

Intention to Use Facebook for Learning Support: The Case of College Students

¹Mohd Zarif Mohd Zaki and ² Asad Khan

¹KDU Penang University College, Penang, Malaysia

²Department of Library and Information Science, University of Peshawar, Pakistan

Abstract

The use of Social network site (SNS) has emerged rapidly as an ideal platform for social interactions. Facebook, the most commonly used SNS has become an essential part of almost every college students' daily life; it serves not only as primary tool of communication but also electronic socialization. However, studies have shown that students are using such technologies more for social purposes rather than as a means of engaging with academic content. Thus, this study aims to identify the intention to use Facebook for learning support among the college students. Four constructs, namely, Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Facilitating Conditions (FC) and Social Influence (SI) were examined against Intention to use Facebook for Learning Support (IU). A survey research method was used and data was collected involving 325 college students. The results of the study revealed that PU, PEOU, FC and SI were found to be significant predictors of IU. PU was found to be the best predictor among the four.

Keywords: SNS; Facebook; Learning Support; TAM; UTAUT

1.0 INTRODUCTION

The advents of information, communication and digital technologies have changed the teaching and learning scopes dramatically, and will continue to do so in the years to come. This development is consistent with the needs and demands of current generation students; of whom can be described as the digital natives or members of the Net Generation; who were born in the digital age and have been interacting with digital technology from an early age (Thompson, 2013). The most notable changes is the use of digital and online learning platforms such as online forums and student portals which are now trending in higher education learning sector (Volery & Lord, 2000) and therefore it is high time for today's educators to equip themselves with the up-to-date teaching skills and knowledge and be prepared to shift from a traditional teacher-centered approach, where the teachers or lecturers impart knowledge to students, to a learner-focused technique, where the students, instead of absorbing materials transmitted to them by their instructors, will learn how to learn (Hartman, Moskal, & Dziuban, 2005).

Social network site (SNS) is a web-based service that allow individuals: (i) to construct a public or semi-public profile within a bounded system; (ii) articulate a list of other users with whom they share a connection; besides (iii) view and traverse their list of connections and those made by others within the system (Boyd & Ellison 2007). It is also regarded as a term which refers to networked tools or technologies that stress the social facets of the web like a medium of communication, collaboration and inventive expression (Dabbagh & Reo, 2011). The SNS technology is hype among the young generation today which Lenhart & Madden (2007) pointed out that 55% of them use them to communicate with friends, making new acquaintances and sharing personal information and materials. The use of SNS has grown at dizzying speed in recent years. Data supplied by the Nielsen Consultancy (2011) revealed that four out of five active internet users utilize them. Despite the popularity of SNS, the available studies on this subject mostly focused on identification, network structures, privacy, electronic commerce, and technological issues. Therefore, there is a necessity for investigations on SNS's potentials for educational purposes. Given this background, a study was

conducted with the aim of identifying factors that could influence college students to use SNS for learning support.

2.0 LITERATURE REVIEW

Facebook is a social networking service that was launched in February 2004, and is owned and operated by Facebook Inc. Among the internet applications, Facebook has grown tremendously since 2004 (Ko, 2013) and become one of the most popular online SNSs among the youth and university students (Roblyer et al., 2010). Learning recorded as one of the nine motives for Facebook usage (Pempek et al., 2009). A comparison survey between faculty and students indicated that students are much likely to use Facebook than the faculty signifying that they are more open and ready to use the SNS application or similar technologies to support the classroom activities (Roblyer et al., 2010). This definitely has acknowledged Facebook as a valuable resource to support the undergraduates' communication and collaboration with the faculties (Roblyer et al., 2010) besides serving as an e-learning tool in adult (Lohse, 2013) or higher education system (Arteaga Sánchez et al., 2014). In addition, Facebook provides new ways to acquire knowledge via collaborative learning (Hsu et al., 2012) and interactions (Aydin, 2014).

In the context of Malaysian higher education, several researches have been conducted to investigate the use of Facebook in Malaysian's colleges and universities. Based on a survey done at four public universities and four private universities, Almadhoun, Lai and Dominic (2012) reported that the use and influence of social networking sites in students' daily life are pervasive as they used it not only for social purposes but also for educational reasons. Additionally, results of the past literatures have revealed that Facebook has the potentials to be utilized as a platform for online academic discussions (Lim, 2010); is useful for environmental (Kabilan, Ahmad & Abidin, 2010); and informal learning (Hamat, Embi & Hassan, 2012); enhancing teaching and learning practices of large classes (Rasiah, 2014) besides improving students' academic performances (Din, Yahya & Haron, 2012). In addition, it has also been pointed out that Malaysian lecturers have started to use Facebook in order to complement their teaching and learning practices (Hamid et al., 2011). Conversely, Lim et al. (2014) suggested that the success of social media technologies adoption particularly Facebook in institutions of higher learning is based on various factors. This is due to students, lecturers and the colleges or universities might have their own views, practices and policies which were not necessarily aligned together.

3.0 THEORETICAL FRAMEWORK

3.1 Intention To Utilize Facebook For Educational Support

According to Fishbein & Ajzen (1975) in Theory of Reasoned Action (TRA), intention is determined by two constructs; individual attitudes toward the behavior and social norms that are the belief that specific individuals or a specific group would approve or disprove of the behavior. Given a sufficient degree of *actual* control over the behavior, people are expected to carry out their "intention" when the opportunity arises. "Intention" is thus assumed to be the immediate antecedent of behavior (Ajzen, 1991). Davis (1989) through TAM clarified that intentions to use a technology will determine whether a person will use the technology or not (behavior).

In respect of social media, user's intention to use the application is the key factor of the development of technology utilization models (Venkatesh et al., 2003; Davis et al., 1989). In addition, all these models / theories were the extension from the basic principles of TRA (as mentioned in the above) which believes that intention to use a system is the function of attitude towards individual behavior and subjective norms, that was later incorporated Perceived Control (PC), therefore Theory of Planned Behavior (TPB) (Venkatesh, 2008) was created. In a research regarding TAM and social media usage, Rauniar et al. (2014) explains the intention to use (IU) social media as the continued intention to perform social media-related activities by using the social

media site.

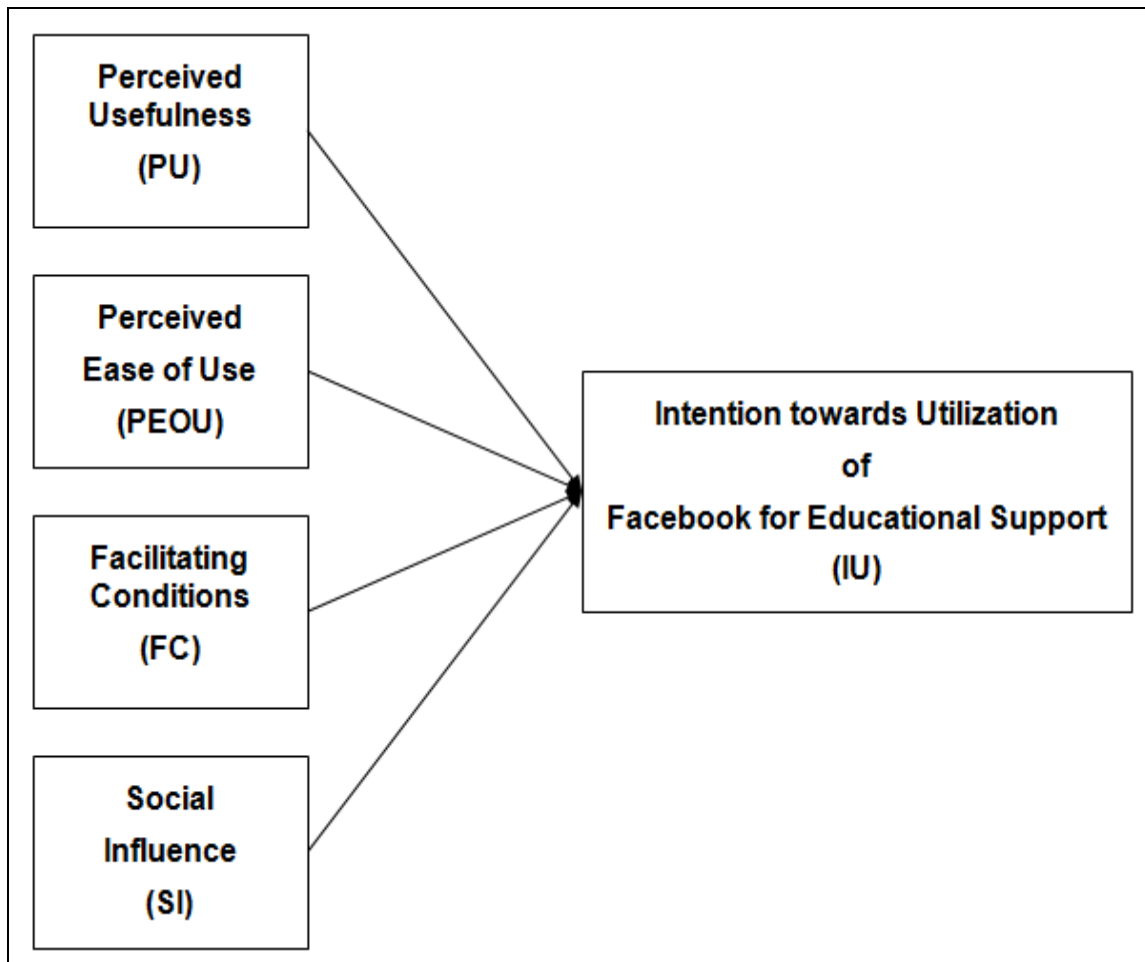


Figure 2.6: Research Model

3.2 Perceived Usefulness (PU)

The original definition of Perceived Usefulness (PU) was based on Technology Acceptance Model (TAM) that has been introduced by Davis (1989) as the degree to which a person believes that by using a particular system would enhances his or her job performance. Rogers (2003) called usefulness as relative advantage while defining it as the degree to which an innovation is perceived as being better than its precursor. The meaning thereafter has been redefined by Mazman & Usluel (2010) as the perception formed by the belief that by using a particular system, it would enhances individuals' performance, with the expectation that this particular innovation is better than its precursors.

In the perspective of social media, PU can be termed as the extent to which a social media user believes that by using a particular social network site (SNS), it helps in meeting the related goal-driven needs of himself / herself (Rauniar et al., 2014). Meanwhile, Praveena and Thomas (2014) attributes PU as the usefulness of Facebook in maintaining relationships, connecting with people, use of different apps etc. The definition of PU was further refined by Arteaga Sánchez at al., (2014) as the degree to which an individual believes that the use of Facebook would enhances his / her communication, collaboration and information exchange.

Based on these examples of PU's definitions, the most appropriate explanation of PU for the current research is the degree of which an individual believes that by using Facebook, it would assists him /

her in performing his / her duties and responsibilities as a student. This is in view that Facebook provides various opportunities among others enabling communication, collaboration, resource / material sharing besides enjoyment all of which were suggested as the potential intention towards utilization of Facebook for educational support. Many studies have shown that PU have strong influence not only on behavioral intention of adopting technology (e.g. Masrek, 2015), but also the actual behavior of using (e.g. Masrek & Rashidi, 2012) as well as the perceived satisfaction of using (e.g. Masrek & Gaskin, 2016). In the context of SNS, similar findings were also found by Mali & Hassan (2013); Sledgianowski et al. (2009), Kang et al. (2010) and Kwon et al. (2010). Drawing upon the findings of these studies, the following hypothesis is put forward:

H1: Perceived Usefulness (PU) positively influences the intention to utilize Facebook for educational purposes.

3.3 Perceived Ease of Use (PEOU)

Perceived Ease of Use (PEOU) is another key determinant of Technology Acceptance Model (TAM) besides PU. According to Davis (1989), PEOU is the degree to which a prospective user expects the potential system is to be free of effort. Thompson, Higgins & Howell (1991) on the other hand considered ease of use as complexity and defined it as the degree to which a system is perceived as relatively difficult to understand and use. This opinion however has been refuted by Zeithmal et al. (2002) who described PEOU as the degree to which an innovation is perceived not to be difficult to understand, learn, or operate.

In the social media environment, Mazman & Usluel (2010) have described PEOU as use of Facebook features easily and manage its overall contents without much effort. Similarly, Arteaga Sánchez et al. (2014) has enhanced the definition of PEOU as the degree to which an individual believes that by using Facebook, it would be free of physical and mental efforts. In addition, Rauniar et al. (2014) has clarified PEOU as the degree to which a social media site is free of effort. This has been strengthened by Praveena & Thomas (2014) who stated PEOU as the degree to which a person believes that Facebook is easy to use and not much effort is required.

IN the context of this study, PEOU shall be understood as the extent to which an individual agrees that by using Facebook, it would be simpler and faster for him / her to perform his / her duties and responsibilities as a student. Past studies examining PEOU have shown that PEOU has significant effect on the intention to adopt a technology (e.g. Masrek, 2015). In the same light, it was also found that PEOU has strong bearing on usage behavior and satisfaction level (e.g. Masrek & Gaskin, 2016). Hence the following hypothesis is established:

H2: Perceived Ease of Use (PEOU) positively influences the intention to utilize Facebook for educational purposes.

3.4 Facilitating Conditions (FC)

In an early research by Thompson et al. (1991), Facilitating Conditions (FC) was known as the objective factors in the environment that observers agree make an easy act to do, including the provision of computer support. The development of Unified Theory of Acceptance and Use of Technology (UTAUT) model by Venkatesh et al. (2003) saw the definition of FC has been revised to the perceived level of existence of organizational and technical infrastructure to support a new system / technology.

As time changes, the FC term has been used in many fields of social media such as social network site (SNS), where FC was referred as the SNS members' perception of the resources and support available to perform behavior akin to expressive participation (Borrero et al., 2014). The usage of FC was also applied to gauge Facebook's experience which can be explained as accessing, supporting and facilitating services while managing individual's own Facebook activities (Mazman &

Usluel, 2010). In a separate study about Facebook, Arteaga Sánchez et al. (2014) has defined FC as the degree to which an individual believes that there exists an appropriate environmental and technical infrastructure to support the use of the SNS.

In the current research, FC is defined as to the degree to which an individual believes that by having all the necessary resources and supports, the effort to utilize Facebook for educational support will be more practical and doable. This is based on the fact that facilitating factors such peer's supports, help menu from the system as well as technical supports for the system's features were deemed important for the consideration of using Facebook for educational support. Following the findings of previous studies (i.e. Masrek & Rashidi, 2012; Masrek, 2015) the following hypothesis is put forward:

H3: Facilitating Conditions (FC) positively influences the intention to utilize Facebook for educational purposes.

3.5 Social Influence (SI)

Social Influence (SI) is another construct derived from UTAUT. It is defined as the degree to which an individual perceives that it is important for the others to believe whether he or she should use a new system (Venkatesh et al., 2003). The concept is similar to Subjective Norms (SN) which indicates the direct determinacy of social influence as a factor of the behavioral intention. A brief description about SN is a person's perception that most people who are important to him / her think whether should or should not perform the behavior in question (Taylor & Todd, 1995). Another comparable expression is social factors which have been described by Triandis (1980) as an individual's internalization of the reference groups' subjective culture and specific interpersonal agreements that the individual has made with the others, in specific social situations.

In a research to model educational usage of Facebook, Mazman & Usluel (2010) have described SI as an individual's perception of how his or her significant others will react upon performing a behavior. Meanwhile Arteaga Sánchez et al. (2014) has adopted this definition of SI with little amendments performed to fit the context of their research as the degree to which an individual perceives the importance of his / her significant other's approval regarding Facebook adoption.

In this study, SI refers to the degree to which an individual perceives that it is important for the others to believe whether he / she should utilizes Facebook for educational support. It is important to note that Facebook is a social utility used by many people, hence, social norms must have a significant role in individuals' utilization of this tool. Many studies of the past have shown that SI is a significant predictor of IS adoption and usage behavior (e.g. Masrek et al. 2008; Masrek, 2015). Therefore, the following hypothesis is established:

H4: Social Influence (SI) positively influences the intention to utilize Facebook for educational purposes.

4.0 RESEARCH METHODOLOGY

The conduct of the study involved the use of survey research methodology. The unit of analysis was individual and the population of the study was students enrolled in KDU College Penang Malaysia. The setting was chosen because of the researcher's easy access to the population. At the time of the study, there were 2100 students. A self administered paper-based questionnaire with an added option of completing the questionnaire via the Internet was used to collect the data. The questionnaire was developed based on validated instruments used in past studies. Before the actual data collection, a pilot test involving 30 students was carried out. The results of showed that the Cronbach's Alpha for the five constructs i.e. intention, IU, PU, PEOU, FC and SC scored higher than 0.7, suggesting that the instrument was reliable. A total of 400 students were then identified as target respondents and the questionnaire was sent to them. However, at the end of the data collection period, only 325 were successfully collected or returned. Based on the 325 responses, a

statistical analysis using Smart-PLS software was carried out.

5.0 FINDINGS

5.1 Assessment of Common Method Bias

Richardson et al. (2009) stated CMV as a systematic error variance shared among variables measured with and introduced as a function of the same method and / or source. To assess whether the questionnaire is having CMV, Harman's single factor test was used. The result showed that cumulative variance for all items when constrained to single factor was 47.0%, less the threshold value of 50%. Therefore, it is safe to conclude that the questionnaire was not experiencing common method bias.

5.2 Demographic Profiles of Respondents

Based from the results shown in Table 1, the majority of the respondents was aged between 17–20 years old (70.2%). Female students turned up to be the majority of Facebook users (61.5%) over male students (38.5%). In terms of the field of study, with the exception of school of Hospitality and Tourism (H&T) that was represented by 45 respondents as a result of its highest number of students in KDUPG, there was an equal number of representation (40 pax) from the remaining seven schools in KDUPG participated in the survey conducted. From the study level aspect, a good number of Diploma students (61.2%) participated in the survey. Most of the students who answered the questionnaires were in the first year of study (40.3%). It is important to note that many of the students are connected to Facebook almost all the time (37.8%) and their common length of stay in Facebook range from less than 15 minutes (32.6%) to between 15 to 30 minutes (36.9%). As has been highlighted in Table 4.3, smart phone (85.5%) was the most preferred IT device to access to Facebook besides laptop/netbook (60.3%).

Table 1: Demographic profiles and of the respondents

Item		Frequency	Percentage (%)
Age	Between 17 - 20	228	70.2
	Between 21 - 24	86	26.5
	Between 25 - 30	7	2.2
	More than 30 years old	4	1.2
Gender	Male	125	38.5
	Female	200	61.5
Study level	Foundation	39	12.0
	Certificate	6	1.8
	Diploma	199	61.2
	Bachelor Degree	81	24.9
Study field	Pre-University (A-Level)	40	12.3
	Mass Communication	40	12.3
	Business	40	12.3
	Design	40	12.3
	Information Technology	40	12.3
	Engineering	40	12.3
	Hotel & Tourism	45	13.8
	Nursing & Allied Health	40	12.3
Study year	First Year	131	40.3
Frequency of Facebook usage	Second Year	90	27.7
	Third Year	44	13.5
	Final Year	60	18.5
	Once a day	28	8.6
	Between 2 to 5 times a day	68	20.9

	More than 5 times a day	56	17.2
Length of stay in Facebook	Almost all the time	123	37.8
	When there is a need to do so	50	15.4
	Less than 15 minutes	106	32.6
	Between 15 to 30 minutes	120	36.9
	More than 30 minutes, but less than 1 hour	62	19.1
	More than 1 hour	37	11.4

5.3 Instrument Reliability and Validity (Measurement Model)

Confirmatory Factor Analysis (CFA) was conducted to test the measurement model and this was done by using SmartPLS software. Individual items were tested to determine whether their factor loadings were over 0.5 as according to Hair et al. (2011), any item with factor loading value (λ) of less than 0.5 should be dropped from the measurement model. As depicted in Figure 2 and summarized in Table 2, all factors loading of the items surpassed 0.7 value indicating very good results.

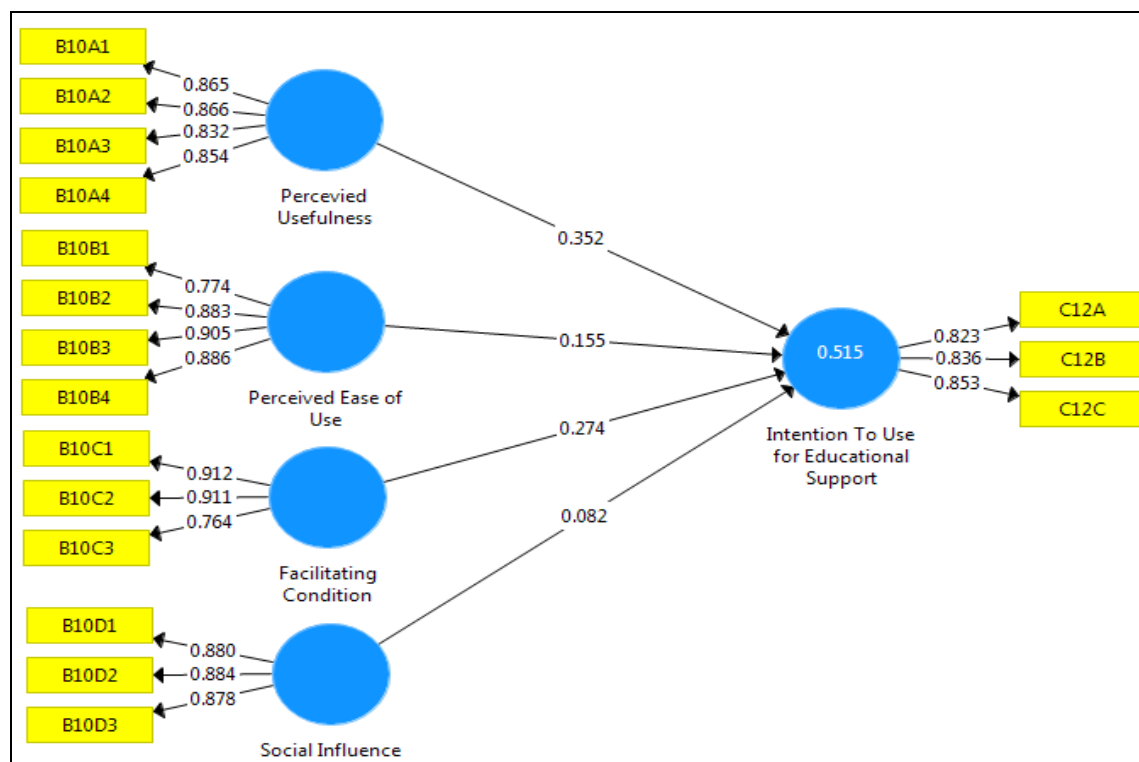


Figure 2: Results of Confirmatory Factor Analysis (CFA) based on PLS model

Table 2 Outputs (Summary) of the Confirmatory Factor Analysis (Factor loadings)

	Perceived Usefulness	Perceived Ease of Use	Facilitating Conditions	Social Influence	Intention to Use for Educational Support
B10A1	0.865				
B10A2	0.866				
B10A3	0.832				
B10A4	0.854				
B10B1		0.774			
B10B2		0.883			
B10B3		0.905			
B10B4		0.886			
B10C1			0.912		
B10C2			0.911		
B10C3			0.764		
B10D1				0.880	
B10D2				0.884	
B10D3				0.878	
C12A					0.823
C12B					0.836
C12C					0.853

Convergent validity ensures that items that are constructed measure the construct that it was supposed to measure. Fornell & Larcker (1981) suggested the average variance extracted (AVE), composite reliability (CR) and reliability of each of the constructs will be able to measure convergent validity. The value of each AVE should be more than 0.50 which indicates the difference of 50 % of the items, thus indicating adequate convergent validity. In this study, it was found that all constructs recorded AVE values surpassed the 0.5 level shown in Table 3. The Composite Reliability (CR) values of all constructs were noticed to be over 0.7 and ranged from 0.875 to 0.821 as featured in Table 3, therefore consistent with the standard proposed by Hair et al., (1998). In terms of reliability, it was disclosed that the values of Cronbach's Alpha (α) for all constructs were range from 0.787 to 0.885 as displayed in, indicating high reliability of internal consistency of the questionnaire (Bagozzi et al., 1998).

Table 3: Output (Summary) of AVE, CR and Cronbach's Alpha

	Average Variance Extracted (AVE)	Composite Reliability (CR)	Cronbach's Alpha (α)
Facilitating Conditions	0.749	0.899	0.829
Intention To Use for Educational Support	0.701	0.875	0.787
Perceived Ease of Use	0.745	0.921	0.885
Perceived Usefulness	0.730	0.915	0.876
Social Influence	0.776	0.912	0.857

Discriminant validity is the extent to which the measure is not a reflection of some other variables. It is indicated by low correlations between the measure of interest and the measures of other constructs. Evidence about discriminant validity of the measures can be verified through the squared root of AVE for each of the constructs. The AVE values for each construct should be

greater than the squares of the correlation between the constructs and all other constructs. The results as illustrated in Table 4 suggesting an adequate discriminant validity of the measurements.

Table 4: Discriminant Validity Assessment

	Facilitating Condition	Intention to Use for Educational Support	Perceived Ease of Use	Perceived Usefulness	Social Influence
Facilitating Conditions	0.865				
Intention to Use for Educational Support	0.609	0.837			
Perceived Ease of Use	0.659	0.568	0.863		
Perceived Usefulness	0.558	0.635	0.572	0.854	
Social Influence	0.45	0.442	0.374	0.508	0.881

5.4 Structural Model – Hypotheses Testing & Effect Size

According to Hair et al. (1998), a structural model is used to capture the linear regression effects of the endogenous constructs upon one another. In addition, a structural model has the ability to specify the pattern of the relationships among the constructs (Leohlin, 1998). Therefore, in order to assess the structural model of this study, path analysis has been developed using SmartPLS, software for (graphical) path modeling with latent variables which uses partial-least square (PLS) method for the latent variables analysis (Figure 4.4). The Bootstrapping procedure (500 sub-samples) which aimed to check the structural path significance has been applied in the PLS test conducted. Three main criteria will be looked into from the results of the test that include T-statistics values, Path Significant (p-values) and Variance Explained (R^2 values).

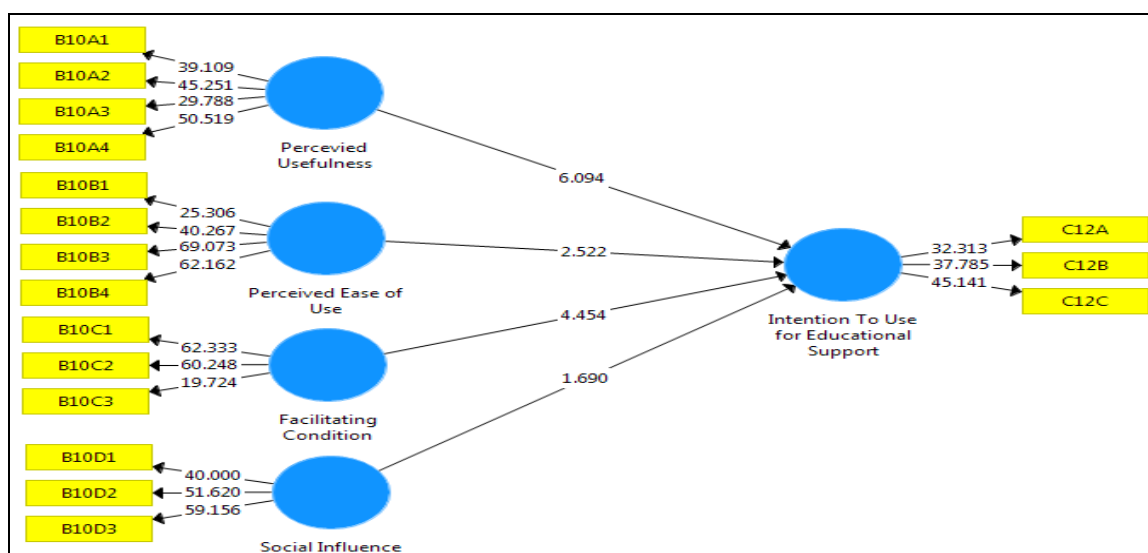


Figure 4.4: Results of Path Analysis based on PLS model

Based from the path analysis's results, it is understood that the T-Statistics for Perceived Usefulness (PU) recorded the highest value (6.094) indicating the strongest effect on the Intention to use Facebook for Educational Support (IU). This is followed by Facilitating Conditions (FC) (4.454), Perceived Ease of Use (PEOU) (2.522) before Social Influence (SI) (1.690). The findings have confirmed that all the coefficients between exogenous variables (PU, FC, PEOU and SI) and endogenous variable (IU) were found to be positive and statistically significant ($T > 1.64$, p -value = 0.10.), thus supported all hypotheses (H1, H2, H3 and H4) formulated for this study.

Table 5: Results (Summary) of Path Analysis based on PLS model

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	Path Significance (p- values)	Hypotheses
Facilitating Condition -> Intention to Use Facebook for Educational Support	0.274	0.279	0.061	4.454	0.000	H1: Supported
Perceived Ease of Use -> Intention to Use Facebook for Educational Support	0.155	0.151	0.062	2.522	0.012	H2: Supported
Perceived Usefulness -> Intention to Use Facebook for Educational Support	0.352	0.353	0.058	6.094	0.000	H3: Supported
Social Influence -> Intention to Use Facebook for Educational Support	0.082	0.082	0.048	1.69	0.092	H4: Supported

In the meantime, the results of the path analysis also revealed that the coefficient of determination, R^2 was 0.515 which means the combination of PU, PEOU, FC and SI accounts approximately 51.5% of the variance of Intention to use Facebook for Educational Support (IU). Effects size was also examined using the formula developed by Cohen (1988). The results as shown in Table 6 suggest that it is negligible.

Table 6: Predictive power of the model (Effect size)

Model	Variables Included	Variables Excluded	R square	Effect Size	Interpretation
1	Perceived Usefulness, Perceived Ease of Use, Facilitating Condition, Social Influence	None	0.515	-	-
2	Perceived Ease of Use, Facilitating Condition, Social Influence	Perceived Usefulness	0.447	0.1402	Small effect
3	Perceived Usefulness, Facilitating Condition, Social Influence	Perceived Ease of Use	0.503	0.0247	Small effect
4	Perceived Usefulness, Perceived Ease of Use, Social Influence	Facilitating Condition	0.478	0.0763	Small effect
5	Perceived Usefulness, Perceived Ease of Use, Facilitating Condition	Social Influence	0.511	0.0082	No effect

6.0 DISCUSSION

The main objective of the study was to examine factors that would influence students to utilize Facebook for educational support. To achieve this objective, the UTAUT model was adopted. Four constructs, namely perceived usefulness, perceived ease of use, facilitating conditions and social influence were hypothesized as having significant relationship with intention to utilize Facebook for educational support. The results of the PLS- SEM showed that all the formulated hypotheses were fully supported. The combination of the four predictors account for 51.5% of the variance of Intention to use Facebook for educational support.

Perceived usefulness was found to be the strongest predictor ($\beta = 0.352$). The finding is consistent with that of Mali & Hassan (2013); Sledgianowski & Kulviwat (2009), Kang & Lee (2010) and Kwon & Wen (2010). When users of Facebook perceived the use to be beneficial and advantageous to their learning process, the tendency and inclination to adopt it as a supporting tool will be higher. The implication of the findings is that, lecturers or academician of the university should promote the advantages and benefits of the Facebook so as to encourage more students to adopt this technology in their learning process.

In line with previous studies i.e. Moon & Kim (2001); Chang et al. (2012) and Willis (2008), this study also showed the relationship between perceived ease of use and intention to use Facebook for educational support ($\beta = 0.155$). For college students, learning on how to use Facebook would not be very daunting or difficult. The features of Facebook are very user friendly and easy to learn. Perhaps, because of this reason, perceived ease of use, as shown in this study, is a significant predictor of intention to use Facebook for educational support.

Just as perceived usefulness and perceived ease of use, facilitating condition was also found to have bearings upon intention to use Facebook for educational support ($\beta = 0.352$). Facilitating condition denotes the conducive environment where students can get convenient access to resources or facilities that will enable them to utilize Facebook. The findings should alert the authorities on the importance of providing the necessary facilities such as WiFi or computer labs for the students to get access to the Facebook.

As espoused by the Venkatesh et al. (2003) social norm is crucial in determining individual adoption behavior. This study also showed that social norm is a significant predictor of intention to use Facebook for educational support ($\beta = 0.082$). Motivation and encouragement to adopt Facebook in the context of college students normally come from the lecturers and well as peers. The higher is the encouragement, the higher would be the adoption.

7.0 CONCLUSION

While the study has achieved its objectives, it has also several limitation that worth mentioning. Due to time and budget constraints, the sampling for this research was obtained only from a university college's students through a single instrument i.e. questionnaire. Therefore the results of this study were not appropriate to be generalized to students of other institutions of higher learning in Malaysia. For that reasons, similar studies could be performed in the future in other parts of the nation by combining both quantitative and qualitative research's approaches in order to understand the variance of responses anticipated from undergraduates from the different regions of this country. This will provide meaningful inputs to the government with regards to the needs and aspirations of young people in relation to the national higher education system.

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