

CHAPTER IV: RESULTS AND FINDINGS

4.1 Introduction

This chapter reports the findings and results obtained from the research conducted. They are presented based on the three research questions developed for this study which is to examine how social media self-efficacy is associated with youth's readiness in drug prevention programs. This chapter is divided into three main parts. In the first part, the researcher presents information on the respondents' demographic backgrounds in this research. The second part deals with reports of the descriptive analysis of the two main variables, which are the level of social media self-efficacy and the level of youth's readiness in drug prevention programs. The third part reports on the result of the Pearson correlation analysis in examining the relationship between the level of social media self-efficacy and the level of readiness amongst youth at Teluk Intan.

4.2 Descriptive Analysis

Descriptive analysis was used for this section to report on the respondents' demographic background, the level of social media self-efficacy, and the level of youth's readiness in drug prevention programs.

4.2.1 Respondents' Demographic Background

Descriptive analysis was conducted to report on the respondents' demographic background including gender, age, race, education level, occupation, year of experience with the use of the internet, daily duration of internet use, type of device involved in

accessing social media, and social media application used, type of respondents' organization in social media as well as the period in current position.

Table 4.1 Demographic Information of Respondent

Variable name	Group	Frequency	Percentage (%)
Gender	Male	60	23.0
	Female	201	77.0
Age	15 – 19 Years	140	53.6
	20 – 29 Years	44	16.9
	30 – 40 Years	77	29.5
Race	Malay	189	72.4
	Indian	36	13.8
	Chinese	24	13.0
	Semai	1	0.4
	Kayan	1	0.4
Education	Low School	3	1.1
	High School	174	66.7
	Graduate Diploma	33	12.6
	Graduate Degree	51	19.5
Occupation	Business	3	1.1
	Government	52	19.9
	Self-Employed	7	2.7
	Non-Government	27	10.3
	Student	158	60.5
Years of Experience with Internet use	Unemployed	14	5.4
	Less Than 5 Years	46	17.6
Duration of Daily Use of The Internet	More Than 5 Years	215	82.4
	Less Than 5 Hours (Mild Users)	75	28.7
	More Than 5 Hours (Regular Users)	135	51.7
Device to Access social media	More Than 12 Hours (Heavy Users)	51	19.5
	Netbook or Notebook or Laptop	1	0.4
	Pc or Desktop	1	0.4
	Smart Phone, Netbook, Notebook, or Laptop	128	49.0
	Smart Phone, Netbook or Notebook or Laptop, Pc or Desktop	52	19.0
		22	8.4
	Smart Phone, Netbook or Notebook or Laptop, Pc or Desktop, Tablet	10	3.8
		11	4.2
	Smart Phone, Netbook or Notebook or Laptop, Tablet	20	7.7
		1	0.4
	Smart Phone, Pc, or Desktop	2	0.8
	Smart Phone, Pc or Desktop, IPad	1	5.0
	Smart Phone, Pc or Desktop, Tablet		
	Smart Phone, Tablet		
Social Media Application	One application	3	1.2
	At least three applications	21	8.0
	More than 3 applications	237	90.8
Type of	Entertainment	5	1.9

Organization in social media	Government Agency	41	15.7
	None	7	2.7
	Private Business	43	16.5
	Religious Organization	18	6.9
	School	147	56.3
Length of Time in Current Position of organization in social media	Less Than 1 Year	31	9.7
	1-2 Years	64	24.5
	3-5 Years	52	19.9
	5-10 Years	31	9.7
	More Than 10 Years	48	18.4

As shown in Table 4.1, the gender of respondents is 60 males (23%) and 201 females (77%). The age of respondents is divided into three ranges. For the range of age below 15 to 19 years, there are 140 respondents (53.6%), the respondent's age range of 20 until 29 years old there are 44 people (16.9%), and the respondents that are in the range of age of 30 to 40 years old are 77 (29.5%).

In terms of the racial distribution, is 72.4% Malay (189 people), 13.8% Indian (36 people), 13% Chinese (34 people) and 0.4% for both Semai and Kayan (only one). The education level of the respondent is divided into four groups. The primary school level consists of 3 respondents (1.1%), followed by high school level 174 (66.7%), graduate diploma level 33 (12.6%), and the graduate degree level 51 (19.5%). Most of the respondents are students, comprising 158 (60.5%), 52 respondents among government workers (19.9%), 27 respondents are non-government workers (10.3%), 7 non-employed (2.7%), and 3 persons run their own business (1.1%), and 14 respondents are unemployed (5.4%).

Furthermore, the years of experience with the internet of respondents consist of two groups, 46 people (17.6%) with less than 5 years of using the internet and 215 people with more than 5 years of experience using the internet. The social media application used by respondents is categorized by the number of applications use. For at least one application, there are 3 respondents (1.2%), at least three applications by 21

respondents (8%), and more than one application by 237 people (90.8%). Type of organization in their social media for entertainment was used by 5 respondents (1.9%), the government agency was 41 respondents (15.7%), private business were 43 respondents (16.5%), and religious organization by 18 respondents (6.9%) and for none category were 7 respondents (2.7%).

In terms of the device used to access social media by respondents, for at least one gadget were 5 respondents (1.9%) and for the rest of the respondent's majority used, more than one gadget 256 respondents (98.1%). The length of time with the current position of respondents is less than one year by 9.7% (31 respondents), one year till 2 years by 24.5% (64 respondents), 3 till 5 years by 19.9% (52 respondents), and for more than 10 years by 18.4% (48 respondents).

4.2.2 Level of Social Media Self-Efficacy

Descriptive analysis in this section reports on the level of social media self-efficacy amongst youth in Teluk Intan. This study was conducted by distributing the questionnaire to all respondents. The level of self-efficacy is then calculated by a scoring method. The total score is 294 respected to some item (49) multiplied by the highest Likert scale (6) of the item in section B of the questionnaire.

Table 4.2 The descriptive results of Level of Self-Efficacy by items amongst youth at Teluk Intan

Item	Mean	Std. Deviation
Collect primary drug prevention education-related data through survey methods using social media.	4.54	1.097
Identify instruments that can be used for collecting drug	4.53	1.065

prevention-related data using social media.		
Analyze the capacity within your organization for developing social media programs.	4.47	1.185
Use existing theories to assess social media campaigns.	4.48	1.165
Create an assessment plan for a social media campaign.	4.51	1.185
Assess the use of social media platforms for drug prevention-related purposes in populations of interest.	4.62	1.136
Identify populations of interest to reach during a social media campaign.	4.61	1.045
Apply principles of drug prevention literacy when creating social media activities.	4.63	1.121
Develop objectives for social media campaigns.	4.69	1.070
Develop social media activities and strategies that are evidence-based to meet drug prevention education objectives.	4.65	1.094
Develop social media activities and strategies that are theory-based to meet drug prevention education objectives.	4.62	1.062
Identify resources required for the implementation of a social media campaign.	4.65	1.070
Identify the factors that may hinder or foster the implementation of social media activities.	4.63	1.028
Apply principles of cultural competency when creating social media pages.	4.55	1.053
Monitor the progress of social media activities	4.72	1.028
Determine the readiness of the population of interest to implement the social media program.	4.55	1.103
Apply evidence-based strategies to social media planning.	4.57	1.121
Determine the readiness of your organization to implement the social media programs.	4.46	1.118
Use appropriate social media tools to implement the campaign.	4.75	1.080
Develop a plan of action for social media programs.	4.69	1.056
Implement a plan of action for social media programs.	4.67	1.052
Assess the validity of data collected for social media research or evaluation.	4.56	1.110
Monitor data collection progress for social media activities.	4.61	1.085
Interpret findings from data collected during social media interventions.	4.59	1.002
Apply ethical standards when developing evaluation plans for social media interventions.	4.59	1.077
Identify survey instruments for data collection in social media research or evaluation.	4.59	1.083
Communicate findings from social media interventions with key stakeholders.	4.56	1.121
Apply ethical standards when conducting social media research.	4.54	1.114
Provide expert assistance for implementing social media initiatives.	4.61	1.160
Provide expert assistance for evaluating social media initiatives.	4.63	1.148
Identify potential partnerships that will assist with the social media intervention.	4.62	1.091
Explain how the goals of a social media program align with the mission and goals of your organization.	4.55	1.151
Convey the advantages of using social media.	4.85	1.015

Convey the disadvantages of using social media.	4.63	1.269
Develop training programs in social media for drug prevention educators.	4.78	1.057
Develop guidelines for evaluating social media initiatives.	4.70	1.080
Evaluate the qualification of individuals who will be assisting with social media initiatives if needed.	4.62	1.084
Identify social media resources with accurate drug prevention information.	4.77	1.110
Justify the need for social media guidelines for drug prevention educators.	4.69	1.095
Identify social media resources with relevant drug prevention education information.	4.69	1.096
Convey drug prevention-related information to key stakeholders using social media.	4.64	1.120
Use social media technologies to communicate drug prevention education information with populations of interest.	4.67	1.040
Lead health-related advocacy initiatives using social media.	4.62	1.073
Engage with stakeholders in drug prevention-related advocacy using social media.	4.65	1.095
Tailor social media messages related to drug prevention education to individuals.	4.66	1.083
Use social media to create opportunities for professional development.	4.70	1.014
Select appropriate drug prevention education-related images to be posted on social media platforms.	4.74	1.110
Evaluate the use of social media in drug prevention education-related advocacy efforts.	4.69	1.040
Identify issues that may influence the use of social media for drug prevention education.	4.79	1.044

Table 4.2 shows the descriptive results for the level of social media self-efficacy of the respondents by items in the questionnaire given to them. As shown in Table 4.2, the mean for all items was higher than 3 with a respected standard deviation higher than 1.

Table 4.3 The descriptive results of Level of Social Media Self-Efficacy amongst youth at Teluk Intan

	Mean	Std. Deviation
Level of Self-efficacy	226.92	42.992

Table 4.3 shows that the mean level of social media amongst respondents was 226.92±42.3 which indicates the level of social media self-efficacy of the respondents is in the highest confident category which was higher than 147 in scores.

4.2.3 Level of Readiness Towards Drug Prevention Program

The descriptive analysis was conducted for obtaining the mean, and standard deviation of every five domains of the level of readiness for the drug prevention program. The mean of every domain shows the level of strength for each domain. The higher the mean, the higher the level of strength for each domain of youths' readiness toward drug prevention programs. The five domains were perception of alcohol, tobacco, and other drug problem or ATOD, perception of adolescent access, permissive attitude towards teen use, support for prevention, and perception of community commitment. For domain perception of ATOD problem and permissive attitude teen use, the score for high confidence should be bigger than 20 whereas, in the other three domains, the high confident value should be higher than 17.

Table 4.4 The descriptive results for each domain of youths' readiness toward drug prevention program

Domain	N	Mean	Std. Deviation
Perception of ATOD Problem	261	20.28	5.443
Perception of Adolescent Access	261	12.97	5.704
Permissive Attitude towards Teen Use	261	23.45	3.987
Support for Prevention	261	16.86	4.782
Perception of Community Commitment	261	18.13	7.489

As shown in Table 4.4, the domain of perception of ATOD problem (20.28 ± 5.443) and domain of permissive attitude teen use (23.45 ± 3.987) was at a high confidence level. These indicate that the majority of the respondents have a positive perception of the ATOD problem. They also strongly disagree with teens' drug use. Besides, the domain for the perception of adolescent access (12.97 ± 5.704) shows that the respondents have

a low of level confidence due to the perception of drug access in Teluk Intan is still at a safe level and under control.

Meanwhile, the domain of support for prevention (16.86 ± 4.782) and perception of community commitment (18.13 ± 7.489) show a high confidence level. The results reflect that youth in Teluk Intan strongly agree with activities and efforts of preventing drug problems among them. The community also should be involved in facilitating prevention efforts to curb this problem.

4.3 Pearson Correlation Analysis

Correlation involves the measurement of association, or relationship, or correlation between two variables to ascertain whether they are positively or negatively related, or not related in any way, and vice versa (Mukaka, 2012). Two variables are related if the changes in one variable affect or influence the changes in the other variable. To measure the relationship between variables, the use of correlation coefficients to express the degree of association or relationship is compulsory. Hence, correlation coefficients measure the strength of association or relationship between two variables.

4.3.1 The relationship between social media self-efficacy and level of readiness toward drug prevention education programs

In this study, the Pearson correlation has been used to analyze the correlation for each dimension of respondents' level of social media self-efficacy and youths' level of readiness toward drug prevention education programs. The score of level social media self-efficacy was used as the score of individual self-efficacy and correlated with all the domains of the level of youth's readiness towards drug prevention education programs.

Table 4.5 Pearson correlation value of the level of social media self-efficacy with all domains of the level of youths' readiness towards drug program

Domain	Value	Level of Social Media Self-efficacy
Perception of ATOD Problem	Pearson Correlation	0.128*
	Sig. (2-tailed)	0.039
	N	261
Perception of Adolescent Access	Pearson Correlation	0.119
	Sig. (2-tailed)	0.056
	N	261
Permissive Attitude towards Teen Use	Pearson Correlation	0.131*
	Sig. (2-tailed)	0.035
	N	261
Support for Prevention	Pearson Correlation	0.182**
	Sig. (2-tailed)	0.003
	N	261
Perception of Community Commitment	Pearson Correlation	0.004
	Sig. (2-tailed)	0.948
	N	261

**. Correlation is significant at the 0.05 level (2-tailed)

As shown in Table 4.5, the Pearson correlation indicates the level of self-efficacy with the perception of ATOD problem dimension, $r = 0.128$, perception of adolescent access, $r = 0.119$, permissive attitude towards teen use, $r = 0.131$ as well as support for prevention, $r = 0.182$, respectively. The association was significant but weak correlation since the p-value is less than 0.005. Hence, there is a positively weak relationship between individual self-efficacy with those four domains. In sum, because $p = 0.000 < 0.05$, the null hypothesis is rejected, and accept the alternative hypothesis.

While the relationship between the level of self-efficacy with the perception of community commitment has $r = 0.004$. This indicates the correlation is near zero or null and the p-value is also not significant ($p = 0.948 > 0.005$). Hence, there is no correlation between self-efficacy and perception of community commitment. Therefore, there is a positive but weak correlation between the individual level of social media self-efficacy and youths' level of readiness toward drug prevention education programs in Teluk

Intan.

4.4 Conclusion

Based on the results of a study conducted on youths related to social media self-efficacy and its influence on youth readiness towards drug prevention education programs found that Teluk Intan has the highest confidence in the level of social media self-efficacy. While youth readiness in drug prevention education programs shows the results that youth in Teluk Intan strongly agree with activities and efforts of preventing drug problems among them. Refer to hypothesis null is accepted due to there was a significant relationship between social media self-efficacy and youth readiness. The findings based on the results are discussed further in Chapter 5.