1) videos were most effective at improving financial literacy scores and increasing levels of confidence in financial knowledge; (2) the visual tool increased confidence in financial knowledge, but did not appear to have an effect on financial literacy scores; (3) participants who were exposed to a video had significantly higher financial literacy scores than those who were exposed to a written narrative; and (4) all of the treatments were effective at increasing self-efficacy. Overall, the results provide new evidence for the value of online programs as a new way to improve financial literacy.

A research conducted by Murugiah (2016) found that the financial literacy level was getting lower according to the age group among Malaysian. In this research, they found that financial literacy level can divided into 4 age groups. Those participants from 41 to 45 years old have the highest level of financial literacy, followed by 31 to 35 years old. The third age group was getting lower in financial literacy which is age group 26 to 30 years old. The age group from 18 to 25 showed the lowest level in financial literacy. Young participants who from aged 18 to 30 were weak in handling financial matters and making wise decisions about money compared to older participants above 30 years old. The previous research found that young
adult considers themselves as good in financial literacy but in reality, they were unaware on their financial circumstances which is financial illiterate. Therefore, financial literacy surely can help people in managing financial risks and also avoid financial distress can bring positive effect on the financial health of individual.

According to Fraczek and Klimonntowics (2015), youth is a very important target group of financial education since financial knowledge, skills and awareness are lower among younger compared to middle aged. Financial literacy brings a lot of positive impact to youth especially youth who are doing business recently. Bank Negara Malaysia (2006) has a mandate to support Malaysian financial literacy level. BNM provides the Credit Counseling and Debt Management Agency (AKPK) to help Malaysian handle their financial direction and avoid financial distress. Thus, young entrepreneur who was financial literate can avoid chance in getting bankruptcy, receiving government assistance by BNM and so forth.

A research conducted by Njoroge (2012), found there is positive relationship between financial literacy and entrepreneur’s success. The entrepreneur with financial literacy refer to key financial concepts such as manage risk, interest rates, financial market and money time value will be more successful in running business compared to entrepreneur who low in financial literacy. Based on Reljman (2015), only 1 in 3 Malaysians has financial literacy which meant 33.33% Malaysians have knowledge of financial. How about the percentages of youth entrepreneur in aged group 15 to 30 are financial literate or financial illiterate? Thus, the financial literacy level of youth entrepreneur will affect how far their business goes.

2.7 Media Literacy Education

Media literacy is an issue of increasing concern among educators from a variety of backgrounds (Covington, 1997). The broad definition of media literacy by varies scholar however do have one common ground in the field. According to Chris and Potter (1998), media literacy has been treated as a public policy issue or a critical cultural issue is most suited definition for this study. Media literacy education can be defined as an explicit instruction with the purpose of giving students an informed and critical understanding of the media, its techniques and impact (Quin and McMahon, 2001).
Everyone possesses some degree of media literacy. Since TV and radio is not something alien to any human nowadays, we all have awareness regarding the media literacy continuum (Potter, 2001). Hence, there is a need to put an effort in developing media literacy education together with all three independent variables in encompassing financial literacy. According to Masterman (1985), media education can play a critical role in fostering stronger democracies in which engaged citizens have the ability to wield power, make rational decisions, become effective change agents, and have an effective involvement with the media.

2.8 Financial Attitudes

Based on Eagle & Chaiken, (1993) attitude refers to psychological tendency that is expressed by assessing a particular entity with few degree of favor or disfavor. Financial attitude considered as the psychological tendency expressed while evaluating recommended financial management practices with some degree of agreement or disagreement. In this research, financial attitude is defined as the application of financial principles to create and maintain value through decision making and proper resource management (Jodi & Phyllis, 1998).

Rajna (2011), referring attitude to psychological tendency that is expressed by evaluating a particular entity with some degree of agreement or disagreement. They were evaluated the youth entrepreneurs’ financial attitudes and perceptions and spending habits in Malaysia as well. In this study, it is the throughput into the system but also acts as input to the managerial subsystem. Based on Mohamed E. Ibrahim as cited in Chen and Volpe (1998), they found that variable refers to the personal disposition toward financial matters and measured by respondents’ scores regarding to few items such as money affects relationships, attitudes towards, family stability and employment success (Ibrahim and Alqaydi, 2013). They were investigated the effect of these issues on college students. The results show that 80% of undergraduate students who owns credit cards with an average balance of $2,226 while only 10% students who have more than $7,000 as outstanding balances (Henry, Weber and Yarbrough, 2001).

According to report by Hung, Parker, and Yoong (2009) financial literacy should be distinguished from financial attitudes, which logically derive in part from underlying preference. To the extent that self-reports include endorsements of certain behaviors or
concepts that are at least in part preference-based, this should be distinguished from knowledge, skills, or behavior that can be judged against a normative standard. Meanwhile Gurney (2017) found that comprehension one’s money style will help gain insight into how and why one react emotionally towards money and how it affects financial success or lack of success. Since 1981, many has researched the reasons why people earn, spend, save and invest in the ways they do. There is no simple result about lack of money cause people from reaching ‘financial peace’. Instead, it’s their attitude and approaches to money that acts as barrier to financial peace.

2.9 Financial Knowledge

Financial education is the process where the user of financial services or investors improve their understanding for financial products, notions and risks, instructions and objective advice develop the skills and confidence in strengthening information about financial risks (Starcek, 2013). Financial education will directly affect financial knowledge of person. It also contributed to financial literacy levels; which found that individuals with higher education levels and greater access to financial information.

Nowadays, information can be access through media such as television, film, radio and recorded music, the press, the Internet and any other digital communication. The definition of the media literacy as ‘the process of assimilating and using the codes involved in the contemporary media system as well as the operative skills needed to properly use the technological systems on which these codes are based’ and as ‘the capacity to access, analyse and evaluate the power of the images, sounds and messages with which we are faced every day and which play an important role in contemporary culture (Tornero & Varis, 2016). Points out that more contact, during undergraduate or specialized courses, with subjects related to finance and economics positively influences on the daily financial practices. Students from the courses of Economics, Administration, and Accounting had higher financial knowledge level (Potrich, Vieira and Kirch, 2015).

Corroborating such evidence found that individuals with low educational level are less likely to answer the questions correctly and also more likely to say they do not know the answer (Lusardi and Mitchell, 2011). Moreover, a research conducted by Chen and Volpe (2002) found that student lack of knowledge about finance during assessment of students’
personal financing knowledge especially in investment. Researches in numerous countries show insufficient financial practice of consumers and an average low financial literacy and education of consumers, irrespective of income and social status (Starcek and Trunk, 2013). Robson (2012) stresses that measure for strengthening the financial literacy stimulates more suitable financial decisions in association with different life events. These measurements are an important help for vulnerable groups to access to public means and other rights, their financial inclusion and rise of the financial skills. There he stresses that suitable knowledge and competences of young in this field has a strong effect on its better financial decisions later on.

2.10 Parental Socialization

According to Annewil, Mettien, and Homan (2016), in Netherlands parents play critical role in the formation of their children financial literacy. The research was conducted with 420 college students as participant by using College Student Financial Survey (CSFLS). Parental financial teaching was brought positive impacts on children whether in saving behavior, lower debts and few loans in adulthood. They found the willingness to save is 18% higher of individual who received frequency parental financial teaching compared to least parental financial teaching. There are largest effects of parental financial teaching on children when their children receive this kind of teaching during young childhood and their adolescence. For instance, those parents who provide financial teaching show greatest influence on their kids’ saving and borrowing behavior.

A research was carried out by Chowa, Despard and Osej-Akoto (2012) had investigated in the importance of parents play role for their children to make careful financial decision such as spending, saving money and use formal financial institutions. The survey was conducted in Ghanaian, West Africa with around 6,300 youth and 4,600 parents by using data based on baselines surveys. The result shows that parents are the primary resource for youth to learn about financial. It can provides effects about children’s financial attitudes and behaviors develop in directly improve financial literacy. According to the qualitative study by Slaughter (2006) found that parents and other family members had a strong impact on students’ financial literacy since parents are those people who stay longer with youth. Thus the researcher mentioned that parents and guardians may influence their children's financial lives. In previous study, Jorgensen &Savla (2010) have investigated the concept of parental socialization was important in influence their children financial literacy. The result shows parents in Virginia,
United States perceived to influence youths’ financial behaviors and attitudes. They found that parents’ income has positive relationship with children’s financial literacy. For instance, income level of parents affected the awareness of children’s financial literacy. However, Bandura (1986) noticed that the results of youths didn’t perceive parents to influence their financial knowledge were against to previous conceptual model. There is a non-significant relationship since a lot of parents didn’t teaching their children financial knowledge. The researchers concluded that the parental education either explicit or implicit were influenced their children’s financial literacy. Financial literacy is the ability of someone to use their knowledge and skills to manage financial resources effectively for a lifetime of financial well-being (Presidents Advisory Council on Financial Literacy PACFL, 2008).

Based on Amadeu (2009), financial knowledge was directly affected by the level of education. Financial literacy levels are found in individuals with higher education levels and greater access to financial information. An entrepreneur who gets higher education levels has higher financial literacy than lower education levels. Financial behavior is showing about the youth entrepreneurs’ financial behavior on how to manage their personal financial resource. An excellent financial management skill which meant he or she has good financial literacy. Based on previous study (Jorgensen and Savla, 2010) parental socialization is discuss about parents tactics in family education toward their children about financial literacy. For example, saving and borrowing behavior, financial attitudes, and so forth. A good parental socialization could effects youth’s financial attitudes, knowledge and behaviors directly plant financial literacy in youth’s mind.
3. Results and Analaysis

Based on Table 1, there are 89.28% (male) and 89.71% (female) who generate income below RM3900 per month, which the percentage of female is slightly higher than male. Meanwhile, the percentage of male (9.64%) was slightly higher than female (9.31%) whom generate income between RM3900 and RM8300 per month. The percentage of male still higher than female who generate income above RM8300 per month even though female and male respondent is similar in number since number of female respondent is higher than male respondent. From this, we can conclude there is an inequality distribution of income between gender among youth entrepreneurs in Kelantan.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Income of Respondent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;RM3900</td>
<td>RM3900-RM8300</td>
</tr>
<tr>
<td>Male</td>
<td>166</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>183</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>349</td>
<td>37</td>
</tr>
</tbody>
</table>

Referring to Table 2: Age of respondent * income of respondent cross-tabulation shows the highest income of responders is under RM3900 is from 19 to 22 years old (167 responders), while the least is 4 responders whose ranging from 15 and 18 years old. All youths range from 15 to 18 years old earned income less than RM3900.

In M40 income categories (RM3900-RM8300), the highest number is from 27-30 years old group. Surprisingly, this age group scored none in the T20 income group (>RM8300), while the highest number for T20 is from 23-26 years old group. This could be because many external variables, such as elder youth is might likely enjoys spending quality time with family rather than solely focusing on the business.
Table 2 Age of Respondent * Income of Responder Cross-Tabulation

<table>
<thead>
<tr>
<th>Age of respondent</th>
<th>Income of Respondent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;RM3900</td>
<td>RM3900-RM8300</td>
</tr>
<tr>
<td>15-18</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>19-22</td>
<td>167</td>
<td>4</td>
</tr>
<tr>
<td>23-26</td>
<td>151</td>
<td>14</td>
</tr>
<tr>
<td>27-30</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>349</td>
<td>37</td>
</tr>
</tbody>
</table>

According to Table 3, all the independent variables have positive association with the dependent variable. Financial knowledge \((r=0.791)\) have strongest positive relationship with financial literacy among youth entrepreneurs in Kota Bharu, Kelantan. Followed by two moderate positive relationship which are financial attitude \((r=0.656)\) and parental socialization \((r=0.630)\).

Table 3 Pearson Correlation

<table>
<thead>
<tr>
<th>F.L</th>
<th>Pearson Correlation</th>
<th>Financial Attitude</th>
<th>Financial Knowledge</th>
<th>Parental Socialization</th>
<th>Financial Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>390</td>
<td>390</td>
<td>390</td>
<td>390</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
### Table 4 Multiple Regressions

<table>
<thead>
<tr>
<th>Mode</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>-0.517</td>
<td></td>
<td>-3.494</td>
<td>.001</td>
</tr>
<tr>
<td>Financial Attitudes</td>
<td>0.103</td>
<td>0.083</td>
<td>1.940</td>
<td>.027</td>
</tr>
<tr>
<td>Financial Knowledge</td>
<td>0.494</td>
<td>0.415</td>
<td>8.392</td>
<td>.000</td>
</tr>
<tr>
<td>Parental Socialization</td>
<td>0.161</td>
<td>0.141</td>
<td>3.720</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: F.L

An equation is formed to determine the statistical significance of each independent variable on the dependent variable:

Equation: Financial Literacy = -0.517 + 0.103Financial Attitudes + 0.494Financial Knowledge + 0.161 Parental Socialization. Standardized beta coefficients was indicated which was the most important factor influence financial literacy among youth entrepreneur in Kota Bharu, Kelantan. According to the result, financial knowledge ($\beta = 0.415$) has the greatest impact on financial literacy among youth entrepreneur in Kota Bharu, Kelantan. Subsequently, Parental socialization ($\beta = 0.141$) has the second strongest impact and followed by the least impact was Financial attitudes ($\beta = 0.083$) with the p-value 0.027. Thus, financial attitudes, financial knowledge, and parental socialization are all significant predictors towards financial literacy.
4. Conclusion

Based on the result, it was obvious that financial knowledge was the most important factor on financial literacy among youth entrepreneur. Financial knowledge had the highest correlation score which was 0.791 and highest standardized beta coefficient which was 0.415. This is because financial knowledge was one of the elements that affected youth entrepreneurs’ financial literacy. Meanwhile, the young entrepreneurs with financial literate will aware about the financial products, financial risks and make financial decisions based on good information in order improve their wealth (OECD, 2005).

Besides, the second highest contributor of financial literacy among youth entrepreneurs was financial attitude. Financial attitude had correlation score was 0.656 and standardized beta coefficient was 0.083 the lowest score among four factors which financial knowledge, financial behaviour and parental socialization. Meanwhile, the positive financial attitude will bring positive perception and financial spending habits among them. The last factor of financial literacy among youth entrepreneurs was parental socialization. Parental socialization had the correlation score of 0.630 and standardized beta coefficient was 0.141, which were lower than financial knowledge (0.415) and financial behaviour (0.313) but higher than financial attitude (0.083). Significant value for facilities was 0.000 which was lesser than 0.05, means there was a significant relationship between parental socialization and financial literacy among youth entrepreneur. Therefore, parental socialization was one of the factors that affected young entrepreneur’s financial literacy. For instance, parental financial teaching can improve their knowledge of financial in directly enhance the level of financial literacy (Annewil, Mettien, Homan, 2016).

In the nutshell, based on survey by Wagner (2015), there are positive relationship between financial education and personal financial literacy score. It showed that financial literacy score was affected by respondent’s level of education. A research conducted by Tóth, Lančarič, and Savov (2015), indicated that the higher the education the better financial literacy of respondent. It shows that the financial education has relationship towards financial literacy. Based on Kaiser and Menkhoff (2017), they found that financial education was impact on financial behavior in directly affected personal financial literacy.
Additional research into media literacy education that can inculcate financial education has to be introduced in Malaysian school programmes. It is important that societies develop competencies related to media use, creation, and analysis in order to partake in the forth industrial revolution. Therefore, media literacy education can replace the current independent variable which is financial attitude because it seems that it has a strong relationship with financial literacy.
References


CHAPTER 17:
DIGITAL LITERACY AND ORIENTATIONS OF MOBILE APPLICATION DEVELOPMENT INDEX FOR COTTAGE INDUSTRY IN MALAYSIA
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Ridzwan
DIGITAL LITERACY AND ORIENTATIONS OF MOBILE APPLICATION DEVELOPMENT INDEX FOR COTTAGE INDUSTRY IN MALAYSIA

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ABSTRACT
The aim of the present paper is to discuss the relevance of an index capable of measuring the digital literacy and customer orientation among cottage industry enterprises and discuss its importance in the context of adoption influencing factors. The contention is that the digital literacy mainly affects cottage industries, and that this phenomenon is related to the low productivity and high mortality rates of these organizations. The aims of this study therefore try to propose a theoretical model to develop an interface design using mobile application according to the needs of Malaysia cottage industry player. This mobile application interface design is purposely to help the marketing process for them who also known as micro SMEs. It is also to help the industry to enhance their innovation performance.

Keywords: Digital Literacy, Mobile Application, Innovation, Cottage Industry

1. Introduction

Entrepreneurship is one of the main drivers of economic growth in which it creates wealth, innovation and technology deployment and reduces poverty. It is also one of the economic strategies to perpetuate the country’s competitiveness in dealing with the increasing trend of globalization (Venkatachalam & Waqif, 2005). Based on a statistical report from the Malaysia Labour Force Survey in 2014, the number of entrepreneurs has shown a marginal increase between 1982 and 2012. During these period, the number of entrepreneurs increased from 1.3 million to 2.6 million, respectively (Nor Amna A’liah, 2015). Tremendous efforts also have been made to encourage rural entrepreneurship. Malaysia government has introduced the One District One Industry (Satu Daerah Satu Industri) programme to provide a stable platform for entrepreneurs who would like to involve in cottage industry. It is a path for rural entrepreneurs to reach a huge market for selling fast moving consumption products. In Malaysia cottage industry involve 4 segment which is homestay (tourism), craft, food industry
and the health industry which is based on Malaysia ICU Blueprint in 2012 (Lee, Ramayah, & Zakaria, 2012).

Cottage industry nowadays faces various challenges in the implementation of m-technologies and although mobile applications are used by some destinations, many are in their early stages of development. It is becoming increasingly difficult to ignore the contribution of ICT applications cottage industry development and their impact on the way that this industry can compete and this has increased with the growth of mobile applications (Buhalis & O’Connor, 2005). Entrepreneurs who are active in cottage industry may benefit from the use of mobile applications to distribute destination and product information in order to improve the destination image, attract potential customers and increase the loyalty of existing customers (Ortega & Rodriguez, 2007; Palmer & McCole, 2000).

Digital literacy can impact productivity and enable innovation, on the other, it increases dependency on its use and, furthermore, introduces a new type of disparity, known as the “digital divide.” This divide impacts individuals, countries, and enterprises, whether because of lack of access to ICT or inadequate use of these resources to obtain benefits. (Dewan & Riggins, 2005; Van Dijk, 2006). The digital divide define as the gap between individuals, households, businesses, and geographical areas with regard to both opportunities to access ICT and ability to use the Internet to carry out a wide variety of activities (OECD, 2001). Thus the customer orientation of digital adoption is important to identify in order to enhance the cottage industry to become highly digital literate.

1.1 Motivation of the Study

Nowadays, the market in terms of mobile applications has increased in which millions of apps downloaded by consumers or entrepreneurs for daily use or business. Based on that, mobile application has become one of the purpose of the public which is not only used as a medium of information delivery, even able to serve as marketing to promote sales. According to Revels, Tojib, & Tsarenko (2010), a wireless communication technology and mobile applications has grown rapidly and it is suitable as a tool for developing a business. In addition, Fern (2009) also argues that the application of the phone not only facilitate the work force, but also a source of dependence for most small business owners. Due to the cottage industry was
still in its early stages, it’s a good move if the mobile is used as a marketing tools and develop a cottage industry to a higher level in Malaysia.

At the same time, cottage industry is one of the key sectors that contribute to Malaysia economic growth for rural population. The incomes derived from the industries contribute the main part of total rural household income. Recognizing the challenges posed by globalization and trade liberalization on the Malaysian SMEs, various numbers of Government programs, policies, incentives and approaches were offered in the past years but with limited impact. Although there are increasing numbers of entrepreneur’s involving in cottage industry, however, there is still lack of marketing tools that reaches them. In line with the development of science and technology, they need fast and efficient delivery of product information which is through mobile application. The aims of this study therefore to propose a conceptual model to develop a guideline for interface design of mobile application according to the needs of Malaysia cottage industry player. This mobile application interface design is purposely to help the marketing process for them who also known as micro SMEs. Based on that, findings from this research will contribute to the development of index as guideline to the apps developer in order to cater the cottage industry player need. New body of knowledge of information technology in innovation diffusion theory (IDT) perspective as well as guiding the cottage industries to be able survive and successful.

2. Literature Review

This section is to review the past studies on the theoretical concepts that are relevant to this study. The issues regarding to Malaysia cottage industry, mobile application and the relevant theory will be discussed further in this part.

2.1 Malaysia Cottage Industry

According to Syed Hussain, Muzaffar, & Ala’A Zuhair (2015), cottage industry can be a significant aspect of a useful poverty reduction approach particularly for developing countries. Studies in the industrial age are growing rapidly, cottage industry in Malaysia increasingly known and start earning points. Cottage industry known for its industries in rural areas was able to compete with existing industry in Malaysia. Furthermore, the cottage industry acted as a comparative advantage over the other countries as in case of
India, China, and Bangladesh. Cottage industries of India, Bangladesh, and China are currently growing because of the government support, which resulted in the attraction of new investors for the markets of these countries (Syed Hussain et al., 2015). Moreover, Mohammad Tahlil (2013) have suggested that entrepreneurial activities, especially at micro level, are the key for the development of any economy. By the inculcation of cottage industry not only self-employment is created but cottage industry also results in employment generation and thus, creates a multiplier effect in the overall economic growth.

Cottage industries dominantly by the small scale businesses are the real drivers of economic activities that actually create value to the resources of a country. In developed countries the contribution of small business and cottage industry is almost 80% (Aslam, 2013) and the contribution of SMEs in the world activities varies from 60% to 90% (Abe, Troilo, Juneja, & Narain, 2012). In the light of the above statistics there would be no harm in saying that cottage industry and small businesses have a great impact on the economic development of any country. The value creation results in income generation of the contributors and ultimately results in savings and spending, which give birth to investments and thus, the circle of the economy in initiated. So, it would be right to say that small scale businesses and cottage industries play a vital role in the economic development of a country.

Cottage industry can be defined as a company that is located in the village, run by the villagers to produce traditional goods easy. The industry may be undertaken individually or collectively through cooperative manufacturing company. Typically, the cottage industry of small-scale farming, using natural materials with local traditional skills and only requires a low investment but generate quick returns. This industry such as handicrafts, which include weaving, carving, embroidery, as well as its process or make foods such as crackers, ketchup and chilli sauce.

A cottage industry is a good chance for development. In this case, SIRIM Bhd. has used its expertise in the field of research and development to improve value-added products of the cottage industry. Supported from SIRIM had proved that our country cottage industry products of high quality and in accordance with the prescribed standards. There's no denying that in the past the industry through the dark ages, but the phenomenon of
transfer of technology and change people’s minds have changed the fate of this industry to be able to contribute in line with modern industry.

2.2 Mobile Applications for Cottage Industry

According to Hart & Hannan (2004), there are various types of mobile devices and the most common device is the mobile phone. The mobile phone has been traditionally used for voice communication with little emphasis placed on mobile computing before 2000. Nowadays, mobile phones are assimilated to personal computer except that they are smaller. This type of phone is commonly called smartphones. Smart is used to illustrate the intelligence of such tiny devices and to remind the calculation power embedded into it. Several constructors of phone jumped into this market after the revolution of the iPhone in 2007. With their revenue many of them created their own platform of applications release, which sometimes allow developers to build applications with a specific programming language. After a couple of years of evolution, new techniques of mobile application development were unleashed from the clouds. Indeed, hybrid solutions such as phone gap or Titanium help to encapsulate applications into a native applications by using respectively web technologies such as HTML, JavaScript, CSS or a custom JavaScript SDK. As mobile technologies become more pervasive, their impact on SMEs needs to be understood beyond productivity and effective communication gains (Liang, Huang, Yeh, & Lin, 2007).

Furthermore, the penetration of mobile apps make this platform are well used in m-commerce. Mobile applications (commonly referred as “apps”), are considered to be one of the fastest growing trends in Information Systems industry (Xu, 2011). Users enjoy the variety of features that mobile apps can provide quickly and without introducing unnecessary complexity into their designs. As a result, mobile apps present a more popular interface for interaction with business systems than using web applications via Web Browser. However, despite the ubiquity of mobile devices and the popularity of mobile apps, few researchers have studied mobile apps and implications via business. The use of Information and Communication Technologies (ICTs) in SMEs has yielded positive results in as far as communication and productivity is concerned (Liang et al., 2007). Mobile technologies not only facilitating a mobile workforce, but it also have become a source of dependency for many small business owners (Mallat, Rossi, Tuunainen, & Öörm, 2009).
2.3 Customer Orientation on Mobile Application Development Index for Cottage Industry

Many big firms can quickly and efficiently incorporate the customer needs in new product innovation because they understand and anticipate customer need analysis of innovation. Zirger & Maidique (1990) stated that the value provided by the customer is positive for successful new products and negatively related to the failure (Zirger & Maidique, 1990). The company was able to reach the market early and effectively with products that meet the needs and aspirations of its customers, gain competitive advantage large (Alegre & Chiva, 2008); products that successfully meet the needs of customers better than competitive products and reduce the total cost of the customer, providing high value in use (Cooper & Kleinschmidt, 1993); when the product creator does not learn about the needs of customers, they often end up developing products that can be trusted at all serious (Dougherty & Heller, 1994; Lakhani, Assaf, Hila, & Tushman, 2013); Relative product quality, value for money and greater end-user benefits have a significant role in the financial performance of new products (Montoya-Weiss & Calantone, 1994) and product excellence defined by customers as the most important aspect of successful product development projects (Deshpande, Farley, & Webster, 1993; Kohli & Jaworski, 1993; Day, 1994; Slater & Narver, 1995). Meanwhile, previous study by Narver, Slater, & Tietje (1998) also agreed that to be successful, organizations need to re-orient their strategies towards superior customer value. Thus, since m-commerce through mobile apps that was vigorously use by SME’s nowadays, the customer orientation towards development of mobile applications itself need to be understand in order to help the apps developer to fixed with their User interface (UI) and User experience (UX). Thus, for SMEs and also cottage industry, this concern needs to be practice in their company in order to give positive value provided to their customer.

When designing applications for enterprise use, user experience (UX) must typically be addressed during the upfront design of the application. Due to the importance of upfront design regarding UX, the product owner (PO), responsible for the success of the product, must manage UX related tasks. When designing for mobile applications, there are many caveats to take into account such as the screen real-estate, the occlusion of interfaces during touch, the varying contexts of use to name a few as a way of giving new and better functionality to the device. Hence, the behaviour patterns are used to create personas.
which reflect potential users/user- groups. A persona describes how a specific user, representing a user group, interacts with the world in their everyday life and what their goals and aspirations are. With the help of this description a tailored design can be made, this to strengthen the eventual sales pitch of the product. The caveats that need to take into account such as design framework, design refinement and also design support.

2.3.1 Design Framework

The first sketch of the product is made using for instance paper prototyping of the interface and the general flow of the product.

2.3.2 Design Refinement

When a rough design has been made and approved, higher fidelity prototypes of it are produced. Here the details of the interface are created and honed until a complete design has been made.

2.3.3 Design Support

In case parameters around the project changes, such as time restriction, the design should be ready to change design to fit the new time frame.

According to Newman, Levy, & Nielsen (2015), the use of mobile phone in accessing the internet is on the increase. It’s also the reason why most brands and marketers are striving tirelessly to integrate mobile apps into their marketing. Since it has become more tedious and tasking to keep up with customers’ demands, coupled with enormous marketing activities, you can now use mobile apps to get ahead faster (Revels et al., 2010). Table below shows the impacts of UI and UX on existing cottage industry mobile applications
<table>
<thead>
<tr>
<th>Theme</th>
<th>User Orientation</th>
<th>Related Common</th>
</tr>
</thead>
<tbody>
<tr>
<td>Festival art</td>
<td>Not confuse/simple</td>
<td>Clarity</td>
</tr>
<tr>
<td></td>
<td>Less time to use (straight forward)</td>
<td></td>
</tr>
<tr>
<td>Food/restaurant</td>
<td>Flexible filters</td>
<td>Very friendly</td>
</tr>
<tr>
<td></td>
<td>Smart searches</td>
<td>Usable</td>
</tr>
<tr>
<td></td>
<td>User guided</td>
<td></td>
</tr>
<tr>
<td></td>
<td>User saved the hassle</td>
<td></td>
</tr>
<tr>
<td>Workout book</td>
<td>Easily record keeping</td>
<td>Simple</td>
</tr>
<tr>
<td></td>
<td>Offer necessary info at a glance</td>
<td>No frills</td>
</tr>
<tr>
<td></td>
<td>User customized</td>
<td>Easily record</td>
</tr>
<tr>
<td></td>
<td>Use common mobile patterns</td>
<td>Matching user expectation</td>
</tr>
<tr>
<td></td>
<td>Common info</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>Provide fantasy league</td>
<td>Engaging</td>
</tr>
<tr>
<td></td>
<td>Create user team dream</td>
<td>Simple and easy to understand</td>
</tr>
<tr>
<td></td>
<td>Easily navigate and monitor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concise and short information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Latest and updates news feeds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trash talk features</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Include location</td>
<td>Simple</td>
</tr>
<tr>
<td></td>
<td>Distance of the patient who need help</td>
<td>Ambitious goal</td>
</tr>
<tr>
<td></td>
<td>View/donate/share pop up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>User profile tracking</td>
<td></td>
</tr>
<tr>
<td>Public transport</td>
<td>Easily navigate</td>
<td>Navigation</td>
</tr>
<tr>
<td></td>
<td>Shows shorter route</td>
<td>Informative</td>
</tr>
<tr>
<td></td>
<td>Approximate arrival time</td>
<td>Friendly</td>
</tr>
<tr>
<td></td>
<td>Type of transport with colour coded</td>
<td></td>
</tr>
<tr>
<td>Entertainment</td>
<td>Simple and easy interface</td>
<td>Simple</td>
</tr>
<tr>
<td></td>
<td>Big navigation keys</td>
<td>Easy</td>
</tr>
<tr>
<td></td>
<td>Bigger windows display for each keys</td>
<td>Useable</td>
</tr>
<tr>
<td></td>
<td>Display with headlines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fun and funky colours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Big enough tiles to give teaser</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Video plays full screen</td>
<td></td>
</tr>
</tbody>
</table>
3. Methodology

For this research, quantitative method will be conducted for the data collection. A set of questionnaire will be developed to conduct the survey. At the same time, the correlational study will be adopted because this technique is commonly used for such kind of studies. The respondents who are the owners of cottage industries will be choosing as respondents for this study. For the data analysis, the data will be tested using AMOS for assessing the model fit.

4. Discussion

In the light of the literature reviewed and the data analyzed on the basis survey of existing mobile apps, the customer orientation of responses shows that simple, easy to use or common use and useable are dominant user experiences towards mobile applications development factors. The results of this study comply with results of other studies reviewed. The apps developer should try to persuade the owners of cottage industry to incorporate the significant factors in their mobile applications. The mobile apps development for cottage industry somehow, similar with the large industries but the consequences are different. In a nutshell the mobile apps developer should concentrate on the customer orientation towards their need in mobile applications development factors to facilitate them.

However, there are still limitation needs to address for future study. The main limitation faced while conducting the study was data collection, because most of the existing mobile applications are not responds to Malaysia cottage industry. For future research, it is suggested that the prototype should be developed related to Malaysia cottage industry and need to show to the unit analysis in order to get the real data.
5. Conclusions

Currently, the cottage industry has managed to dominate the industry in the domestic market. Not only that, the industry has now penetrated the international market. This represents a breakthrough for the industry that is able to explore business opportunities based on import and export. The industry is also able to help strengthen the country's economy through the sale of products either locally or globally. The export of this cottage industry is able to strengthen the value of the Malaysian currency on world markets. The development of cottage industries also helps in providing job opportunities to the local population. This may indirectly improve the living standards of their families. Program “One Village One Product” launched by the state government will also prove an overwhelming response from the people to the industry. Through this program, the villagers can produce quality products and market their own products without the intervention of middlemen. However, previous study by overlooked key factors that will determine the growth of cottage industry like use of technology (e.g.: Hatten, 2015), and focussed on availability of information (as studied by Syed Hussain et al., 2015). For future study, these factors need to be highlight and enhance in order to influence the growth of cottage industry in Malaysia. Customer orientation towards the enhancement program like implimentation of mobile apps in their businesss activities should be highlight in strenghtening the value of malaysia cottage industry.
References


CHAPTER 18:
THE RELATIVE INFLUENCE OF PRINT MEDIA IN ENCOURAGING LITERACY ACQUISITION: A QUALITATIVE STUDY ON THE DOWNFALL OF NEWSPAPER SALES
Dayang Norfie Talhata and Wan Mohd Nazdrol Wan Mohd Nasir
THE RELATIVE INFLUENCE OF PRINT MEDIA IN ENCOURAGING LITERACY ACQUISITION: A QUALITATIVE STUDY ON THE DOWNFALL OF NEWSPAPER SALES

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ABSTRACT

The emergence of pervasive digitalised media has been dominating the literature preference of the public at large. This study projected qualitative insight on literacy acquisition of students at tertiary level with print media as the instruction tool. As reading is regarded as the principle goal in any language acquisition, the study attempted to examine if evidence of breakdown newspapers sales has any indication to students reading behaviour. Interest was also launch at digital media, its fundamental sociolinguistic presence, and its vital role in influencing the reading pattern over the traditional conduct in moulding the identity of its audience. The data collected were analysed qualitatively. The investigation evaluated the literacy acquisition of students in disseminating the language for academic purposes and the hypothetical business impact it has on local print media. The research aims to deepen its understand on the present reading style and the repercussions it has if any - economically, linguistically and psychologically on the reader for opting digitalised media over the printed forms. Finally, the aim of the study is to highlight the usability of the medium and not to resolve issues of whether one medium is dominant over the other.

Keywords: Digitalised Media, Literacy Acquisition, Print Media
1. Introduction

Reading is the most basic of skills, and it open doors to other skills and knowledge, facilitates life-long learning and provides access to bountiful opportunities. For students reading is fundamental in their quest to acquire knowledge and be educated, for the general public reading will reflect the society to be of highly cultured and are scholarly informed. An information-rich nation would be able to accord in the nation’s development and to the individual’ self-progress.

A qualitative research was conducted to study and examine the readership preference towards printed periodical and online news among undergraduates of a local university in the city. The interview sessions concluded undeniably that most of the students understand the English language and were able to distil the use of the language for communicative purposes. Various subjects was discussed from general economic standings to current happenings. Interviews was also conducted with the lecturers to draw their opinions on the cultivation of literacy standards among the students. This is where the result varies, speaking fluently in the language per se does not guarantees the ability to write confidently in the targeted language. The academicians interviewed were of the opinions these contributed greatly to the students drawback when it comes to adopting to proper reading materials. Their opinions and feedback on the preference contributed positively to the result of the study.

Contrasting to the respondents above, interviews were also carried out with reporters and those involved in the printed media. The influence of technology have some bearings on reading habit that in turn transcended readers from printed newspaper to online news.

Reading is considered one of the pivotal goals for various reasons, readers read from seeking information and pleasure, and students read mostly for studying purposes. Hence, the ability to read and comprehend the written scripts will carve opportunities to introduce new subjects for discussions as well as for providence in providing a good model for academic writing purposes. Therefore, extensive exposure to comprehensible reading materials can enhance the process of language learning. Without a doubt, the ability to read is very much a highly valued skill. An increase in the basic literacy instructions should be an essential component for any students and should be adopted as one of the basic learning
skills. The availability of resources in English are in abundance, and students success in reading can be predicted by the extend of their literacy acquisition.

The purpose of the study was to better understand the relative influence of print media in contributing to literacy acquisition. This particular media was chosen as the measuring instrument as it covers a span of interests based on current issues, time, occupation, health, genre concerns to passion like hobbies. For the purpose of this study, focus will be aimed on ‘reading the newspaper’.

According to the Oxford Dictionary of Current English, ‘Literacy’ denotes as the ability to ‘read’ and ‘write’ - competence or knowledge in a specified area. While ‘print media’ are plethora of mass communications in the form of publications from written articles, newspapers to magazines. Newspaper the periodicals as the medium of choice provides and carve an opportunity for expanding on the adults’ attained knowledge and diction. Both skills are imperative to achieve a certain standard of reading apprehension level and ultimately towards the acquisition of the desired standard of literacy.

On the other hand, the advancement of technology has conspicuously influence readers into opting for digitalized media as a source of literacy acquisition. The emergence of electronic media has contributed to the dropped of print circulation and printing of newspapers in recent years. (Gradowicz, 2012).
2. Theoretical Framework

![Theoretical Framework of the study](image)

Figure 1: Theoretical Framework of the study

Qualitative data collection methods understandably can be time consuming. Needless the benefit of this approach ensures information gathered is more valuable as the data are collected ‘personally hence, will have a much deeper insight and intense focus to the event under study. Data are collected via direct interactions with individuals on a one to one basis and with respondents in a group setting.

3. Methodology

One of the main qualities of qualitative research involves the close relationship between researcher and the respondent. Participants of qualitative study are viewed as having the knowledge that the researcher seeks to uncover. This is because the participants will have been selected on the basis that they are part of the phenomena, environment or culture that the researcher is examining, or that they have lived through an experience from which relevant opinions, values or beliefs have emerged. It was necessary to explore these in details to understand how, why and when the research to commence.

This study encompassed and focused on undergraduates students. The limited number of test conformed may not provide and reveal the accurate performance and progress that the
students might accomplish. To determine a successful result, consideration was given to the cooperation of the respondents in the activities conducted. Results collected from interviews, disciplined inquiries and observation made during this study was utilized for the analysis. The research aimed to view perspectives of participants towards their literacy practices and garner answers which illuminate issues that could not be addressed by quantitative methods. It was hoped methodology adopted was able to avoid any form of bias to ensure the collected data were accurate, and eligible to emphasize the voice and settings of the participants in the research.

Much have been discussed pertaining to the literacy levels in the country. Questions of fluency over accuracy, to subject of interest and motivation factors that pave ways to the acquisition of literacy. Among question posed to respondents are the frequency number of times they would purchase over a copy of the ‘daily paper’. The prevalent answers were 0-5 times in a month. This initiated further probing if the respondents was interested in current happenings considering the subjects were considered of eligible adults. The popular feedback amassed information needed could be obtained online, via mobile devices or any digital media.

Hesitancy in purchasing a copy of the newspaper solely falls to the interest in the content. Many are too busy to make time to read. Lifestyle subscribed does not allow the pleasure of reading the newspaper as it could be time consuming. The study deduced respondents are only interested in ‘topics’ and ‘headlines’ and these are easily available via electronic media. Could literacy acquisition be mastered in this manner?

As respondents of this study differs in social economic background, demographic to category in ages, does the printed media offers literacy acquisition in enhancing their proficiency in the language of choice, does reading brings much joy as knowledge acquisition or does the printed media considered purely as a source to gather and update latest information happenings?

Will dependency on the digitalized media have effects on printed periodicals? The newspaper industry have greatly been affected and they find themselves no longer as the main player and catalyst to major in disseminating news to the public at large. As electronic transformation has taken over the popularity of the printed media, this too has taken a toll
and affected the readership and revenues to the point where some have undergone or faced the prospect of closure (Hume, 2012).

This study was conducted to examine the reading habits among young adults and repercussions of these behaviours academically, economically and the influence of electronic media on literacy acquisition. With the existence of social media, does print media have an influence in literacy acquisition to undergraduates in tertiary universities?

One of the main makings of qualitative research is that it involves a close relationship between the researcher and participant. Research participants, in qualitative study, are therefore viewed as ‘knowers and participators’. The participants have been picked out on the basis that they are part of the phenomena, environment or culture that the researcher is examining - or that they have lived through an experience from which relevant opinions, values or beliefs have emerged.

An interview was carried out to ascertain the respondents' reaction on the topic. Concurrently, observation narrative was conducted focusing on the intended meaning of information wished to be transcended. The case studies presented the perspectives on the background, challenges faced in conducting this research. The following findings served as a framework for the case analysis. Huberman and Miles (1994) hypothesized that valid analysis is immensely aided by data displays that are focused enough to permit viewing of a full data set in one location and are systematically arranged to answer the research question at hand.

The researcher must be able to decipher conceptualized information ‘reading between the lines’, and ability to analyse if the respondents has answered the questions posed as the interview was conducted not for the respondents to revert their responses in a poignant ‘yes’, ‘no’ answer. For the active case interviews, the guides were organized by information sought and actual answers to questions posed.

It is hoped the methodology adopted is able to avoid any form of bias to ensure the collected data accurate and is able to emphasize the voice and settings of the participants in the research.
The survey had a small sample of participants, and majority of participants were between the ages of 21 to 25. A wider age spectrum would have produced a result that can be generalized more accurately to a broader group of the population. Recognizing that technology is becoming the way of the future, newspapers are adapting and are equally reaping the consequential benefits. Technology may be changing how news is delivered, but newspapers are still as focused as ever on delivering quality journalism that readers trust (Palser, 2006).

Researcher must be able to observe the possibility of the respondents in retorting to please the researcher. Recognizing this will apprehend errors in data collection and later in processing measurement. People are found to be reluctant in giving answers during interview for fear of being judged.

Structured questions are set as yardstick as not to run array from the topic discussed. It is noticed that the unstructured questions triggered more responses and hence allow the flexibility for both parties to react on the subject discussed. It is important for the researcher to reflect and articulate her view on the source of study - does print media (newspaper) has any influence of literacy acquisition - and therefore filter through which data to examine. The synthesis of data presented is of optimum significance – this is how the study is correlated, where the data from respondents are refined, summarized, rephrase and articulated to be presented in academic form.
Corresponding to the interview, the primary aim of the whole procedure is to assemble data collection from the respondents and subsequently to tell the stories in their own narratives. Smith postulated qualitative research known as interpretative phenomenological analysis, comprising of two tenets; firstly – that it is rooted in phenomenology, attempting to understand respondents meaning based from their ascribe lived experiences. Furthermore, interpretative phenomenology analysis is about getting underneath what a person is truly saying.

The compiled field notes can be pertinent source of information to facilitate any gap that might arise during the interview. Nonverbal or environmental context issues can affect interpretation of data if memory bias arises. One of the questions that arise about qualitative research relates to the reliability of the interpretation and representation of the participants’ narratives. There are no statistical tests that can be used to check reliability and validity as there are inquantitative tudy.

4. Findings

The present research aimed at investigating the effect of using printmedia as a tool to develop literacy skills. The downturn of print newspapers is surfacing in these recent years. As of October 1st 2017, the latest topull out of its distribution in the state of Sarawak is Berita Harian, News Straits Times and Harian Metro. This is due to low demand in printed periodicals and the falling of circulation figures of the three newspapers. For comparison purposes Metro suffered the worst drop – 74.5% – from 55,392 copies in 2012 to 14,109 by the end of 2016.

Since 2012 to 2016 statistics indicated newspaper sales has nosedived on a rapid scale. The drop in newspaper circulation was shown to have affected all mainstream dailies and job opportunities. Harian Metro was slap fall of 62.5%, followed by NST at 41.6% - this amounted to sales of 54,490 sales from its comfortable figure of 93,321 copies. Utusan Malaysia and Berita Harian each saw their circulation figures fall by 30% in the same period. Could this figure indicate a weak mainstream press with low readership?
What could determine the downfall of newspaper sales, could it solely due to the magnitude of digital media influence? The electronic media revolution has renewed debate about print media's relevance. In reality, both communication forms have advantages and disadvantages. Print media reporters may cover subjects with greater depth than writers of electronic media. However, electronic media’s ability to break news at lightning speed is cited as a key factor for the continuing decline of print media readership. Still, that quality often leaves experts questioning if electronic media is speeding up the superficiality of contemporary culture.

Even though many newspapers and magazines have online versions of their publications, printed copies continue to be in high demand despite the fact that hard copies cost money and digital copies either have reduced fees or are completely free to readers. The purpose of the study was to understand the significance of business strategy, innovation management, and economic theory. And does language acquisition play a pivotal role in the business models.

Literacy education with media as an educational gadget if subscribe and not administered in the proper manner could contribute to the erosion of traditional values in acquiring literacy. The constant need to justify the study of media content by forever pointing out their authenticity, is also one of the major feedback gathered during this study.

Ruminating over media will involve in the question of pleasure, which will raise question about the very nature and meaning of the media content. Reading has always been a vocal issue for students, and this is echoed by academicians who ricocheted work submitted by students. The very essence of knowledge acquisition is obtaining and making acquaintance with information itself.

There is no shortcuts on knowledge acquisition, if a student wishes to raise the bar then he/she would resort simply to the act of reading. Proper reading and the ability extract relevant information from any scriptures is indeed an art. And this is where students of the digital phase lack. They are driven for excellence, to have the competitive edge, all the surface values that make them a walking advertisement board.
This is an inheritance culture, a lifestyle emulated by the influence of media itself. Working with media has always promised a degree of appeal, it is interactive, captivating and it can take you to a world of escapism. Media literacy approaches that seem to ignore the individual’s experience and the promise of potential pleasures that only the media content can offer. To curb ‘pleasure’ that come from a deep engagement with media content, patrons of media should have the rudimentary background/fundamental knowledge of subjects they wish to explore. Our findings discovered most students do not have the skills to ‘check and balance’ information gathered online. And information harvested online are utilised without making further study on the credibility of the sources.

This leads to repeated suspicion or condemnation of media literacy approaches that seem to ignore the individual experience and potential pleasures that come from a deep engagement with media content. Far from emulating radical proposition, the kind of pleasure one derives from stepping back from immediate impressions to conserve any media information is the essential framework of education itself. The anguish of digital media is the tendency of its information which can be edited and re-edited. Literacy education is committed to understanding the relationship between the corporate and commercial control of media and the demands of social equality.

In this context, literacy justifications emerges to response to conservative claims that studying media is frivolous and ambiguous, vague as opposed to political value, all in a way that feeds the tendency of liberal educators to prefer plurality of media education approaches. The goal of media education in such a context encourages critical thinking as an end in itself.

The study indicated, students with good reading habits are able to understand questions easily and better express themselves as opposed to those who do not have good reading habits or did not read at all. This finding agrees with Issa et al (2012) that engaging in reading continuously and considerably is able to influence ones studying skills and subsequent academic performance.

The study revealed that the respondents acknowledge the importance of reading and said reading helps them to express themselves better. However, the study also found that reading a novel, or fiction is not a norm. The study discovered that majority of the
respondents do engage in reading just solely as an academic requirement. It was also confirmed in the study that over 70% of the respondents visited the library to attend to their assignments, and as a venue for revision purposes before an exam commence.

This survey discovered that regardless of education level, the print media has no significant role in influencing the reading practices among the respondents. This is very subjective, but exploring the respondents' behavioural reading pattern, the researcher discovered that those who read (print and media) are more knowledgeable in a lot of topics. They were well verse on a lot matters and able to present their opinions scholarly and confidently.

To investigate if medialiteracy is capable to indoctrinate readers in patronising digitalize form over printed media. The interview discovered that reception on printed media shy in comparison over digitalized form of literacy. Literature in the form of multimedia is interactive which students find very much to their favour. Students of this digital age response enthusiastically to information structure that is available fleetingly swift.

If the internet pose as a medium to represent the classical literary production, then scientific arguments insisted this phenomena to signify the end of printed media. Furthermore, the analysis of various attempts to write literature in the electronic form, whether web based or not, as well as reception of interactive texts, confirmed the hypothesis that their existence largely depends on the patronage of the reader-user.
5. Contributions Of the Research

Majority of the respondents are of the opinion that reading habits have an effect on academic performance, and this convention pattern is fixated to one’s academic performance. The study has also established that indifference is one of the contributing attribution to lack of reading among the respondents. As respondents of this study represented the youth and future generation, it is imminently alarming to acknowledge that our future are in the hands of a digitalised nation. These are an extract of the population at large where they are dependent solely on the mercy of the hypermedia in determining most of their decisions. Every so often, instead of concluding a decision based on their personal opinion, they would revert to the digitalized media for guidance.

Students in tertiary institutions are so dependent on the digital media as it is easily available, they are not interested in the construction of sentence, their main aim is merely to extract information from the write-up. This ‘shortcut’ is one of the imminent reflection to the identity moulded by digitalized media. We are sculptured by what we read. We need to cultivate a healthy reading habits, and this is especially to our young generations. Institute of higher learning can play an important role inculcating this culture. Reading should be part of our culture. Putting blame and passing judgements from one authority to the other does not make an a good end to a bad start.

Undeniably reading should be nurture right from home, and the process should be carried out to school and later to tertiary level. We are losing our essence of basic humanistic value the sense to appreciate the literature that is surrounding us.

Before embarking into something which is very much beyond our reach, we should be equipped with the proper knowledge of the ability to gauge the right from wrong, and vice versa. We have to live in tandem with the moving of time, as fun as it is to resort Google and associates for answers efforts should be rewarded on endeavours of attaining education as an exploration to acquire knowledge. Introducing a list of reading literature to cultivate not only to instil the reading habits but also to pattern their identity. When this is done, it will help them express themselves well which will eventually lead to better academic performance in the near future.
6. Conclusion

The distinctive aspects of the print media will always be attractive to consumers. While keeping the customers’ attention which allow one to reap the benefit of a sold omniscient strategy, the medium here come in the form of newspaper. These can be considered a form of cultural heritage, encompassing scientific reports, history and so forth. This form of print media is a great way to target people who still enjoy taking their time and going through an entire literature about a topic.

Ziming Liu (2008:54) offered a detailed comparison of how people interact with print media versus how they interact with digital media. “Electronic media tend to be more useful for searching, while paper-based media are preferred for actual consumption of information”. His hypotheses supported this study accentuating how reliance on the mass media is regarded now as the primary educational force in tandem with our time. Dependency on this medium has indeed imprinted a significant mark, and dominantly empowers students, citizens alike to develop and refine their pragmatic and ability to access and assess the range of information given in a variety of media forms.

People read newspaper for variety of purposes, from lists of events and advertisements published on a daily basis, for social prestige, to respite and entertainment value the daily paper can offer. Newspaper is essential not purely for the information, but it does allow readers to appear more informed which is essential at social gatherings. To top this, plain reading habits has been mentioned as an important reason for many to read the newspaper.
References


CHAPTER 19:
DETERMINANT FACTORS OF ONLINE HOTEL RESERVATION TOWARDS HOTELIERS: ARE THEY SIGNIFICANTLY RELATED?
Muhamad Saufi Che Rusuli, Suhaila Abdul kadir, Siti Sarah Omar and Rosmaini Tasmin
ABSTRACT

In the era of fourth industrial revolution, the Internet becomes an important tool for the consumer and seller to communicate. The Internet almost attracted the attention of whole industries, especially hospitality industry. The use of the Internet becomes an advantage for the hotelier to decrease the distribution cost at the same time increase the relationship between hotelier and consumers. This study seeks to explore a behavioral of Malaysian hoteliers which prefer to use traditional way to promote their package instead of using the Internet. Publicity in Malaysia still resisted using the online hotel reservation because of the trust and accuracy of the online hotel information. Therefore, finding of this study indicated the direction of the key factors that directly influence the online hotel reservation. Besides, the result of this study could identify the most important factors that lead to the online hotel reservation within the West Coast area and attempt to recommend hoteliers the way for the online hotel reservation to become a potential new channel for marketing strategy. These factors consist of convenience, ease of information, transaction, price and safety regulated. About three hundred people who stay on the West Coast of Malaysia have been selected as respondents and defined whether they have the experience of using the online hotel reservation. Finally, almost half of the study looked at the reservation intention and the online reservation satisfaction and therefore, the significant finding could help hoteliers to distribute products more effectively.

Keywords: Industrial Revolution, Hotelier, Web Service, Hotel Reservation System

1. Introduction
Presently, the internet has become an important medium for consumers not only for web surfing and use online purchasing, without geographical and time limitation, yet help to communicate with the sellers and other buyers too. This is agreed by Lee and Morrison (2010) whereby a worldwide revenue over 340 USD has been generated by the Internet. Moreover, from the year of 2000 to 2012, the global users of the Internet increased by 566.4 percent (Qi, Law, & Buhalis, 2013). Unfortunately, there are also opportunities and challenges arise through World Wide Web (Buhalis & Law, 2008). Travelers normally have interaction by using technology, but tend to avoid the online reservation system as they are precarious, although the benefits are evident (Meuter, Ostrom, Bitner, & Roundtree, 2003). In addition, Bakar and Hashim (2008a) stated that recent travelers are still using the traditional way to book hotel, which cost higher although the Internet has become the best medium for the online hotel reservations. The online hotel reservations can help hoteliers to reduce costs and attract more consumers. However, Malaysian Association of Hotel is lack of money to support the online booking system, resulting less response from the hoteliers. So, there are problems for the online hotel booking to be a potential marketing channel for hoteliers that can attract more customers. For instance, the hospitality sector is affected by the Information, Communication and Technology (ICT) development in both sales and marketing perspectives (Schegg, Stangl, Fux, & Inversini, 2013). According to Ozturk, Bilgihan, Nusair, and Okumus (2015), the convenience occurs when travelers can search their preferred hotel and room reservation by using hotel mobile apps and through mobile websites. Unfortunately, there are currently taking and irrelevant information, and poor accessibility towards the software that obstruct the potential consumers (Agheorghiesei & Ineson, 2011; Dinesen & Sætre, 2018). Besides, prior researchers stated that lots of unclear and unfiltered online information would confuse the consumers and have the impact on other consumers seeking information and decision making regarding the online hotel booking.

Secondly, consumers are worried about the security and trust issues when planning for a vacation (Bakar & Hashim, 2008a; Kotoua, 2017). Previous research by Ratnasingam (2012) stated that the information of certain hotel published online was an obstruction for online transaction. For example, one of the types of trust so called capability trust is the customers’ trust on the accuracy of the hotel website information and the transaction capability (Ratnasingam, 2012). Besides, the hotel services is the essence that affect the consumers’ reviews and attract them to make a service transaction (Browning, So, & Sparks, 2013). Cezar
and Ögüt (2014) also supported that the popular seller ratings in the eBay auctions from the past shoppers could affect the price premium that cause to the online transaction risk. O'connor (2003) argued that the transaction issues arise due to the cost of the online hotel reservation that relies on the number of intermediaries between suppliers and consumers. For example, the higher the amount of intermediaries, the greater the transaction costs (O'connor, 2003). The biggest issue related to the transaction is the credit card data security which is sensitive to every purchaser (Chow, 2017; Engvall, Fritz, & Kindh, 2012). Besides, Lin, Jones, and Westwood (2009) found that some consumers are still hesitant to purchase travel products due to risk and safety issues including the greater cost and the multiple choices. In addition, with regard to safety towards the purchasing online whereby travelers might lose all their money in the bank account due to worry of hacking problem when they used credit cards to pay for the bills (Bertea & Moisescu, 2011). This is supported by Engvall et al. (2012) concluded that consumers do not make reservation online because the issue of credit card security and lack of confidence which are 35% and 20% respectively. Internal network security also becomes an external security because according to the statistics, 15% has been reported for virus attack and 7.7% for “Denial of Service” attack (Law, Leung, & Buhalis, 2009). In fact, Yang and Jun (2002) note that security has become the core element for the Internet buyers and non-Internet buyers. The statistics have shown 30% of consumers who do not purchase online because of the credit card issues while another 28% of the consumers denoted that general security has become a cause that prevent online purchases (Bakar & Hashim, 2008a). In conclusion, Fu Tsang, Lai, and Law (2010) stated that the reason why consumers refuse online electronic transaction because they are worried about the safety issues.

Due to limitation for the control of the information quality on the web, consumers are skeptical of the truth of the online information that provided by the hotelier when making the decision to consume (Dancer, Filieri, & Grundy, 2014). Prior researchers have proved that consumers become confused when getting different information and descriptions on the same product by using different online information sources (Dai, Forsythe, & Kwon, 2014). The online searching can be simplified as a platform for consumers to make any comparisons between products. Unfortunately, inaccurate information and complicated facilities have become the main obstacle of the online hotel booking (Faqih, 2013). Product and service information reflect a website company’s reputation. Without a good product quality information, it would directly influence the consumer’s expectation and confidence when using the website booking (Tsai & Yeh, 2010). On the other hand, for hoteliers, the quality of the
website’s system can directly affect the information’s levels and qualities (Xu, Benbasat, & Cenfetelli, 2013). Low qualities of online information control will directly influence a consumer’s decision during the online purchasing because of consumer adhered to the website (Tsai & Yeh, 2010). For example, if a website system for a hotel does not operate continuously or does not update any latest information of a hotel, hence the system becomes useless for publicity. Besides, although email is the fastest way for hotelier to communicate with consumers, nevertheless it has also become a tool for criminal case such as camouflaging messages (Webb, 2008). Based on the Cyber Crime 2010 report, the major email that related to criminal case included email bombing, email spoofing, defamatory email, email frauds and sending malicious codes through email. It becomes a bad impression for consumer to repurchase intention (Tung-Hsuan, 2012). Therefore, the objectives of the study are:

1. To investigate the factors that lead to the intention of online hotel reservation,
2. To access the most important factor that lead to the intention of online hotel reservation,
3. To recommend a way for online hotel reservations become a potential new channel for marketing strategy.

2. Related Works

Travel & Tourism Global Economic Impact & Issues in 2017 reported that the healthy booking trends in the business segment, as well as growth in some of the world’s largest leisure markets, will fuel global travel growth in 2017. Direct travel & tourism GDP growth is projected to reach 3.8%, outpacing broader global GDP growth of 2.5% (Nicholls, 2017). Referring to this recent report, online travel booking becomes a norm for global travel and give a huge impact on worldwide travel sales due to the internet usage, which helps to increase the business through the online platform (Chen, 2014a). However, Internet is one of the important channel for travel and generate more than 340 billion USD in 2011 and the worldwide travel have grown 10% each year between 2010 and 2012. Online hotel reservation is a type of e-commerce since the transaction occurs the integration of information and communication (ICT) (Chen & Holsapple, 2013).
2.1 Factors Affecting Online Hotel Reservation

2.1.1 Convenience

Berry, Seiders, and Grewal (2002), urged that convenience is the most prominent factor in marketing literature that consumer use to purchase a product. Besides, Chen (2014a) stated that meta-sites that act as network agent that provide variety of information searching for consumers can be a factor to attract online consumers to search for products and services deals and allow for brand comparisons. This is supported by prior researchers who claimed that travelers enjoy the pleasure when making bookings through websites and have enough time to compare prices without to do a fast decision and tend to avoid any additional fees for the travel agency. (Agheorghiesei & Ineson, 2011) revealed that online tourism sales in Romania increased 280% in 2009 which is 100%. Instead, in a different study shows that buyers perceived face to face with travel agent to gain security and service quality before booking on a website (Dall'Olmo Riley, Scarpi, & Manaressi, 2009). In a nutshell, travel agencies need to reconstruct their website in a more approachable, well accessible and from lower prices to ally with the online travel agencies in order to regain the consumer relationship. Besides, some findings revealed the fact that convenience becomes a vital element that influence the intention of using online hotel bookings (Bakar & Hashim, 2008a). Recently, Kwon and Kwon (2013) denoted that the convenience benefit such as the value maximization through online seek for the great deal of hotels reservation will lead travelers to maintain their online seeking actions. Besides that, the exist of Internet influence the depth of travel information and caused the increased number of consumer’s bargaining power that have the interrelation with increased of convenience in online tourism shopping perspectives (Buhalis & Law, 2008). In this context, consumers will be using Internet to enjoy convenience by comparing costs, access to the most flexible rates in front of the screens because it is time and costs saving (Ozturk et al., 2015). In contrast, the flexibility and user’s friendly system that uses for online hotel booking such as the changes can be made prior to the reservation period may have contradicted with convenience, that consumer may concern, on “halo effect” due to the charges for the cancelation (Bakar & Hashim, 2008a). Occasionally, accommodation become one of the most sought topics for the travelers aged 50-60 years old and mostly they have rejected for the packaged tours. Thus this, showed that the travelers are more inclined to online shopping (Buhalis & Law, 2008). Lastly, it can be said that convenience is considered as one of the types of service quality and the aspect of website are interrelated with the service quality (Nusair & Kandampully, 2008).
Among the United States travelers, they prefer online booking websites as it acts as a powerful medium for travel purposes; some of them feel that the online booking website assist their job functions, unfortunately some of the website systems are not easy to use (Morosan & Jeong, 2008). However, it is argued that there is a confusion in the hotel room booking system intended as easy to use and functional and also have the element of entertainment added to the website model (Morosan & Jeong, 2008). Therefore, the first hypothesis is stated as:

H1: There is a relationship between conveniences towards online hotel reservation.

2.1.2 Ease of Information

Online information currently becomes a key success factor in online hotel reservation. Therefore, the way to deliver the information, from supplier to consumer and also the quality level of the online information becomes a major sources in ebusiness (Lee & Kozar, 2006). A study showed that when a consumer is willing to purchase something, he will analyze and consider the online information rationally and does not only purchase on his own desire (Tantrabundit, 2015). Hence, the truth about online information is considered as a precondition for online consumer. Information trust actually an online consumer’s expectation and confidence towards trustworthiness, reliability and accurateness of online information that published through the company’s website or the Internet (Tantrabundit, 2015). For instant, previously, if a consumer intends to get hotel information, the only way was from travel agencies. But now, due to high technology, online word-of-mouth, reviews are also classified as one of the information resources through any website or online forum (Chakravarthi & Gopal, 2012). In hospitality industries, hotel is defined as a type of service products which is intangible. Tangible products is defined as a physical object that might be perceived by senses such as hotel rooms, received a meal and etc. While for intangible products are classified as the experiences or services that received by the consumers such as hotel room services, concierge service, travel consulting service and so on (Albayrak, Caber, & Aksoy, 2010). Thus, a hotel is considered as a provider of intangible services and consumer cannot easily estimate and evaluate before booking (Lu, Ye, & Law, 2014).

Besides, the online review will represent the hotel reputation and the level of the services that the hotelier provided (Lu et al., 2014). Previous study showed that consumer’s rating towards a hotel represent their review either positive or negative for their satisfaction.
The high rating of consumer review indicates that there is a positive relationship between satisfaction and hotel quality, and vice versa (Lu et al., 2014). Thus, a qualified hotel website service management will directly influence consumer review and ratings. From the hoteliers perceptions, traditionally, if a hotelier is willing to promote his hotel, an easier way to explore the information to public is also thru travel agencies (Li-Ming & Wai, 2013a). However, the improvement of technology-the Internet, consumer can easily access the accommodation information such as facilities provided, cost of room, review of public, etc. Therefore, bargaining power of consumer also increase with just a simple-click (Chakravarthi & Gopal, 2012). Consumer booking process showed that consumer will survey multiple online review channel that can make a comparison in the aspect of quality and information description, on a same product before making a purchase decision (Courtney McTavish, 2012). Thus, the information will influence consumer how to judge and interpret the accuracy of the online information. More accurately, the consumer prefers booking intangible products rather than tangible products via the Internet (Chakravarthi & Gopal, 2012). Besides, if a consumer is willing to get further information, by using existing website, the hotelier can contact the consumer directly via email. When a hotel introduces any promotion, the promotion emails will be sent to the entire customer automatically. In conclusion, complete and useful online hotel information directly affect customers’ intention by using online hotel reservation (Adbul Rahim Abu Bakar, 2008). Therefore, the second hypothesis is stated as:

H2: There is a relationship between ease of information towards online hotel reservation.

2.1.3 Transaction

The transaction means an exchange of goods, services and money between the customer and hotel firm (Chathoth, 2007). The growth of the Internet has attracted many people doing information search and make online booking (Law & Cheung, 2006). According to Law, Qi, and Buhalis (2010) development of internet caused the number of online users and the percentage of online transaction to increase (Sahli & Legohérel, 2015). Currently, the number of online users is continue to increase on all markets (Sahli & Legohérel, 2015). This growth offered online transaction opportunity, information and challenge for the hospitality and tourism industry (Bai, Law, & Wen, 2008). The intention of online transaction and the fullness of information are the important factors straightly affect customer online contentment of hotel reservation (Qi et al., 2013). Kamsin and Kin (2005) stated the main benefit provided by the
online transaction involve lower costs, convenience and fast. Cost saving also encourages customers to make online hotel reservation transaction (Kamsin & Kin, 2005). Besides, some of the transactions consist of critical private info and payment method is necessary for website to transmit customer’s trust (Liu & Zhang, 2014). The capability of the website functionality must be trusted by the customers to process the booking transaction, keeping the privacy of personal information and retaining the security, particularly for the customer’s credit card information (Ratnasingam, 2012). Customers will search the information and pursue online business transaction when realized that the website is convenient to use (Ratnasingam, 2012). Security and technical protections is important in the e-payment system and significantly improve the customers perceived security and affected customers perceived trust (Wen, 2012). Moreover, previous researchers Schmidt, Cantallops, and dos Santos (2008) disclosed that hotel websites were useless and hard to achieve customers’ needs and wants for the online transaction (Li-Ming & Wai, 2013b). Schmidt et al., (2008) stated that hoteliers have not established an effective websites likes Online Travel Agents selling the rooms based online and generated hotel profit from these websites. The current sales and the revenue dropped caused the hotel to pay the commissions to Online Travel Agents for selling their rooms (Li-Ming & Wai, 2013b) and exposed that why customers did not complete the transaction when surfing Online Travel Agents website due to too slow transactions(Li-Ming & Wai, 2013b).

There are many reasons why consumers unwilling to use online hotel reservation. Consumer distrusts the need of providing private personal details and lack of confidence towards online transactions (Järveläinen & Puhakainen, 2004). Other factors such as obsolescence, unimportant information, lack of implementation of the software, lack of cooperation amongst the across channels such as web, email and telephone (Agheorghiesei & Ineson, 2011). According to Matzler and Waiguny (2005), a lot of uncertain information confused the consumers while making online hotel booking. Prior researchers have found that although the consumers’ confusion influenced negatively, but the online bookers are also seeking for information for decision making process, thus unclear information does not stop consumers to continue book online (Agheorghiesei & Ineson, 2011). Therefore, the third hypothesis is stated as:

H3: There is a relationship between transactions towards online hotel reservation.
2.1.4 Price

More than 74 % of travelers use the comments of other consumers when planning trips to seek the condition of accommodation offers, location and price (De Pelsmacker, van Tilburg, & Holthof, 2018). A study done by Chen (2014c) revealed that 80% of the traveler will compare online pricing before making any purchase decision. Almost 66% travelers willing to search for the best deals and seek for the best value for their spending on travel through the third party website or Meta search engines Chen (2014c). From the consumer perception, price refers to the amount of money, which they are willing to pay to get the products or services. The price which is published online becomes a reference price to evaluate the fairness of the hotel reservation pricing. So, consumers should aware and take note with the market price of the hotel and they can compare between them (Andrés-Martínez, Gómez-Borja, & Juan-AntonioMondéjar-Jiménez, 2014). However, Kelly McGuire (2013) revealed that consumers prefer looking for the lowest price when searching for online hotel reservation. Even when online consumers are satisfied with the products and services provided by the hotel, they still search for other substitutions(Li-Ming & Wai, 2013a). They tried to find a fair price which can definitely satisfy their expectations and experiences. The equilibrium between the amount of hotel price and level of service quality was depending on consumer’s expectation (Andrés-Martínez et al., 2014). Unfortunately, online price information basically limited and the hidden extra service charges normally were not published on the hotel website. For instance, the price of the hotel published on Trivago.com excluded other extra service charges. Therefore, consumers face problem to evaluate and estimate whether or not the hotel they choose is the most desirable. Hence, the perceived financial risk of the consumer will increase to a higher level (Lee & Stoel, 2014).

Thus, prior research proved that consumers are still concerned about their perceived value on the quality of the products and services provided, instead of seeking for the lowest possible price (Gupta & Kim, 2010). Besides, hotelier may increase non-price product information that can lead to the decrease consumer’s sensitivity towards market price (Ancarani, Jacob, & Jallat, 2009). As a result, consumers become more aware in this situation to repeat purchase after an unfavorable experience in online dealing. Therefore, the fourth hypothesis is stated as:

H4: There is a relationship between prices towards online hotel reservation.
2.1.5 Safety Regulated

Trust in online purchasing, defines as a confident perspective or manner expectations towards risk of online situation without exploitation of defects of the products or services (Corritore, Beverly, & Wiedenbeck, 2003; S. Y. Kim, Kim, & Park, 2017). Ling, Chai, and Piew (2010) denoted that trust can be make use of or apply based on the products and services, person, business or a role such as a professional. Rob, Billy, Crystal, and Rosanna (2011) mentioned that safety in the hotel industry usually related to the prevention on loss. Trust and safety have direct influence toward consumer online purchasing that consumers will continue the online shopping if they perceived higher trust in return (Theerasak, & Han, 2003). The advanced of ICT’s on online reservation system give an opportunity for consumers to be able to accomplish online hotel reservation at anytime, anywhere (Young, Gon, & Yong-Ki, 2006). According to Kim et al., (2011), consumer should aware on the factors (e.g. Encryption, protection, verification and authentication) that will affect perceived security of consumers. Furthermore, Frank, Klaus, and Marc (2009) stated that fairness, transparency of relevant information, and absence of information which confuses consumers and causes uncertainty will influence purchasing of consumers in online hotel reservation. With the growth of the internet, websites reservation used by the hotel may become accessible through that channel. Hence, the safety and trust of consumers towards hotel information security had influenced their intention in the purchasing online hotel reservation (Hong-bumm, Dong-Soo, & Sunny, 2013). Studies by Gon, Xiaojing, and Jin (2006) stated that the leading formation of awareness and trust towards online usage by consumer is related with receptivity to innovation, acquainted with e-commerce and prior satisfaction with e-commerce. However, consumers of online hotel reservation can verify their belief towards the hotel through the consumer reviews which can be found in the hospitality and travel community. This is because those reviews had provided the consumers with substitutional access to prior experience on the quality service provided by the hotel (Sparks & Browning, 2011). According to Michel, Zhiyong, HG, and Jasmin (2005), the online buying is still considered as a purchasing that is riskier than face-to-face purchasing for a wide range of consumers. There are also consumers who refuse to purchase items through internet due to lack of trust in online business. Thus, these consumers are unwilling to fill up their personal information on the website (Atchariyachanvanich & Hitoshi, 2011). In addition, Bakar and Hashim (2008a) also supported the facts that the results showed that 30% of the
respondents who have not purchased online are because of credit cards. Therefore, the fifth hypothesis is stated as:

H5: There is a relationship between safety regulated towards online hotel reservation.

3. Methods

Target population for this study was the consumers who have experience of booking the hotel through online. Therefore, the range of age of this population is between 19 to 60 years old because they normally have the experience in the online hotel reservation and they understand the procedure of the online hotel booking reservation system. Thus, the sample size of 300 respondents was selected for getting an accurate results and each of them has an equal chance of being included in the sample. Furthermore, a non-probability convenient sample was chosen for the survey in this study. This is because there is no specific list of respondents that can be established from the population as the sampling frame. According to Barbara and Lawrence (2002), a non-probability convenience sampling acquiring responses from the people who are willing and available to take part.

4. Results and Discussion

This study was done in order to get a better understanding about the factors that affect the online hotel reservation among hoteliers. In fact, this study focuses on the most important factors among the five variables that lead to the online hotel reservation among the consumers. This is to ensure that the hypothesis of this study is supported by the findings.
Hypothesis 1: Convenience and intention of online hotel reservation.

Hypothesis 1 analyzed the factor of convenience that lead to the intention of the online hotel reservation among the west coast region customers, which the P-value was 0.000 which is lower than $\alpha = 0.05$. Therefore, H1 is supported. Thus, there is a relationship between convenience and intention of the online hotel reservation because there was a significant value at 0.05 and the r value of convenience is 0.524. The result indicated that there is a moderate correlation between the convenience and the intention of online hotel reservation. There are several past researchers’ studies revealed that there are relationship between the convenience and the intention of the online hotel reservation. Those researchers included by Bakar and Hashim (2008a); Amaro and Duarte (2015); Chen (2014b). According to the prior researcher, they agreed that convenience has become an important factor towards the intention of the online hotel reservation. As independent variable, convenience falls in the third place after the other variables price and transaction. In fact, the findings of this study are similar to the previous studies whereby the hotel reservation through the online has become a potential way due to its convenience besides the other factors, like easy information and transaction (Chatchotitham & Soponprapapon, 2010). Hence, the result indicated that hypothesis 1 were accepted and this gives an indicator for local hoteliers to update their hotel websites more frequently or launch any new promotion or make their website easy to use as a marketing tool for consumers to book rooms through the online. This can be seen from this survey, that out of 300 respondents, 156 respondents (52%) prefer booking hotel through the online due to the convenience.

Hypothesis 2: Ease of Information and Online Hotel Reservation.

Hypothesis 2 analyzed the factor of ease of information affected the intention of the online hotel reservation among the customers, which the P-value was 0.000, which is smaller than $\alpha = 0.05$. It indicated that H2 is supported. Thus, there is a correlation and relationship between the ease of information and the intention of the online hotel reservation because there was not significant at 0.05. Besides, r value indicated the ease of information was 0.418. Thus, the result showed that there is a moderate relationship between the ease of information and the online hotel reservation. According to prior researchers such as Chakravarthi and Gopal (2012), Niranjanamurthy et al., (2013), Courtney McTavish (2012) proved that there is a relationship
between the ease of the information and the online hotel reservation. The ease of the information brings lots of advantages and play important roles towards the online hotel reservation such as the hotel infrastructures and facilities, customer services, a scale of hotel pricing. When consumers selecting a hotel, this information becomes useful for them to gather and compare between different hotels (Courtney McTavish, 2012). Besides, some of the researchers indicated that more than 30 advantages for consumers are affected and increased the willingness and intention to make the online hotel reservation. Other advantages for the consumers when making the online hotel reservation are easy for comparing the hotel rooms’ prices, the ability to increase the speed of hotel reservation and reduce the cost of employment. For easier price comparing, lots of search engines might help consumers to locate the best price for the hotel room such as Trivago.com. At the same time, it would also increase the speed of the business transaction as it is not bound by physical limitations. Lastly, by fully utilizing of the online information, fewer employees are needed for the reception and lower-ends jobs. The cost of management reduced and the surplus can be used for high level investment (Niranjanamurthy, Kavyashree, S.Jagannath, & Chahar, 2013).

**Hypothesis 3: Transaction and intention of online hotel reservation.**

Hypothesis 3 analyzed the factor of transaction that lead to the intention of the online hotel reservation among the west coast customers, which the P-value was 0.000 which is lower than \( \alpha = 0.05 \). Therefore, H3 is supported. Thus, there is a relationship between the transaction and the intention of the online hotel reservation because there was a significant value at 0.05 and the r value of transaction is 0.545. The result shows that there is a moderate correlation between the convenience and the intention of the online hotel reservation. The result showed that the transaction had the moderate correlation between the independent variable and the dependent variable and it is the most important variable that affects the intention of the online hotel reservation among the west coast consumers. Bakar and Hashim (2008b) note that the fast transaction will affect the intention of the customers of the online hotel reservations. In fact, Ratnasingam (2012), believed that the online booking transaction will increase because the consumers believe that the websites is useful and easy to use. Moreover, website design, adequate information and security perceptions of customers for the online transactions influenced the increase of the sales of internets (Kim, Ma, & Kim, 2006).

**Hypothesis 4: Price and Online Hotel Reservation**
Hypothesis 4 analyzed the price of hotel rooms directly affected the intention of the online hotel reservation among the customers, which the P-value was 0.000, which is smaller than $\alpha = 0.05$. It is indicated H4 is supported. Thus, there is a correlation and relationship between the price and the intention of the online hotel reservation because there was significant at 0.05. Besides, r value indicated the price was 0.551. Thus, the result showed that there is a moderate relationship between the ease of information and the online hotel reservation. Prior researchers, Delizo and Esguerra (2013), Melis and Piga (2017) and González-Rodríguez et al., (2018) have asserted that the hotel rooms’ prices play an important role towards the intention of the online hotel reservation. Although the results showed there is a moderate relationship between the price and the online hotel reservation, but some researcher believed that there is a strong relationship between them (Lipovetsky, 2011). It showed that different personality reflected the optimal prices for different product concepts. For example, for high income categories, they consider some of the additional products and services as valuable, and vice versa. The online hotel reservation is considered as a direct method from the supplier to the consumers. Even though, several prior researchers argued on this statement, they still investigate for the monetary loss problem when consumer doing the transaction via the online (Dai et al., 2014). Sometimes, consumers still confused whether the prices that they purchased online are the lowest compared to the other hotels.

Hypothesis 5: Safety regulated and intention of online hotel reservation.

Hypothesis 5 analyzed the factor of safety regulated that lead to the online hotel reservation among the west coast customers, which the P- value was 0.000, lower that $\alpha = 0.05$. Therefore, H5 is supported. Thus, there is a relationship between the safety regulated and the intention of the online hotel reservation because there was a significant value at 0.05 and r value of the safety regulated was 0.415. The result showed that there is a moderate positive correlation between the safety regulated and the intention of the online hotel reservation. Prior researchers (Bakar & Hashim, 2008b; Hong-bumm et al., 2013; Ratnasingam, 2012) have shown the relationship among the safety regulated and the online hotel reservation. However, the result showed that the safety regulated has the moderate positive correlation between the relationship of the independent variable and the dependent variable even though safety regulated is the least important variable that affects the intention of the online hotel reservation among the west coast hotel consumers. In fact, Ratnasingam (2012) stated that the safety regulated is able to effect the intention of the consumers in the case of online hotel reservation.
Therefore, according to prior researchers asserted that the safety regulated is considered as the most important concern in influencing the consumers to use the online hotel reservation (Zhilin & Minjoon, 2002). Hence, Miyoung and Lambert (2001) suggested that the hotel management needs to build and develop to secure websites to attract more customers to use their online hotel reservation if they want to generate income in the future and compete with the other hotels.
5. Conclusion

In conclusion, this study focuses on the success of the online hotel system with the element of convenience, ease of information, transaction, prices and safety regulation to attract more consumers to make use of the reservation online. Hoteliers should register their business in travelling websites such as Trivago.com, Agoda.com, Traveloka.com, hotels.com, etc. to give better offer prices through online. Finally, the result of this study provides a better understanding of five factors that lead to the intention of the online hotel reservation among the west coast hotel consumers. It is hoped that the results from this study could be disseminated and contribute to enrich the existing literature reviews available for future reference.
References


CHAPTER 20:
TEACHERS’ PERCEPTIONS TOWARDS IMPLEMENTING MOBILE LEARNING IN RURAL MALAYSIA
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ABSTRACT

The use of mobile technologies appears to be in line with the strategic goals in education besides facilitating and promoting learning anywhere and anytime. However, despite the complete and advance mobile infrastructure in the developed world, the digital divide still exists in developing countries. This paper discussed the students’ behaviour and responds towards digital devices and mobile learning through interview sessions held with the school administrator and teachers. The paper defines the various perceptions of the use of mobile technology for teaching and learning by reflecting the positive opinions from the school administrator and the teachers. The different perceptions and acceptance towards technology between the aboriginal and non-aboriginal students are also reviewed in this paper.

Keywords: Mobile learning, technology devices, primary schools, rural Malaysia
1. Introduction

The widespread use of mobile phones is spreading like wildfire. It is difficult to walk without colliding with a sea of people using mobile phones nowadays. In fact, there is a study reported the rapid growth of active mobile phone would reach 7.3 billion by 2014 which resulting the world having more mobile phone accounts than people on earth (International Telecommunications Union, 2013). The same situation applies to other portable devices. The rise of mobile technology in the form of phones and tablets allowing computing power and wireless communication in the hands of millions of new users at affordable prices and in a form that is easier to use than the desktop computer. This phenomenon indirectly leads to various kind of study involving portable or mobile devices thus changing the landscape of technology learning tools. The use of mobile technologies appears to be in line with the strategic goals in education besides facilitating and promoting learning anywhere and anytime. However, despite the realisation of ubiquitous mobile infrastructures and practices in much of the developed world, a digital divide still exists in rural developing regions. They do not yet benefit from the widespread availability of information over the internet or the ability to consume, create and share multimedia content, due to the lack of internet and mobile connectivity, client devices and corresponding textual and computer literacy.

One sector where mobile technology is set to have an enormous influence is that of mobile learning or M-Learning. M-Learning might be more generally considered a new phase in the development of e-learning technologies and is set to have a significant impact on education according to a recent series of reports by United Nations Educational, Scientific and Cultural Organization or UNESCO (2012a). The growth of open educational resources is also making new multimedia teaching materials available to educators and learners, free of royalties and licences (Open Educational Resources Africa, 2009). A good context for exploring the potential of M-Learning technology would be rural Malaysia, which is a Category 1 country with a mature mobile market, high mobile phone penetration and strong ICT infrastructure (UNESCO, 2012b). One of the Malaysia’s prominent online news portal reported that a study conducted by Ericson ConsumerLab in South-East Asia has proven the increasing of the smartphone penetration from 47% in 2012 to 63% in 2013 while the tablet penetration was increasing from 14% in 2012 to 39% in 2013 (The Star Online, 2013). Furthermore, the Malaysian Government is implementing an ambitious nationwide development programme under the National Blue Ocean Strategy (NBOS), as one of the strategies to reduce the gap
between the rural and urban area. This is an initiative to ensure the people in the rural area received similar services and facilities as well as the people in the urban area: http://www.blueoceanstrategy.com/. The Malaysian government's determination to bridge the education and digital gap between rural and urban students was also proven when the government introduced various measures in the Malaysia Education Blueprint 2013-2025 to meet the requirements of rural students, including aboriginal (Malaysia Education Blueprint, 2013). Government support towards the use of technology in education was reinforced by the launched of 1BestariNet in 2012. The visions of the 1BestariNet project were to transform education in Malaysia and bridge the digital divide between rural and urban students (1bestari.net, 2012). Through this project, the government aimed to equip public schools in Malaysia with high-speed Internet access and a virtual learning platform.

However, the provision of technology alone is not sufficient to ensure students can utilise technology in their education, especially if it involves students in rural areas. Research done by Dexter et al. indicates that the effectiveness of incorporating technology into education depends on the technologyability to help students in learning (Dexter, Anderson, & Becker, 1999). Students can construct their knowledge if they are actively engaged in learning with the help of technology tools (Jonassen & Carr, 2000). The literature reviewed by Sadik (2008) reveals that technology integration is meaningful if learning is designed from the constructivist approach that encourages students to learn in a social context and help them to develop the ability to create new knowledge, resolve problems, as well as applying creativity and critical thinking. Thus, searching for a platform that can encourage student engagement is essential in ensuring the effectiveness of technology integration in education. Therefore, this study aims to understand the current teaching and learning activities in the rural schools in Malaysia. Teachers are the main persons who play an important role in ensuring the goal of applying technology in teaching and learning sessions is achieved. Therefore, it is important to have their views and perceptions in integrating mobile learning in the current teaching and learning activities in the rural schools.
2. Research Motivation

The rapid development of research on mobile learning in Malaysia is fascinating. There were some significant research groups in Malaysia that are actively investigating mobile learning. Even though Wu et al. (2012) claimed that the global research direction on mobile learning is alienated into two major directions: evaluating the effectiveness of mobile learning, and designing mobile learning systems, a reviewed study conducted by Embi and Nordin (2013) on mobile learning research in Malaysia showed the different trend. According to the reviewed literature by Embi and Nordin, most of the researchers were more on investigating the level of readiness for the implementation of Mobile Learning among students and the educators. Besides, a reviewed study conducted by Song, Murphy, and Farley (2013) shows that the current trend of the research on mobile learning in Malaysia is focusing on implementing Mobile Learning among students in higher education. However, there are some Mobile Learning researchers focuses on school students, but research on the use of mobile learning in rural communities or specific race in Malaysia has yet to be addressed.

Selinger (2009) (as cited in Woolf, Arroyo, & Zualkernan, 2011) stated that information and communication technologies that worked for teaching students in developed countries would not necessarily work with students from developing countries. Besides, research done by Reitmaier et al. (2010) shows significant differences between usability in urban areas and rural areas even in the same country. Thus, the argument issued by Walsh, Vainio, and Varsaluoma (2014) regarding the importance of taking into account cultural issues before designing the mobile learning system is totally true. Thus, all of the above factors motivate this research to conduct a detailed study in the rural context to integrate technology that is useful and can be fully utilised by the rural students and teachers.
3. **Participants**

This study involves school administrators and teachers two rural primary schools with different sociocultural values: a school for indigenous children and a rural Malay school.

**i. SekolahKebangsaanPulauBeluru, Tumpat, Kelantan**

One of the objectives of National Blue Ocean Strategy (NBOS) is to enhance teaching quality and lessen the gap between rural and urban schools in Malaysia. The school was chosen due to working relationships with the surrounding village communities on the East Coast of Malaysia through community service activities under NBOS: PantaiSuri and TelukRenjuna. SekolahKebangsaanPulauBeluru (S.K PulauBeluru) is the only primary school in Tumpat archipelago. The school accommodates students from 12 islands out of a total of 30 islands around Kelantan River including PantaiSuri and TelukRenjuna. Most students travel to school by boat or *sampan*. In 2011, SK PulauBeluru made history when eight students successfully obtained straight A’s in the Malaysia Primary School Evaluation Test. These results prove that a rural school, whose students are mainly from low-income families, can succeed.

**ii. Sekolah Kebangsaan Tohoi, GuaMusang, Kelantan**

SekolahKebangsaanTohoi (S.K Tohoi) is a primary school located in GuaMusang, one of the districts in Kelantan. This school was chosen based on discussion with one of the officers from Department of Orang Asli Development, GuaMusang. The school was suggested because it is one of the aboriginal schools in GuaMusang situated in an area considered as 'the rural-urban fringe', just at the outskirts of the nearest town. It also had working relationships with Universiti Malaysia Kelantan through community services organised by the university. Despite the poor school condition, the school is equipped with an office, a small library, a hostel, a dining hall, a field, classrooms, a pre-school, *musolla* or prayer room, a computer laboratory, toilets, and a staffroom. An unpaved dirt road is the main track linking the village with the main road. The journey from the main road to the school takes about 60 minutes depending on the condition of the road or path. During the rainy season, the road is very slippery, which makes the journey much more difficult. Given the remote location of the school, access to the Internet and mobile phone coverage is limited.
4. **Research Method**

Four teachers from S.K PulauBeluru and eight teachers from S.K Tohoi were interviewed, including the headteachers and deputy headteachers. The information sheets were given to the participants to enable them understand the purpose of this interview and the background of the research. They were then required to sign the consent form if they agreed to be interviewed. The interviews were audio recorded based on the permissions given by the participants. The interviews were held in various places around the schools such as in the participants’ offices, canteen or dining hall, in the computer lab, and staffroom. The average time for each interview sessions was around 30 to 60 minutes. All the recorded data obtained from the interviews were transcribed into digital text documents by using Express Scribe Transcription software. The interviews were analysed using thematic analysis. Themes are the patterns found in data sets that are required for explaining a particular topic and are associated with a specific research question (Daly, Kellehear, & Gliksman, 1997). NVivo was then used to analyse the transcribed interviews. The answers given by the interviewees were categorised into several patterns or sub-themes by using the Nodes function.

5. **Results**

Ten nodes (themes) were created during the interview analysis; i.e. current communication and Internet facilities, current technology available, family background, type of Multimedia elements suit the students, mobile learning acceptance among teachers, mobile learning acceptance among students, mobile phones availability in students’ families, and teachers or administrator suggestions, students’ attitude and behaviour. The nodes were then classified into four nodes classifications (themes) depending on the answer to the research questions. The themes were classified according to the number below;

1. key requirements for learning technology in a rural school village context,
2. forms of existing materials used in teaching and learning,
3. multimedia elements for most effective learning outcomes, and
4. students attitude and behaviour.
5.1 Key Requirements for Learning Technology in a Rural School Village Context

Knowing and understanding the community requirements is crucial in developing a community-centred system design and critical to the success of interactive systems. Understanding of the needs and requirements of the users leads to the success of a system (Maguire & Bevan, 2002). Thus the interview questions were mainly designed to understand the community behaviour, needs and requirements through the eye of the school administrator and the teachers, as they were one of the community members who act as the educators and mediators. As mentioned earlier, the answers given by the participants were categorised into tensub-themes before being classified into fourmain themes. Based on the answers from the participants, there were foursub-themes classed into this theme; current communication and Internet facilities, mobile learning acceptance among teachers and school administrators, and teachers suggestions towards mobile learning in rural schools.

5.1.1 Current Communication and Internet Facilities

Finding out the current communication network in the study area will help researchers to choose the suitable platform and design for the system. Based on the interviews conducted with the headteacher and teachers of SekolahKebangsaanPulauBeluru, we found out that the school was equipped with Wi-Fi in specific areas. The villagers in the vicinity of the school were allowed to use the Wi-Fi too. They were allowed to come to school for using this Internet facility. As for the students, they were exposed to the Internet through the computers in the computer lab that were equipped with cable Internet connection. However, probably due to the school location which is on an island, the Internet connection, as well as mobile telephone telecommunication, were very low and limited. The information on the current communication and Internet facilities in the school was obtained through the following quote:

‘There is no mobile coverage. The Internet connection is also limited.’ The other teacher also commented: ‘The mobile coverage here is not stable. The teachers are having difficulties to use a mobile phone in the school.’ The headteacher described the Internet facilities in the school as: ‘The Internet facilities in the village here are limited. The Internet is only able in the school
Thus, I am permitting the villagers to come to the school and used the WiFi here... As for the students, they are using the computer lab.’

The Internet network supplied by YTL Communications Sdn. Bhd, the official technology partner of Malaysia Ministry of Education for the 1BestariNet project. This can be found in this quote: ‘The government provides the Internet... Also, the Internet installed in school was supplied by YTL and BestariNet.’ The fact is the Malaysian government has actively supported the use of technology in education. Through the 1BestariNet project, the government aims to provide high-speed 4G Internet access and a virtual learning platform in each primary and secondary public schools in Malaysia. The project vision was to transform education in Malaysia and bridge the digital divide between rural and urban students (1bestarinet.net, 2012).

The Internet facilities and mobile network in SekolahKebangsaanTohoi were reported worse than SekolahKebangsaanPulauBeluru. There was no mobile network in the area. The school staffs were depending on the Internet. However, the Internet connection itself was very limited, and the speed was very slow even though there was satellite broadband installed in the school area. This can be summarised by the following quote: ‘Internet is the only communication here. However, it very limited.’ The other quote from another participant supported this matter: ‘There is no mobile network here. However, for the Internet, the government had supplied the school with visit, satellite. However, the Internet speed is very limited. If I were to rate this service, I could only give 1 out of 10 only. The fastest speed is 0.5 Mbps.’ Another teacher commented; ‘No fix telephone and fax here. Internet was installed in April last year. However, the speed is limited... Eventhough the school has a computer lab, unfortunately, most of the computers were defective. However, according to the headteacher, the school received brand new computers sponsored by one of the public university in Malaysia, UniversitiSains Malaysia at the end of 2013: ‘Computers were supplied last year (2013). We received sponsored from UniversitiSains Malaysia.’ The deputy headteacher supported this statement: ‘the previous computer lab was unusable. Most of the computers were damaged. However, since the end of last year (2013) we received new computer...’. The computer lab was equipped with cable Internet connection too. However, multiple computers shared the connection despite the low Internet speed, which was only 54Mbps. This was stated in this quote: ‘The computers in the lab are equipped with the Internet facilities. The speed is 54Mbps and shared by multiple devices.’
5.1.2 Mobile Learning Acceptance among the School Administrators and Teachers

Majority of the participants from SekolahKebangsaanPulauBeluru knew about mobile learning or at least had an idea of what mobile learning is all about. Even though they did not have any experience of implementing mobile learning in their teaching sessions before, they agreed that mobile learning is an appropriate learning tool that aid teachers, parents and students in learning experiences. This can be summarised by the following quote: ‘As we know, mobile learning helps to improve student understanding of certain subjects or skills, so the positive impacts are good.’ ‘Previously, we were only exposed to e-learning and smart board. Mobile learning is a learning method that can be accessed everywhere. So, I do not think there will be a problem of expanding mobile learning in the education field. Teachers can accept it as it is new and exciting. Teachers are also interested in something that is non-conservative like chalk and talk.’ ‘This mobile learning method is beneficial for students, parents and teachers...’ Also, they believed that implementing mobile learning in Malaysian Education system is working towards the Malaysian government’s vision in empowering technology in education: ‘This study is interesting as it is closely related to what is recommended by Ministry of Education.’ Besides, participants strongly supported the use of mobile learning because they believed that learning process should happen anywhere, not only in the classroom. The headteacher commented: ‘Learning process can occur without requiring a classroom. Learning takes place everywhere. Under the trees, at the riverside and so on.’ The Information Technology teacher was also agreed on this matter: ‘I am strongly agreed if mobile learning can be practised or implemented in our education system by the government and the responsible parties. This is because learning is not just actually happen in school. Learning happens all the time. Students can access the content of the lesson while watching television, relaxing in the living room, everywhere. The student who did not attend the school (due to valid reason) is also allowed to access the learning content of the day.’ However, the participants stressed that the use of mobile learning should be along with parents and teachers supervision. This is to ensure the expected learning goals can successfully be achieved. The following quote is by the headteacher: ‘Therefore, to get the maximum effect of the use of mobile learning, it is best carried out with the teacher's supervision.’ Another teacher also expressed the same stance: “The use of mobile learning required teachers supervision at school and parents supervision at home”, she said. The headteachers and
teachers were also unanimously stated that mobile learning is applicable for all subjects. This was summarised when all participants gave similar responses when they were asked about the subjects that are most suitable to be used with mobile learning as the following quote: ‘Every subject is suitable to be used with mobile learning.’

However, the majority of the interviewees from Sekolah Kebangsaan Tohoi had no experienced using mobile learning before, but they did have the experience of using e-learning. For example, one of the English teachers who obtained his degree in Plymouth, United Kingdom said that he was used to online learning but did not have the experience of using mobile learning yet even in the United Kingdom: ‘I had never used mobile learning before even in the UK. Have no experience of using it yet. However, I am used to online learning by using computers. Web-based.’ A Science teacher told that his previous school did implement a learning programme called Zoom A in the teaching and learning session. However, it was compulsory only for the Tier 2 students. Students used to access the password-protected web-based programme through desktop and laptop: ‘My previous school was using Zoom A programme in teaching and learning. [...] Compulsory to the Tier 2 students. This programme consists of all subjects, and it was web-based. Password protected. Access through desktop and laptop. During that time, there was no smartphone yet.’ Although they had never used mobile learning before, the majority of them supported the implementation of mobile learning in teaching and learning session in rural schools in Malaysia. They believed the use of mobile learning could help to attract students’ enthusiasm towards learning and encourage learning to happen anytime and anywhere. “I am 100% supporting the use of mobile technology in teaching and learning session as it will stimulate students’ thinking and can be used outside of the classroom and anywhere, even at home”, said a senior teacher. The school headteacher supposed the use of mobile learning in the education system as the best way and in line with current technological developments. He said that mobile learning would facilitate students to explore the learning contents themselves with least tutoring from the teachers. Besides, the headteacher believed that mobile learning is allowing students to access information anywhere, the two-way communication stimulates interactions between students and the system and broaden the students’ learning field. The following quote summarised the information: ‘I think it (implementing mobile learning) is the best way. It is up-to-date with the current development. It will ease the students to find information. Students can explore the
learning content themselves, and the teachers only need to give the instructions. [...] Students can interact with the system. This will not limit the students’ surrounding only. Their learning field will be wider. [...]’ In spite their support in the use of mobile learning, they were still concerned with the aboriginal students’ acceptance towards this kind of technology. The headteacher expressed his concerned if aboriginal students did not know how to use this technology: ‘It is good if we can use mobile devices in the teaching and learning session, but the technology usage among the aboriginal students is quite worrying. Worry if they did not know how to operate the devices.’

5.1.3 Teachers’ Suggestions and Ideas towards Mobile Learning

As experienced teachers working in the rural area, the interviewed school administrators and teachers indeed had better understandings on the rural students’ behaviours, needs and requirements. Hence, their views, suggestions and ideas on the use of mobile technology among rural students are important to be taken into account. Through the interview sessions, the school administrator and teachers were free to share their points of view and suggestions towards the possibility of implementing mobile learning in teaching and learning in rural schools in Malaysia. Based on the answers obtained from the interviews, the suggestions and ideas can be divided into two parts: i.e. for the researcher and the government. Misuse of technology that occurred among students nowadays is very alarming. Therefore, the teachers from SekolahKebangsaanPulauBeluru felt it was good to have a device or application that solely focus on education, in which the students will not be able to access other things apart of the learning contents. The teachers were also suggested a learning application that can be used by the students together with their parents could be developed. A religion teacher suggested developing a new device that can only access to the education: ‘I agree if the researcher can develop a special mobile that is focusing on learning only. If it is focusing on learning, the students will not be able to access another irrelevant side.’ An English teacher from the same school suggested that all research towards Malaysian education should involve the Malaysian students and could not be developed based on the observation and study on overseas students: ‘Whatever research involving education in Malaysia should be done in Malaysia. It is inappropriate to use the result and research done in overseas to be implemented in Malaysia.’
In order to realise the use of mobile learning among rural students in Malaysia, participants from Sekolah Kebangsaan Pulau Beluru and Sekolah Kebangsaan Tohoi hoped the government could set a lower price for mobile devices for lower income families or rural people. The current prices were considered high and unaffordable for lower-income families. A senior teacher of the aboriginal school said it was impossible for the aboriginal parents to buy the expensive mobile devices themselves: ‘As for the devices supply, I hope there are sponsors from any agencies or else, offer the devices with a very low price.’ An Information Technology teacher from the other school commented: ‘It is about the devices itself, for example, IPad and tab, makes the devices affordable (for the rural people). Finding the devices is easy but make sure the prices are affordable. [...]’ Other suggestions by the participants from both schools is regarding the affordability of mobile devices among rural students was for the government to provide the mobile devices to the school but with the control of the responsible authority. The deputy headteacher of the aboriginal school believed the aboriginal students would be able to use the mobile learning technology if there is devices supply from the government: ‘[...] if the government can provide the mobile devices, I think the aboriginal people can also use it (mobile learning). It will attract the students.’ It was highly recommended if the school is given the authority to distribute the devices to the students as transparency in distributing the mobile devices are easier to control. The headteacher supported the statement by the following quote: ‘If the government wants the people responded to this (mobile learning), provide the devices but with supervision. And I prefer if the responsibility to distribute the devices is given to the school.’ The school administrators of the aboriginal school sincerely hope the government will not marginalizes the aboriginal schools as the aboriginal students were also needed good education just like other students from different races. The government should provides better facilities to the aboriginal school such as clean water supply, comprehensive teaching equipment, good telecommunication and Internet services, as long as improving the school infrastructures as told by the headteacher: ‘What’s important is to complete the basic needs here. Water supply, infrastructures, faster Internet connection, that would be enough for the moment. [...]’ The lack of basic facilities in the aboriginal school was reported to indirectly affect the teachers teaching motivation. They found that the no mobile network and limited Internet connection coupled with the school remote location made difficult for them to find interesting or attractive teaching material to attract the illiterate students’ learning attention. In addition, it was advisable for the
government to provide faster Internet connection in rural schools, as the current speed of Internet facilities for both schools was very slow and limited.

5.2 Forms of Existing Materials used in Teaching and Learning Sessions

This theme consists of 2 sub-themes; Current technology used by teachers in teaching and learning and the availability of mobile phone in students’ families.

5.2.1 Current Technology used by Teachers in Teaching and Learning

*Sekolah Kebangsaan Pulau Beluru*

Powerpoint was one of the well-known software used by the teachers in the classroom for both schools. An Information Technology teacher explained that the teachers of Sekolah Kebangsaan Pulau Beluru were also using Microsoft Word and Microsoft Paint in their teaching sessions: ‘Technologies used are Powerpoint, word-processing software such as Microsoft Word and spreadsheet (Microsoft Excel), as for graphic we used a basic graphics tool like Paint’. He also added that there was an Information and Communication Technology (ICT) subject for Tier 2 students in Sekolah Kebangsaan Pulau Beluru. Through this subject, the students were exposed and learned the basic of Microsoft Word, Paint and Microsoft Excel. ‘[... ] Year Four, Five and Six students have an Information and Communication Technology subject. [...] The ICT subject teaches the students basic graphic, word-processing such as Word and spreadsheet (Microsoft Excel). However, it is just basic.’ Other than that, the teachers were also using Mp3 song and video in the classroom. An English teacher attracted her students’ attention by playing the Mp3 songs and projected videos to the white screen: ‘What I did was searching for songs and videos through the Internet, saved them in the pendrive, and played the song in the computer lab. So, the teacher does not need to sing in the class. I just need to project the videos to the white screen and students will follow the movements as in the video.’ A different approach was taken by a religion teacher to play the songs and videos in her classes. She was using her smartphone, radio and laptop in the classroom to play the songs and videos she downloaded so that she did not have to bring the students to the computer lab, which was time-consuming for her. ‘I am using radio, laptop and smartphone’, she said. She was also used the compact disk (CD) to teach her students: ‘Normally I am using the CD that has been supplied. Alternatively, the CD I bought myself.’ A
VLE Frog, a national web-based programme was introduced by Malaysian Ministry of Education in 2013 to enhance the education in Malaysia. Despite the limited Internet connectivity in the school, Sekolah Kebangsaan Pulau Beluru was one of the rural schools in Kelantan which actively involved in this programme. According to Information Technology teacher, ten students were trained to participate in the VLE Frog programme: ‘There is one programme under Ministry of Education, the VLE Frog […]. SK Pulau Beluru is actively involved as we are currently in second ranking for Tumpat county […]. ’ The students were also used to Youtube. They were allowed to access Youtube in the computer lab but with teachers’ supervision. Teachers were able to monitor the students’ desktop through the central desktop.

Sekolah Kebangsaan Tohoi

The usage of PowerPoint was very limited even though the teachers were reported to use PowerPoint in teaching and learning session. This was due to the limited number of liquid-crystal display (LCD) available in the school: ‘Currently, we are lack of LCD. We were supposed to have 10 LCD, but many of them are broken.’ The headteacher explained there was no maintenance provided for the broken LCD. Thus they were left unattended: ‘We do have LCD. However, most of them are broken. Moreover, there is no maintenance. […]’ An English teacher mentioned that he had used video and music for his subject as the students enjoyed watching the video and listening to the music. A discussion then would be held based on the video: ‘I did use video. […] Based on the video, I will interact with the students through questions and discussion. Because the students like to watch the video and listening to the music. I am also using music for learning.’ Animations were also used in the classroom. The deputy headteacher had used the desktop in his classroom. What he did was displaying questions from an e-learning website through the central desktop, and shared the screen with the students’ desktop for them to answer the questions on the paper: ‘[…] For example I opened the Zoom A (an e-learning website), and displayed it to all desktops and the students will answer (the questions). It was normal for the standard six students. I just needed to open the main website to the teacher’s desktop, and the questions can be displayed on the other desktops. Students will answer the questions manually. […]’ A science teacher used the compact disc (CD) provided by the government to educate the students: ‘There is CD provided for Science subject. I used a projector to display it on the white screen. […]’ He was also using an educational television programme to facilitate learning among the students: ‘[…] we did switch on Astro Pendidikan to be shown to the students. Sekolah Kebangsaan Tohoi was
also involved in the VLE Frog programme however according to the school VLE Frog programme coordinator; it was challenging to implement this programme in this aboriginal school as the Internet facilities were the main obstruction: ‘Government had introduced FrogVLE. I am as the programme coordinator. However to implement it in SK Tohoi would be hard as the Internet connection is terrible.’

5.2.3 Availability of Mobile Phone in Students’ Families

Sekolah Kebangsaan Pulau Beluru

An observation done by an English teacher had found out that there were students who own a mobile phone eventhough it was just a candy bar type: ‘Based on my observation, students have mobile phones.’ She believed in a few years time the most of the students will have their mobile phones: ‘Maybe within 3 to 5 years more, the students here will have their mobile phones.’ Most of the students were exposed and knew about technologies eventhough themajority of them did not have the experienced of using most of the technological devices due to the low family finances. According to the Information Technology teacher, the students did recognised smartphones as one of their family members might have own one: ‘They knew about smartphone because one of their family members own it. […]’ Despite thefamilies finances inability, all the participants believed that at least each family own mobile phone: ‘I think they (the family) have mobile phones. Eventhough it is not the smartphone. Nowadays, the mobile phone is a necessity.’: ‘Based on my observation, each family own a mobile phone.’: ‘Each house at least has a mobile phone.’

Sekolah Kebangsaan Tohoi

According to the school deputy headteacher, the current market price for the basic mobile phones was low and affordable for the aboriginal community: ‘As for me, mobile phones are available at the lower price. However, it is for the normal basic phones. Not the smartphones type. As for the smartphone, it is quite difficult for them (the aboriginal people) to own it.’ Based on the observation of the villagers, a Science teacher had found that the villagers used mobile phones even just for listening to the music: ‘Most of them have it (mobile phone). This is based on my observation when we passed by the villages during the journey to school. They used it (mobile phone) to listen to songs.’ The teachers believed that there were families with a mobile phone, but they were not sure whether there is a mobile phone in each student’s families. An English teacher said it was difficult to anticipate whether themajority of the
aboriginal villagers have a mobile phone as there was no network coverage in the area: ‘The mobile phones are now inexpensive. As there is no network coverage in this area, it is difficult to estimate whether the villagers own a mobile phone.’ The famous phone types among the aboriginal people were the basic mobile phones (candy bar) and mobile phones with the functions of Mp3 player and camera. This is summarised based on the following quote: ‘They (aboriginal people) have basic phones. [...] A mobile phone that has camera and Mp3 (for them) to listen to music.’ However, the teachers confirmed some aboriginal villagers own a smartphone, and most of them were the youngsters: ‘The youths own the mobile phones. But not each of the aboriginal family has it (mobile phone)’: According to the headteacher, some the aboriginal youths preferred to work outside of his or her villages. They did not inherit their parents’ occupation as farmers (owned/ salaried workers), loggers or collecting forestry products. They were working in the nearest town, and they owned a smartphone. ‘Some of them came to the school to use the Wi-Fi.’

5.3 Multimedia Elements for Most Effective Learning Outcomes

The participants from both schools were agreed that the combination of the five elements of Multimedia, which are animation, video, graphic, text, and sound, helped to attract the students’ attention as well as improving their concentrations. A religion teacher from Sekolah Kebangsaan Pulau Beluru said that her students loved watching movements: ‘Students love movements. Such as video or animation. Moving images. [...]’ Even though the usage of texts is considered important, but the stand-alone text would not being able to attract the students’ attention: ‘Text is important too, but if we only used text alone, students will not be interested.’ Thus, she suggested the combination of text and movement, as it would create effective learning: ‘[...] If possible combined texts and movements together.’ The Information Technology teacher from the same school described students as excited if the teacher using animation in the teaching and learning session: ‘Sometimes, the students using teaching sources that contents animation. This attracted the students.’ He believed the combination of the multimedia elements were effective to the students learning outcomes. An English teacher from the aboriginal school explained that he was using video and music in his teaching and learning session: ‘I had used videos (for teaching the students). [...] I am using music for learning too. [...]’ He concluded that the combination of music and video were effective for his classes: ‘The combination of those (music and video) was effective.’
5.4 Students’ Attitudes and Behaviours

As the students’ residences were located on islands, the students of SekolahKebangsaanPulauPeluru did not have adequate educational facilities, unlike the students living on the mainland. According to the religion teacher, there were no tuition centre or even bookshops on the islands: ‘As they were living on islands, there were lack of facilities such as tuition centre, bookshops, so the time spent at home was not the same as the students living on mainland, where parents normally send their children to the tuition centre and bought reference books for their children to use at home.’ Thus, the students learning were dependent on school. Besides, teachers were reported to have many things to deliver to the students, but the students’ level of understanding was the main barrier, coupled with the school’s remote location. For example, the Information Teacher wanted to deliver as much as information to the students and society, but the intention was unsuccessfully achieved: ‘The teachers here actually had many things to deliver to the students, parents and the society. However, because of some constraints, there was various messages and information were not delivered to the society and the students.’

The aboriginal students were reported to have a different culture from the non-aboriginal students from another school. The language barrier was one of the constraints in teaching the aboriginal students. The Malay language was considered as the second language for the students as their first language was Temiar. For example, the English teacher needed to teach the students in the Malay language first before translating them to English: ‘I need to translate the teaching contents one by one to the Malay language.’ Another constraint was the students’ level of understanding. Their capability in learning was at a low level. The English teacher added that the teachers needed to use drilling technique in teaching and learning sessions as the students were very passive and difficult to understand the lessons taught by the teachers: ‘Their capabilities are low. I did not mean to say their IQ is low, but they were different from the other students out there. Teachers need to use drilling technique here.’ The deputy headteacher said that the aboriginal students were very sheepish. He needed to redundant his teaching affords to give an impact to the students: ‘I need to ask the students a lot when I am teaching. I asked two times, and they only answered once. We need to work harder. The effects to the students were not much.’ The aboriginal students also had low motivation to study. Thus, they had no interest in learning. “The students here have no motivation to study. [...] They have no interest to study”, said a Science and English teacher. The headteacher explained the students were not
interested in attending the school because of their inability to read: ‘They are illiterate so for books are nothing for them. [...] Their failure to read affected their interest to go to the school.’ Students had the capabilities to draw, follow their parents to hunt, swimming, climbing the tree, weaving, etc.

**Technology Acceptance among Students**

The response received from the students from both schools were positives when technologies were involved in teaching. The religion teacher of SekolahKebangsaanPulauBeluru said that the students preferred if teachers using technology in teaching and learning session: ‘Students like it (technology). They preferred to use technology (in learning)’ The Information Technology teacher from the same school explained that students were so excited about the technology devices: ‘They were excited to gadgets.’ They were also very interested in Youtube: ‘Their tendency to surf Youtube is high. They like Youtube.’ Based on the observation done by the deputy headteacher of the aboriginal school, the students were found excited when they were brought to the computer lab: ‘The students seemed excited to know what will the teacher shows them through the computer.’ According to the junior teacher of the aboriginal school, the students were able to concentrate on the learning session if the teachers used multimedia materials such as animation. However, it was temporary, as the students get bored easily: ‘When we showed multimedia elements such as cartoon, they managed to concentrate, but just for the first 15 minutes.’ He said to gain the students’ interest and attention, teachers needed to use teaching materials and methods that required the student’s involvements: ‘They need an activity that required their involvement such as presentation or games.’

6. **Discussion and Conclusion**

The interview results indicate that the cultural values play an important role in the development of students' behaviours and their motivation in pursuing knowledge. Cultural values and family background also affects the perception of students toward technology. Based on the interviews, it is understandable that the Malay students seemed to be more participated and motivated to study compared to the indigenous students eventhough both Malay and Indigenous students came from the needy family and parents have low educational level. Learning processes were depending on schools, and eventhough teachers have so many things to
deliver, the students level of understanding are the main barriers. As the students were reacted positively towards digital devices, teachers believed that the implementation of mobile learning would be able to attract students’ attention and interests in learning as well as supporting the government vision to empower technology in education. However, the usage of mobile learning among the students required parents and teachers supervision to ensure the learning goals are achievable as expected. Besides, teachers believed that the implementation of mobile learning would help to facilitate learning process anytime and anywhere. This positive perceptions and supports from teachers in implementing mobile learning eventhough in rural schools will be great signs for the government. However, besides just providing the facilities and provision of technology alone, the government should always examine on the functionalities of the technology and the relevance to the education especially if it involved rural schools. The government should also conduct more organised inspection on the technologies provided to ensure the facilities are fully functional and at the same time enhancing digital literacy among rural students. High-speed Internet connectivity, and mobile network is necessary to be equipped in all public schools in Malaysia including the rural schools. Also, it is also crucial for the researcher especially in the field of Information and Communication Technology for Development (ICT4D) to explore more about the needs and requirements of education in rural areas to ensure practical usability of the technology introduced.
References


CHAPTER 21:
COMBATING FAKE NEWS: A LONG BATTLE

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COMBATING FAKE NEWS: A LONG BATTLE

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ABSTRACT

Technology has profoundly changed the appearance and nature of global communication in the 21st century. Journalists and the public are still amazed and surprised by the remarkable utilities of new media, especially social networking sites which are the origins of the serious problem that they are all facing to: pervasive fake news and their unpredictable consequences... Previously, journalists and the public named false news a type of misinformation or hoaxes. However, since 2009, especially after the US presidential election in November 2016, the term of fake news has started being used and attracted by the whole society. This paper aims at bringing a historical overview of the fake news phenomenon and its impacts on society by employing the method of documental synthesis and analysis.

Keywords: Media literacy; News literacy; Social change

1. Fake news and “new media ecosystem”

Fake news is the news which doesn’t consiste of facts, or only bases on a part of story, exaggerates information, or even distorts the truth in order to persuade receivers from the perspective of senders. Fake news exists as an “indispensable part” of social life. People are always curious (they are interested in scandals, incredible and stimulating stories) while their awareness and knowledge about the world around them are limited. Fake news is born to address to that human needs and psychology. On the other hand, in the society, many organizations and individuals deliberately “produce” false information for various purposes such as for fun, competition, revenge, debate... There isn’t always a happy ending for victims of false news, even they may have serious effects. Funnily, they may be put into embarrassing conditions. Badly, they may spend money and only get worse. Dangerously, they may be dragged into a violent war...
In the period before the appearance of press, false information was transmitted in the form of rumors, classified information, gossip, apocalypse... For example, on Easter Day 1475 in Italy, the rumors were circulated that a kid was cruelty killed by the Jews which made the government and people feel extremely angry. As a consequence, the authorities and people sought to persecute fifteen Jews who were executed for their crime. The case of Le Chi Vien (1442) caused Nguyen Trai (a Vietnamese world cultural celebrity, born in 1830, was murdered in 1442 but widely considered to be factually innocent) and his three-generation family to be annihilated by false accusation from the harem.

When newspapers appeared and began to expand, fake news was partly reduced by the “shock” of information in accordance with "publicity, accuracy, updating, and responsibility" of the press. However, fake news shortly began to adapt, make a change and find its own ways to sophisticatedly “incarnate” as news. Newspapers become subject to abuse, compromise or take over by fake news makers. At this point, fake news has a faster, more recent, more extensive and more dangerous transmission channel. But fake news which published in the press, whether accidentally or deliberately, would be detected soon. Then, the author, the newspaper of that publication would be punished by the law and the public. The famous American newspaper The New York Times which are awarded 104 Pulitzer Prizes posted a 14.000 word article on May 11, 2003 to apology the readers about the fabricated information in 36 articles by the journalist Jayson Blair. This story shows that fake news in tradition journalism will get a bad reputation in a long term.

Internet was invented in the mid-1980s made a profound change on physical and technological foundations of media which was marked by the emergence of online newspapers (1997), Google's social networking sites (1998), Facebook (2004), Twitter (2006), Instagram (2010)... and millions of other personal blog sites. They created a “new media ecosystem” on a global scale.

The great advantage of the “new media ecosystem” is that it rapidly becomes a fertile ground for fake news to widely dominate. This phenomenon gets society spinning. Fake news is deeply inserted into the social network for the following reasons: (1) It is a virtual environment, both the information producer and the information consumer can be hidden by a nickname or an avatar. It is difficult to detect true author of fake news; (2) The speed of
information dissemination is automatical and exponential, overcoming all common barriers, only with a smart phone or a networked computer, anyone can become a “communicator”, a producer of fake news; (3) Information is delivered in a very large capacity, in a variety of forms but it doesn’t censored through a professional process, fake news is accessible to readers; (4) Users can easily edit and delete their content and fake news’ makers can quickly remove the false information. These four “pillars” made fake news, from a case of distrust in mass media environment, now comes into the mainstream and destroys credibility in society.

2. Fake news, conspiracy theory and crowd psychology

Fake news is just an April Fools’ joke, or simply due to the lack of professional qualification, like the information published by UPI news agency about Sharapova came to Vietnam to set up Bangky Badminton Club in Ho Chi Minh City, or the photo posted by Snopes about a light passenger jet stuck by wooden arrows with the caption “The plane carrying the President of the United States was shot down by indigenous peoples in North Dakota.” It is not difficult to verify experts and the public. These are fake news classified as less dangerous.

But in such a competitive world containing underground and public political conflicts today, there is no shortage of political, military, economic, religious or ethnic fake news in the form as a front of conspiracy theory. In the beginning of 2016, there was a fake news about a 13-year-old Russian girl living in Germany, subjected to mass rape in Berlin. This story has been diffused by many Russian and German official news agencies, which has put Russia-Germany diplomatic relations in a deep crisis. Russia accuses Germany of trying to cover up the crime. Germany responded that it was a “KGB-style” of Russia. So far, American politicians, press, and especially Democratic supporters are still cynical of Russia's intervention in a series of fake news that led to Hillary Clinton's failure to her rival Donald Trump in the run-up to the White House by the end of 2016. The Washington Post conceded that Russian state media had “upgraded” much of information on social networks by a “big distorting campaign” so that “the Americans lost faith in democracy and its leaders.” The tension between US and Russian relations is escalated recently and fake news is seen as an affecting factor.

Crowd psychology is associated with the blindness and obsession inherent to every human being: fear of abandonment, fear of feeling alienated in invisible dangers. It is a good
prey for power holder, the object and the means by which fake news is used to be spread. When fake news resonates with crowd psychology, tragedy will find anyone in society and the chaotic situation will arise, then the consequences are hardly predicted. On July 20, 2017 in Hai Duong province, fake news (about a hypnotizing kidnapper) and crowd psychology became even dangerous as a gun furnace. Thanks to the government timely intervention, two victims who were wood buyers were rescued but their car was completely burned! Four days later, two selling toothpick women were brutally beaten by hundreds of people in Soc Son district (Hanoi) due to kidnapping fake news. A witness said: “At that time, the group was so aggressive that we did not dare to intervene. We were scared that they thought we were the same team and beat us”. Awareness of the masses irritated by fake news is also blindness!

Fake news, conspiracy theory and crowd psychology are all parasitic phenomena in journalism and social networks. They have their own different pathways and modes of action. And when they unit or resonate together, they become more threatening to human life.

3. The era of fake news?

According to a study about the increasingly powerful flow of American media in The Image - a guide to Pseudo-Events in America in 1962, historian Daniel Boorstin predicts not so optimistic: “In a democratic society like ours and more especially in a highly literate, wealthy, competitive, and technologically advanced society the people can be flooded by pseudo-events. For us, freedom of speech and of the press and of broadcasting includes freedom to create pseudo-events.” As the media explodes, fake news will also spread, as a “fateful destiny”.

Daniel Boorstin's prediction has come true. Fake news is not only appeared in the media and social networks, but is also properly described and analyzed in academic researches. For examples, the Flat Earth news: an award-winning reporter exposes falsehood, distortion and propaganda in the global medias in 2009 by British journalist Nick Davies and the Trust Me, I'm Lying: Confessions of a Media Manipulator of American “media-master” Ryan Holiday. The two authors demonstrate the reality, the causes and how to produce false information of both professional and amateur media.
According to Davies (2011), the journalism even of certain countries traditionally followed the principle of “accurate, objective and fair” of information, increasingly contains false content because of the cooperation between newspaper owners and PR and advertising firms... “Even those who want to want to interfere in the flow of news, there is now no need to break in through the proprietor’s office or the advertising department, because the front door to the newsroom itself is hanging wide open before them.” Fake news about the Y2K disaster in 2000, about the H1N1 influenza pandemic in 2009 in the global press were actually produced by PR professionals and advertising executives.

The stagnation, lack of openness and transparency of information by government or authorities are also the effect of causing false news and conspiracy theory. Former President Barack Obama was on his regular holiday. The White House had not released statement about that event, some newspapers reported that the President had an accident and was being hospitalized! The delay of Malaysia Airlines MH370 missing investigation (2014) dragged many rumors: hijacked, shot down by Chinese missiles, aliens kidnapping...

The author of The Flat Earth(Davies, 2011) also emphasized that when newspapers are voluntary or manipulated for propaganda purpose, fake new can appear on a large scale. For example, he argued that the majority of news in the US and in other countries about the Middle East war (2003) was created by CIA: “For the first time in human history, there is a concerted strategy to manipulate global perception. And the mass media are operating as its compliant assistants, failing both to resist it and to expose it.” On May 2, 2011, President Obama and the White House’s media staff, announced that Osama Bin Laden had been killed by the US special envoy. All the detailed information, images and the development of this story were reported from the only one source, because reporters were kept out of reaching the scene, meeting witnesses as well as interviewing members of the envoy. All these tasks are essential requirements of journalists, especially for such an important and sensitive event. Therefore, while running the news story about Osama bin Laden’ death, certain analyzing and investigative journalists have always questioned the authenticity of the information that they released!
In each case and period, fake news is created on social networks with different levels, nuances and purposes, but the common rule are to make money. “Traffic is money. On the face of it, blogs make their money from selling advertisements. These advertisements are paid for by the impression (...). A website might have several ad units on each page; the publisher’s revenue equals the cumulative CPM (cost per thousand) multiplied by the number of pageviews.” (Ryan, 2017). Ryan's idea is that website owners must do everything to attract the public, and then sell publicity to advertisers: the more the public access, the higher the revenue they get. It is a fascinating magic which stimulates the emergence and illegal operation of fake news factories. Paul Horner, a fake news maker on Facebook, reveals that making fake news on Google AdSense gives him about $10,000 a month. Similarly, a 19-year-old student with a fictitious name Goran has also copy and paste several articles, synthesize Donald Trump’s related information, then posted them on Facebook. When Americans click on, or like, share these articles, he would receive money from advertising on the site, up to 1,800 euros a month.

4. Combating fake news global front

Fake news does not only threaten the prestige and future of journalism but also disturbs the spiritual, political and economic aspects in most countries. Thus, in every country as well as over the world, policymakers, media and social activists have gradually coordinated to present a “package” of diverse solutions in order to prevent the wave of fake news, including judicial-administrative solutions; technological solutions; ethical-conscientious solutions; and perceptive-educational solutions.

It is no coincidence that developed countries are pioneers in the fight against fake news. They are always the center of fake news as well as the first target of all kinds of fake news. Since 2000, the US government has allowed police and security officers to track who maybe post fake news on social networks. This has been confirmed by The Nation in the article “Corps are watching your Facebook feed” (Levison-Wardsman, 2016). The article shows that 151 police départements, cities and counties across the US have collectively spent millions of dollars on software enabling them to monitor activity on social media. In March 2016, the Justice Department in Germany submitted a proposal to the parliament, which included a provision in fines up to €50 million euro ($53.8 million USD) if social networking sites delay on removing illegal content, including fake news, incitement hatred and defaming on
individuals and organizations. On 21/11/2016 in Russia, the Federal Service for Supervision of Communications, Information Technology and Mass Media (Roskomnadzor) appealed to social network users to discuss about possibilities for kicking false information off. The Vietnamese government also proves its effort by imposing sanctions on press agencies and individuals using social networks to publish fake news (such as the recent information about Ebola symptoms in Vietnam, Touching women’s breasts for charity festival...)

At the same time, under the pressure of government and the public, giant social networking sites owners also indicated their consensus in the fight against fake news spreading by technical solutions. In October 2016, Google introduced Fact Check attribute in the US and the UK to test the reliability of millions of information being searched every day. This attribute is currently available on Google worldwide. Facebook also starts to disable editing ability of the previously posted links on Facebook, except for some original publishers. This is a possible way to tackle fake news but does not affect authentic newspapers and news agencies.

A traditional and popular solution against fake news is to enhance the professional capacity, sense of responsibility and deontological code for journalistic profession. Instead of ignoring chasing time, relying on social media, journalists should focus on bringing truth and advantages to readers who are sophisticated and vulnerable to powerful institutions in society. This is an effective way that journalism can regain the public’s trust and its pretigious position as well. For social networking users, academics of media often warn that it should be careful and responsible when posting a status, posting a comment, liking or sharing an online content. We might become a fake news supporter or spreader due to these actions.

However, the solution which is most expected by academics and experts is to organize public training courses that will help the public become smart and “immune” readers to fake news. Training programs such as Media Literacy in Europe or News Literacy in the US are aimed at young people, equipping them with the basic knowledge and skills to distinguish news from information, checking sources, evaluating the accuracy and reliability of information, detecting fake news, photo manipulation in journalism and in social networks. These programs also highly appreciate the valuable standard of news as well as define the core ethical principles for Facebook users and social networking sites. The programs for smart readers have currently implemented in many Southeast Asian countries such as Thailand, Malaysia, and Vietnam...
In our opinion, helping public to improve the usage and accessibility of information in mass media is a fundamental and sustainable solution of the fight against fake news. Because fake news likes germs, no one can completely destroy it. But by spotting and understand its harmful effects, we can live with it for millions of years. From this point, it is evident that the responsibilities and objectives of journalism schools need to be reversed or complemented: instead of just training the students to become good journalists, they should train them to become smart readers first. Not being a smart reader, it is difficult to be a good journalist!

All the above solutions is just an opening shot for the fight against fake news. Each solution has its own advantages as well as limitations. The world is flat but many clashes, conflicts of interest do exist. Thus, fake news still works. And the fight against is a long-term campaign.
References


CHAPTER 22:
INVESTIGATING STUDENTS’ NEED OF ENGLISH MOOC MODULE FOR BASIC LEARNERS IN UMK
Nor Hanim Mustafa, Noraini Zaini, and Mohammad Affiq Kamarul Azlan
INVESTIGATING STUDENTS’ NEED OF ENGLISH MOOC MODULE FOR BASIC LEARNERS IN UMK

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Mohammad Affiq Kamarulazlan

ABSTRACT

This study aimed to investigate the need of the learners to have MOOC module for their basic English Language additional materials to help them learning English language. The survey was circulated to 195 university students of English Language subject in University Malaysia Kelantan. The main aim was to find out the students’ need towards the usage of the English module as their alternative platform to learn English Language. In the questionnaires, they were also asked regarding their expected content as well as the display concept of the English module which they regarded would be helpful in learning. In this study, 195 university students answered the survey of the need analysis. This paper summarizes the results of a survey administered to students enrolled in English 1 in selected courses at University Malaysia Kelantan.

Keywords: MOOC, Class Technology, Student Learning, SLA, E-Learning

1. Introduction

Our parallel of intellectual is established by the information we nourish into our mind. If we want to cogitate well, we need to give our mind beneficial information, most people feed their minds with erroneous input and then wonder why they see the world becoming so negative. Commented on this issues, Asad.M (n.d.) stated that media is a bad news carrier, thus you need to get your own positive news that will change your mind. As Asad suggested: ‘Turn off the television and discard the newspaper, earn a success magazine and watch a motivating video and inspire you to strive to achieve a higher level in life.’(Asad.M, n.d.). This indicates that it is essential for us to choose the veracious information to ‘nurture’ our mind.

As far as learning strategies are concerned, students entail optimal motivation to thrive in their learning process. Motivation plays an important role in learning and therefore its impact is often emphasized in various fields of education. Much of the current literature on education pays attention to student motivation for learning, and teaching strategies. Studies in this area has received continues attention educational literature (Angeli, Valanides, & Bonk, 2003; Cronin & Cronin, 1992; Jayaratne, Thomas, & Trautmann, 2003; Keller, 1983; Keller
The use of information technology is essential to promoting students’ motivation as well as student-centered learning, as it has interesting features to attract and motivate students, but most importantly it is to maintain motivation throughout the learning process. A broad perspective has been adopted by Harmer (2007) stated that student motivation maintenance can be done by giving them various activities so that student participation is mediated and their curiosity is provoked. Likewise, Majid (2017) holds the view that social networking and social education networks are two examples of information technology that can be integrated into English learning and teaching to provide a variety of learning activities.

In recent years, there has been an increasing amount of literature on blended learning as one of the teaching strategies to increase students’ motivation to learn. This idea has prompted large number of online courses in the education field and known as Massive Open Online Courses (MOOCs) (Billings & Halstead, 2015). Massive open online courses (MOOCs) are models for delivering online learning content to anyone who wants to take courses, with no attendance limitations.

In 2013, Derek et al. published a paper in which they described students in this Machine Learning course found the online lecture videos provided by the MOOC to be useful, thanks to both content and form. Collectively, the study outline a critical role to assist less experienced students who do not find online interactive videos, with their lack of teacher-student interaction, as useful, it is clear that at least in this teaching context, online interactions were a valuable resource for students.

Pertaining to the implementation of MOOC in Malaysia, the Government has expressed support to the MOOC in the Malaysia Education Blueprint 2015-2025. This plan recognizes the contribution of learning technologies to improve student outcomes and access to higher education. Kelleher. J (2017) reported that the launch of MOOC implementation makes Malaysia the first country in the world to implement the MOOCs initiative for public universities. Second Education Minister, Datuk Seri Idris Jusoh says that this initiative is
meant to ensure reduced class time and that online learning is implemented by higher learning institutions (IPTAs).

In University Malaysia Kelantan, before constructing MOOC Module for Basic English Language a need analysis is needed to be done in order to know the relevance of the course. Since it is newly introduced in this country, thus, the researchers believe that it is a must to carry out a survey in order to explore the students’ perceptions regarding the need of them to have an additional English module to assist them learning. The results of the survey have been used to create the content of the module.

Based on the above objectives, the following research questions were aroused for this study:

1. Why the students need to learn English language?
2. Which English language elements do the students think is the most useful for them to learn?
3. If a special online module is to be designed for students to learn Basic English language, what is the students’ rate regarding the suggested criteria and features for the designer to include in the module?

We hope that the results of this study could assist the MOOC module developer in improving the quality and effectiveness of the module as well as can contribute to the body of knowledge as far as blended learning is concerned.

2. Literature Review

Motivation is fast becoming a key instrument to increase the students’ performance in learning English language. Previous studies have reported that students’ performance is closely related to the level of their motivation level. If self-efficacy can be ascertained in determining good performance and mutually beneficial relationships, educational efforts, teacher practices and teaching strategies should be aimed at improving self-efficacy to improve efficiency (Mahyuddin, Elias, Cheong, Muhamad, Noordin & Abdullah, 2006). Debate continues about the best strategies for boosting the learners’ motivation. In 2011, Ming et al. demonstrated that there is a need for Malaysian teachers to pay more attention to students with lower skills to break the violent cycle. This includes providing a conducive and stress-free environment as well as interactive and creative activities for learning English.
Gene and Aydin (2011) examine several factors that influence the motivational level of preparatory school students using web-based computer-assisted language learning courses. The sample group of the study consisted of 126 foreign students learn English as Foreign Language at a state university's preparatory school. There was no statistical difference between the demographic variables selected as the age of students, sex, grade, compulsory and optional status, secondary school type, parental education status, participant language learning duration, and computer usage experience. Variables only found statistically significant were the level of importance of English language learning for participants; more than half of the participants have high levels of motivation.

In a study which set out to determine factors affecting students' achievement in English language learning, El-Omari (2016) found that improving the environment to increase student achievement in learning English should receive more attention from pedagogues and linguists. The public and private sectors are called to work hand in hand to take care of English-speaking graduates to excel in the use of English by providing English services in universities with facilities for learning English and organizing activities in which the English is the average language. The same could be done in schools for more contacts and communications in English.

Several studies thus far have linked the diligence and success of students in e-learning courses (Beaudoin, Kurtz and Eden, 2009; Deschacht, & Goeman, 2015). In particular, this sentiment is expressed as a report on persistence and job marketability that passes from online programs; while they appear to be e-learning students acquiring the critical skills required for the digital workforce (Perry, Boman, Care, Edwards, & Park, 2008). In addition, e-learning has become very constructive in current years, empowering e-learning chances that have not been accessible before (Hylton, Levy, & Dringus, 2016; Koohang, Paliszkiewicz, Nord, & Ramim, 2014). Additionally, the usage of e-learning systems postulates huge remunerations to people throughout the sphere, involving serving to train and postulate coaching on topics that are different from focused education programs, to public hobbies (Koohang & Paliszkiewicz, 2013, Keh, Wang, Wai, Huang, Hui, & Wu, 2008). The e-learning system is a critical platform for educational institutions, but also for companies, and for lifelong learning (Beaudoin, Kurtz, & Eden, 2009; Levy & Ramim, 2015). However, it has been well documented that persistence in e-learning courses is a major problem, while some individuals struggle to stay on course (Gafni & Geri, 2010; Levy & Ramim, 2012).
Massive open online courses (MOOCs) in Malaysia are an actual current amplification. At the year of 2013, there were only six higher education institutions that have embarked on a MOOCs inventiveness. The first Malaysian higher education institution announced its pilot MOOC offering in March 2013. In 2014, five more higher education institutions – four of them public universities and one, i.e. Open University Malaysia (OUM), a private open and distance learning (ODL) institution – started contribution MOOCs on two dissimilar manifestos. These edges signify an introductory stage in MOOCs, where Malaysia’s emerge can be portrayed as experimental, focusing less on accomplishment the widest possible audience, making an important sign internationally or contending with reputable benefactors like Coursera, edX and Udacity, but further on knowledge to use web-based technology to attain present educational conveyance systems at the higher education level and introducing MOOCs to the general Malaysian audience.

Fadzil et al. (2015) revealed that, besides the idea that MOOCs can grasp the broadest audience, there are the common reasons for their acceptance at institutions of higher learning: firstly, to get into education, MOOC is a way to provide quality education to anyone who is looking for it. Besides, it promotes institutional brands as well as to attract new students to enroll in institutions. Apart from that, it is regarded as a potential to cooperate with other institutions and as the potential research and development in online education. Lastly, it is also looking forward to changing traditional teaching and learning approaches.

Therefore, before constructing particular module for the implementation of MOOC, it is a need for the developer to carry out a need analysis among the students so that better construct can be made.
3. Methodology

3.1 Participants

A survey research was conducted in this study. The participants of the present study were 195 university students, all of them were learning English as a second language at Universiti Malaysia Kelantan. There were about 19.5% males and 80.5% females. Out of 195 students, 95.9% from the discipline of Business and the rest came from the discipline of Art, Architecture and Science. A simple random sampling technique was used to select the participants. These students were given questionnaire designed in order to answers the above research questions.

3.2 Instrument

The questionnaire was developed on the basis of standard questionnaire. The survey was conducted to investigate and analyse students’ needs in designing the Massive Open Online Courses (MOOC) module, or the online learning syllabus for Basic English language. The information provided in response to the items in the questionnaire will be strictly confidential.

Thus, the questionnaire was divided into three sections, section A, section B and section C. The first section was pertaining to demographic background. Sections B contained the statements on the language needs. Meanwhile, Section C was regarding the suggestions for the Design of learning module. While this is relatively convenient for analysis, the researcher need to be aware that the questionnaire given to the respondents were not in-dept
3.3 Procedures

The questionnaires were distributed personally by the researchers. There were no fixed time for the participants to answer the questions. The completion of the questionnaire took approximately 15-20 minutes and collected on the spot by the researchers. Therefore, the return rate was 100%. The data obtained from the questionnaire was then coded for statistical analysis to answer the research questions. The data obtained was conceptualized in the forms of tables and the results of the study were noted quantitatively.

4. Result

4.1 Demographic Background

There were 80.5% female and 19.5% male out of 195 UMK students answered the survey. 95.9% of them were from the discipline of business while the rest of them are from other disciplines.

Pertaining to their mother tongue or language spoken at home, 85.1% of the respondents claimed that they used Malay language as their first language.

All the students think English language is important to them as a student as well as a future worker.

The pie chart below indicates the students’ score for MUET. This shows that, most of the respondents are weak in English Language subject.
RQ 1: Why the students need to learn English language?

This study was set out with the aim of assessing the students’ needs to learn English language as well as their needs towards the supporting materials to assist their learning. Thus, the researchers asked them what they wanted to learn when it comes to learning basic English language. 93% of the students strongly agreed that they learn English language to learn simple greeting words. Besides, they also believe that they need to learn English language to get more English language vocabulary and to acquire how to make basic conversation. In addition, they need to learn how to write effectively and read effectively. Apart from that, the students also stated that they wanted to know about basic English culture and improve Basic English language grammar as well as their listening skills.

The finding above supports the idea of English language which is very important to everyone in this world. Although it comes second to Mandarin in the number of speakers, English is the language you can use the most, as spoken in more countries than any other language. This means that English is the language that will give you the best return for your business.

The findings also reflect the language elements that the students wanted to learn. Thus, these elements can be used by the English language instructor as the content of the teaching materials in case they are developing teaching and learning module to assist the students’ learning.
RQ 2: Which English language elements do the students think is the most useful for them to learn?

The present study was designed to determine the students’ needs to learn English language as well as their needs towards the supporting materials to assist their learning. Thus, to meet the objective the researchers asked the respondents regarding the language skills according to the students’ priority. Based on the answers given, the most useful English language skill according to the students is speaking, followed by reading, writing and listening.

Pertaining to their needs towards acquiring the listening skills, 95% of the students strongly agreed that it is very important for them to learn and improve English listening skills. The parts that they wanted to learn in terms of gaining listening skills are; the ability to understand lecturers to take notes, understand speakers’ intention, follow and understand classroom discussion, understand questions raised during class activity and ability to listen and talk to people.

Besides, another important finding was 96% of the students strongly agreed that it is very important for them to learn and improve English speaking skills. They responded that they needed to learn on how to interact in a social conversation, give instruction and direction, describe pictures, people, objects and so on. In addition, they also wanted to learn how to pass information to others, speak clearly, ask information and give information and suggestion.

It is interesting to note that in this study, there were 94% of the students who strongly agreed that it is very important for them to learn and improve English reading skills. They were looking forward to having the ability to skim and scan the text, interpret graphs and charts, get the meaning of words from context, understand synonym and antonym, infer conclusion, evaluate the text and do better in tests or examination. 94% of the students strongly agreed that it is very important for them to learn and improve English writing skills. They claimed that they needed to learn how to write, summarize and paraphrase, sequence idea, use rules of grammar, punctuation, write email properly and write in tests or examination better.
RQ 3: If a special online module is to be designed for students to learn Basic English language, what are the students’ rate regarding the suggested criteria and features for the designer to include in the module?

Suggestion for module design

91% of the students agreed that learning videos (eg: videos about English language created by the lecturer or videos from Youtube), animated video for learning (eg: grammar video for learning), audio of lecture (eg: lecturer’s voice explaining the lecture), video and audio of lecture (video of texts/lecture with lecturer’s voice explaining), notes, pictures, exercises, games, words for vocabulary and quizzes can help motivate them to learn English.

These suggestions can be utilized by the English language instructor as the content of the teaching materials in case they are developing teaching and learning module to assist the students’ learning.

5. Conclusions

Overall, the study conducted had achieved its objective which is to explore the students’ perceptions regarding the need for them to have an additional English module to assist them in learning. Results from the study showed that majority of the respondents believe to the idea of incorporating interactive online medium in assisting them learning English language. Based on language skills, the results indicated that the most critical skill that should be put emphasize in the building the module is speaking closely followed by listening, reading, and writing.

However, despite the results that came from the study, a number of important limitations needed to be considered. The study only covered on the surface level, further in-depth study can be conducted by constructing more specific questions in the questionnaire in term of finding out the more details online approach preferred by the students in assisting their language lesson.
As for language module developer and instructor, more specific information of the students’ preferred interactive medium needed in order to come out with module that will fit the students need.

It is recommended that further research be undertaken in the form of interviewing the respondents in order to get in-depth insight from them regarding their need in learning English.
References


CHAPTER 23:
VIETNAMESE CHILDREN’S ESCAPISM FROM FAMILY MONITORING AND PROTECTION THROUGH THE INTERNET ‘GATE’

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VIETNAMESE CHILDREN’S ESCAPISM FROM FAMILY MONITORING AND PROTECTION THROUGH THE INTERNET ‘GATE’

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ABSTRACT

The article presents issues related to the escape of children from parental control in the home through the Internet “gate”. The author made online observations on Facebook and many forums, websites, conducted online surveys of Internet culture and Internet privacy in Vietnam, in-depth interviews Internet users. Internet “gate” has opened up that opportunity. Children go far beyond the family door, make friends with many people outside, participate in many social activities that even parents do not know. Private Internet access has contributed to a change in the family relationship between parents and children, especially between the ages of 15-17. This change promotes early childhood independence and extends opportunities for children to become more self-reliant under the rigorous management of parents in traditional families. However, the early escape of children through the Internet “gate” also assumes some noteworthy implications. This reality also assumes a change in Vietnamese lifestyle in the near future.

Keywords: Children; Private Internet; Social Change; Family Culture; Media Literacy
1. Introduction

In the traditional model of the Vietnamese family, parents often control severely the activities of children in connection with the external society. Children are often interested in love, but only in very limited positions in the family. Children in the family are required to comply with requirements called "docility". The aspects of "docility" are often understood by the Vietnamese: obedience, respect for adults, studios, concentration on studies at school, do not access to love and sex. In fact, this has limited the rights of children in the viewpoint of modern society.

Children are also often understood to be obedient to adults, need to receive information and experience from their parents to be able to progress and be mature. This concept is reflected in the proverb: “Fish do not eat salt, fish will be damaged – Children do not obey parents, children will surely be deteriorated”. This also causes the children not to be respected in family decisions and have little autonomy in making personal decisions. Even children may be prohibited from accessing with certain information topics considered taboo. This limits the understanding of children.

The explosion in the number of Internet users and the conditions for deploying broadband Internet in recent years has made a great deal of cultural change, including family culture. In Vietnam, the growth rate of Internet users in recent years has put Vietnam in the top countries with high Internet users. According to statistics of VNNIC, as of 06/2017, Internet Vietnam has more than 49 million users, equivalent to 51.5% of the population.

The price of computers and smartphones is getting cheaper, broadband Internet access conditions are expanded, in addition, there are social changes in the context of international integration and globalization has made the Internet activities of the Vietnamese community become more vibrant and diverse. From 2005 up to now, Internet has penetrated very deeply into the life of the Vietnamese family. Can imagine this penetration into three phases as follows:

- Desktop computer and the phase of “Sharing Internet”: the phase in which the Internet is used by families on shared desktop computers in the households via dial-up connection or multiple ADSL lines, so adults’ monitoring of children’s Internet use is relatively easy.
- Laptop computer and the phase “Sanctum Internet”: the phase in which the Internet is more frequently used on laptops through wifi connection, children start to access the Internet more actively in their own private rooms and adults have more difficulties in monitoring children’s participation behaviours on the Internet.

- Smartphone and phase“Private Internet”: the phase in which the Internet is more frequently used on mobile phones through wifi or 3G/4G connection, so children have very high privacy in their participation behaviours on the Internet, adults apparently lose almost all of their power in monitoring children’s participation behaviours on the Internet.

In fact, the Vietnamese family environment has suffered profoundly from the Internet and there are significant changes. Specialy, children from 15 to 17 years old is the group has a very high penetration of the Internet and has more change of the life style.

Observation of family cultural changes through the phenomenon of enhancing children's autonomy in relation to parents in the family is one of the focal points that reflect the impact of the Internet on the traditional family's cultural of the Vietnamese.

2. Literature Review

Internet culture and society research are interested early, even as the Internet has yet to find a boom. In 1978, the book "The Network Nation" published, can be considered a milestone marking the beginning of the formal study of Internet culture and society. Since 1990, the rapid popularity of the Internet has begun to attract more attention from social and humanities researchers, especially in the media.

Anthony Smith in "Software for the Self: Technology and Culture" (1996) sought to describe the impact of the information revolution on humanity today and on what will happen in the future. Smith also predicts that entertainment will likely become the focus of culture and society because people will have more time and conditions to enjoy more entertainment thanks to high-tech advances, including IT.
The specific issues of digital culture are addressed by Lynn Hershman-Leeson and his colleagues in "Clicking on: Hot Links to a Digital Culture" (1996).

M. Christine Boyer, who collected essays in "CyberCities: Visual Perception in the Age of Electronic Communication" (1996), presents a somewhat disjointed but compelling view on the impact of computers on contemporary society. The author also argues that computer networks are becoming a new focus of culture and society.

Mark Dery is the author of a remarkable article on cyberculture in a 1996 publication (Escape Velocity: Cyberculture at the End of the Century), observed a series of marginal phenomena of computer culture, touched upon a number of topics related to some of the current trends in computer technology, like cyberpunks, cyber hippies, cybersexers, cyborgs.

In 1997 there were many prominent and comprehensive publications on Internet research in the direction of Internet society and culture. David Whittle is considered the first person to comprehend and analyze deeply, radically explaining the potential of cyberspace in "Cyberspace: The Human Dimension" (1997). He provides an overview of cyberspace, its practices and norms. Internet penetration has profound implications for individuals, communities, businesses, governments and the wider society. In the same year, David Porter published "Internet Culture" (1997), a classic of Internet culture. From a mere cultural phenomenon, the Internet has become an important factor in the production and cultural transformation. Internet culture maps itself to many issues of language, politics and identity, positioning its role and values clearly in the history of communication and in the public sphere.

Computers and the connection between them really have had a profound impact on human life and have had a number of consequences, including many ethical, professional, and privacy consequences, autonomy, freedom of speech. "The Social Impact of Computers" by Richard S. Rosenberg (1997) addresses these issues.

In the same year, David Porter published "Internet Culture" (1997), another book on Internet culture, "Culture of the Internet," by Sara Kiesler and colleagues.

In the first decade of the 21st century, the development of the Internet has changed radically. Internet society is more internationalized by the expansion of Internet access.
conditions in many countries. Perhaps so, the topics of Internet society and Internet culture at this stage began to focus more on issues related to multilingual and multicultural characteristics, and the impact of the globalization of the Internet.

Vincent Miller's "Understanding Digital Culture" for the first time in 2011 is arguably the most comprehensive digital culture ever. In this book Miller discusses all the different aspects and elements of digital culture, including technical, media, economic, political, social, cultural, including special issues such as digital identity, digital body (cyborgs).

In the viewpoint of Internet sociology, issues of concern are often problems with social differentiation, especially the age-based social divide in Internet society, or issues related to Internet user groups in Internet society.

From a cultural perspective, there are two groups of Internet culture issues that are of greatest interest: 1) new Internet cultural habits are shaping up in the Internet society; and (2) the cultural transformations of society by the interaction between the Internet society and the real society.

In Vietnam, studies of Internet society and Internet culture are almost exclusively conceptual published in a number of general introductory and original guides to the Internet or posted on online forums or websites. Typical examples include *Internet and Life* (Nguyen The Hung 2002), *Internet - A General View* (Nguyen Xuan Phong 2005). Bui Hoai Son is one of the authors in Vietnam interested in studying the impact of the Internet on human life. In 2006, he published a book entitled "The Impact of the Internet on Hanoian Youth", describing what the Internet has left to influence the lifestyle changes of young people in the capital Hanoi.

In early 2010, Vietnamese society began to pay more attention to social issues and Internet culture. There are a number of sociological studies on the impact of the Internet on the Vietnamese people, especially young people. Mai Quynh Nam discusses the impact of the current mass media, including the Internet, on culture in the article "Mass Media: Cultural Interactions" published in the journal Human Studies (2010). Nguyen Quy Thanh's book "Internet - Students - Lifestyle: A Sociological Study of New Media" (2011) examines the role of the Internet as a new generation of media, investigate the impact of the Internet on students changes the culture of learning, culture, entertainment and lifestyle of the sexes in Vietnam. The
author demonstrates the strong penetration of the Internet into the learning, leisure and lifestyle of students. Some changes in the habits of groups of students who regularly use the Internet are also recorded. In 2012, Nguyen Thi Phuong Cham and his colleagues conducted a research project “Some Issues of Network Culture Today”. In 2013, the Research Institute for Development of Ho Chi Minh City organized the Scientific Seminar on “Social Network with the lifestyle of young people in Ho Chi Minh City” and the presentations at this workshop were edited and published as Book by Nguyen Thi Hau.

Pham Thi Thuy Nguyen (2014) is the author of important summaries on Internet culture in his PhD thesis entitled “Internet Society and Contemporary Vietnamese Culture”.

3. Method

There are 3 main methods used in this project which have been done for the past 5 years (from 2012 to 2017): observation during “online field trip”, in-depth interviews, online survey. To find out the reality of internet usage of high school students in Vietnam, the method "online fieldwork" is used. In addition to direct access to the website, joining as members of many mailgroup, forum, social networking (Facebook, Twitter, ...), online games (Barn Buddy Farm, SecondLife, ...) Blogs, forums, chat rooms, etc. have helped to identify issues related to the changing lifestyles of high school students in the Internet environment.

There were 81 structured deep interviews for high school students aged 15 to 17 years old to study psychological and behavioral aspects, including 58 female students (71.6%) and 23 male students (28.4%). The interview sections are conducted through Skype and do not accept anonymity. Interview content related to 5 issues: (1) Is your child free to use the Internet at home? (2) What do parents usually do to control their children's Internet use? (3) What Internet access does the child not want parents to know, Does the child have a connection with parents on the social network, (5) what information the children will not be told by their children if their children can not find out on the Internet.

An online questionnaire on “Internet Culture” and "Private Internet" was conducted with the participation of 346 participants to find out about privacy issues in using the Internet at home. The questionnaire focuses on sensitive topics that Vietnamese Internet users tend to access privately, some topics are considered taboo with children in Vietnamese families,
namely: (1) body, (2) sex, (3) contraception, (4) weapons, (5) homosexual relations, (6) maternity, (7) prostitute. The ages of respondents are as follows:

Table 1: Age of “Private Internet” survey respondents

<table>
<thead>
<tr>
<th>Ages</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 15</td>
<td>08</td>
<td>2.3%</td>
</tr>
<tr>
<td>15 to under 18</td>
<td>20</td>
<td>5.8%</td>
</tr>
<tr>
<td>18 to under 25</td>
<td>210</td>
<td>60.7%</td>
</tr>
<tr>
<td>25 to 30</td>
<td>66</td>
<td>19.1%</td>
</tr>
<tr>
<td>Over 30</td>
<td>42</td>
<td>12.1%</td>
</tr>
</tbody>
</table>

Data related to age groups of 15 to under 25 (230 cases) were selected to look at issues related to the private Internet use of children in the family. In Vietnam, under age 25 is the age at which the relationship between the individual and his or her family is very tight, the individuals are subject to parental control as a child or as a child who is not yet mature enough. Therefore, the survey of privacy in Internet use at this age can help to understand the change of children in the family due to the impact of the Internet.

4. Results and Discussion

4.1. Some changes in family culture due to the impact of the Internet

The pattern of family knowledge sharing varies, from the "vertical" model to the "horizontal" model. In the traditional "vertical" model, the parents teach knowledge to children and retain control and validate the value of knowledge. But the Internet has changed this model. The children get access to a wide range of knowledge without waiting for their parents to teach. The forms of peer-to-peer learning are expanded, children can learn from each other and learn from many others, from friends. The horizontal knowledge sharing model evolves more and more clearly. With children getting access to the Internet more well, it is possible that in some areas of knowledge that are beyond the reach of adults, children are better. "Digital power" of children in the family formed from that fact. In many families, adults are required to have children help with information and services when needed. The results of in-depth interviews show that many cases of parents seeking support for their children find information and services online, or, have children use services that require complex operations on the Internet.
On the way of life, the clark sleep cycle, which is the traditional use of the Vietnamese (early sleep - early wake). But because of the impact of using the Internet, the Vietnamese sleep much later and wake up later, especially the young. The "owl" sleep cycle is becoming more common in Vietnamese society. The moment of going to bed in the evening of Vietnamese people tends to slow down about 2 hours or more than traditional habits. This leads to many changes in the lifestyle society.

The expansion of communication on the Internet has made the connection between members of the family more "diluted". Meanwhile, children tend to be more friendly with outsiders and even recognize some friends outside as family members. In supervising direct observation on social networks, many cases of children receiving online friends are spouses, family members. Relationships between members in traditional family become weaker than in the past. This fact can facilitate the development of individualism in Vietnamese society.

Children also began to have some online consumer trends. Many children actively participate in online consumer shopping as they choose to fit their needs and personalities, escape the control of their parents. Fashion and cosmetic groups were approached by children early in the online environment. Children also soon develop self-esteem on aesthetic tastes independent of their parents.

4.2. Vietnamese children’s escapism from family monitoring through the Internet gate – Opportunities and risks

The Internet has created a "gate" that drives children out of strict control of their families. In traditional society, children can hardly leave their own family to connect with outsiders and participate in social activities. But the Internet “gate” has opened up that opportunity. Children go far beyond the family door, make friends with many people outside, participate in many social activities that even parents do not know. Or perhaps the parents were told by children but did not control all the connections and participation.
The escape of children from family control is confirmed through the interview and survey results:

- Learn about the body, about sex not through sharing and guidance of family members but through outsiders.
- Participate in online courses without consent of parents.
- Participate in online shopping without adult guidance.
- Join groups, online forums without informing your family.
- Participate in social activities, including sensitive social activities without adult counseling.
5. Conclusion

In fact, access to the Internet also creates new opportunities for children in Vietnamese families to increase their chances of creativity and self-reliance. Children learn more about careers, less dependent on their parents. Children also experience themselves more about personality, social interaction, talent than before by connecting sooner to the outside world. Many Internet support can help children access geographic locations, transportation services, economic services more convenient and easier, so that the degree of independence of the children is motivated. Family education in Vietnam in the future will certainly have a fundamental change in the context of children with a lot of support to promote self-sufficiency. Child protection habits of the Vietnamese family may change in the direction that adults trust and empower children more than before.

Another aspect, the rights of children is also significantly increased by two impacts from the Internet society that children access the Internet. One is that the children themselves are aware of their rights through online peer-to-peer counseling and through referral information. Second, participation in online communities also gives children opportunities to be counseled about their rights. Many cases of interviews show that children are more aware of adults about their relationships with family members, unlike traditional perspectives. It can be said that children are practicing democracy sooner than before. And that is an important premise to create a new democratic society for Vietnam in the not so distant future.

However, the early escape of children through the Internet “gate” also assumes some noteworthy implications. Children will fall into the encirclement of digital entertainment on the Internet, especially in conditions where children are free to use smartphones to access the Internet. This fact will seriously affect the management of children's time, and cause children to lose focus for their own development goals. Another implication is that the interaction of children on the Internet with many outside the family in an immature stage without adult supervision can promote the formation of the “Digitalized Ego” – a kind of Ego exist on the Internet outside of parental control, is influenced by the online virtual world and can have unpredictable impact on the development of the child's personality. The third implication is that children are more and more independent in accessing the issues of adult society (17+, 18+). Because the information that children themselves have access to the Internet without parental supervision includes non-selective and unlabeled information to support selection. The fourth
implication is that children, when they escape their control from their family through the Internet, are more likely to experience a personal crisis without the help of adults. It can be emotional, emotional, sexual, or bullying... Vietnam had children for suicide because of threatened released sex photos online.

In short, the escape of children from family supervision through the Internet “gate” at this time is an important premise to change Vietnamese society and traditional culture in the near future.
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