



UNIVERSITI PUTRA MALAYSIA

***IMPACT OF MEDIA LITERACY ON SOFT DRINK CONSUMPTION
AMONG ADOLESCENTS IN KLANG VALLEY, MALAYSIA***

NUR NADIRAH BT MOHAMMAD SHAHID

FSTM 2015 16



**IMPACT OF MEDIA LITERACY ON SOFT DRINK CONSUMPTION
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By

NUR NADIRAH BT MOHAMMAD SHAHID

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of the Requirements for the Degree of Master of Science**

November 2015

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

IMPACT OF MEDIA LITERACY ON SOFT DRINK CONSUMPTION AMONG ADOLESCENTS IN KLANG VALLEY, MALAYSIA

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November 2015

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Food and beverage advertisements could influence adolescents' food choices and affect their healthy diet. The influence of advertisements is getting worse when the marketers use misleading messages in soft drink advertisements to attract adolescents. For instance, media literacy was found to be a preventive measure in saving culture from being misled by soft drink advertisements, and therefore four objectives were proposed for this study. Firstly, this study determined soft drink intake among adolescents in Klang Valley area. The second objective was determined media literacy score and level among adolescents towards soft drink advertisement. Next, the third objective was to investigate the relationships between attitudes, subjective norms and perceived behavioural control and the intention of soft drink consumption among adolescents. Lastly, the last objective was aimed at identifying the relationships between attitudes, subjective norms, perceived behavioural control, the intention of soft drink consumption and media literacy score among adolescents in Klang Valley.

A cluster sampling method was used in collecting data within Klang Valley area. A total of 500 questionnaires were distributed to adolescents aged between 13 to 18 years old at selected secondary schools in Klang Valley. Two main scales utilised were Theory of Planned Behaviour (TPB) scale and Media Literacy (ML) scale. The descriptive, exploratory factor analysis, multiple linear regression, and Pearson product-moment correlation analyses were carried out to answer the research objectives. Results revealed that 36% of respondents drank a minimum of 1 can, bottle or glass of soft drink for the past seven days and possessed good level of media literacy (45.1%). Meanwhile, the TPB constructs explained 14% of variance in adolescents' intention of soft drink consumption. In addition, the total media literacy score towards soft drink advertisement was significantly positive to correlate with attitude ($r = 0.250$, $p < .01$) and subjective norms ($r = 0.174$, $p < .01$). Conversely, total media literacy was significantly negative to correlate with intention to consume soft drink ($r = -0.19$, $p < .01$) and indicated that media literacy could lower the intention to consume soft drink, thus reduce soft drink consumption among adolescents.

Several implications were highlighted to the authorities including Ministry of Health to better understand the trend of soft drink consumption. These implications were also proposed to Ministry of Education to create awareness on media literacy and consider the idea to safeguard and prevent adolescents from being misled by the media, especially on unhealthy food and beverage advertising. Moreover, the findings of this study were hoped to also help soft drink marketer and producers to understand media literacy and adolescents' soft drink consumption behavior. Other than that, recommendations for future research including using semi-structure in-depth personal interview or focus group were suggested to yield more in-depth data. Finally, it was suggested that future studies should include adolescents in both urban and rural areas in Malaysia, to better enable generalisation of findings.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Sarjana Sains

IMPAK LITERASI MEDIA KE ATAS PENGAMBILAN MINUMAN RINGAN DI KALANGAN REMAJA DI LEMBAH KLANG, MALAYSIA

Oleh

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Pengiklanan makanan dan minuman boleh mempengaruhi pemilihan makanan di kalangan remaja dan boleh memberi kesan ke atas diet sihat mereka. Pengaruh pengiklanan ini semakin membimbangkan di mana pihak pengeluar menggunakan mesej yang mengelirukan di dalam iklan minuman ringan untuk menarik minat remaja. Sebagai contoh, literasi media telah ditemui untuk dijadikan sebagai kaedah pencegahan dari iklan minuman ringan yang mengelirukan. Oleh itu, empat objektif telah dicadangkan untuk kajian ini. Objektif yang pertama ialah meneliti pengambilan minuman ringan di kalangan remaja di kawasan Lembah Klang. Objektif kedua adalah untuk menentukan skor dan tahap literasi media di kalangan remaja terhadap iklan minuman ringan. Objektif ketiga pula adalah untuk mengkaji hubungan di antara sikap, norma subjektif dan kawalan tingkah laku dengan niat untuk meminum minuman ringan di kalangan remaja. Akhir sekali, objektif terakhir adalah bertujuan untuk mengenal pasti hubungan di antara skor literasi media dengan sikap, norma subjektif, kawalan tingkah laku dan niat terhadap pengambilan minuman ringan di kalangan remaja.

Kaedah persampelan kelompok telah digunakan untuk mengutip data di kawasan Lembah Klang. Sebanyak 500 borang soal selidik telah diedarkan kepada remaja yang berusia diantara 13 hingga 18 tahun di beberapa buah sekolah menengah yang terpilih di Lembah Klang. Dua skala utama yang digunakan dalam penyelidikan ini ialah "Teori Tingkah Laku Terancang" (TTLT) skala dan Literasi Media skala. Analisis deskriptif, analisis "Exploratory Factor", analisis "Multiple Regression" dan analisis "Pearson Product-moment Correlation" telah dijalankan untuk menjawab objektif-objektif penyelidikan. Hasil kajian menunjukkan bahawa responden yang minum sekurang-kurangnya 1 tin, botol atau gelas minuman ringan dalam tempoh tujuh hari yang lalu mencatat peratusan sebanyak 36% dan mempunyai tahap literasi media yang baik (45.1%). Sementara itu, 14% daripada varians dalam niat remaja untuk meminum minuman ringan dijelaskan oleh konstruk TTLT. Selain itu, jumlah skor literasi media terhadap iklan minuman ringan mempunyai perhubungan bererti yang positif dengan sikap ($r = 0.250, p < .01$) dan norma subjektif ($r = 0.174, p < .01$). Sebaliknya, jumlah skor literasi media mempunyai hubungan bererti yang negatif dengan niat untuk meminum minuman ringan ($r = -0.19, p < .01$). Ia menunjukkan bahawa literasi media

boleh mengurangkan keinginan atau niat untuk mengambil minuman ringan dan dengan itu dapat mengurangkan pengambilan minuman ringan di kalangan remaja.

Beberapa implikasi telah diberi penekanan kepada pihak berkuasa termasuk Kementerian Kesihatan Malaysia untuk lebih memahami tentang haluan pengambilan minuman ringan. Implikasi ini juga telah di syorkan kepada Kementerian Pelajaran Malaysia untuk mewujudkan kesedaran tentang literasi media dan menimbangkan idea untuk melindungi dan mencegah remaja daripada terus dikelirukan oleh media terutamanya dari pengiklanan makanan dan minuman yang tidak sihat. Selain itu, dapatan kajian ini juga diharap dapat membantu pemasar dan pengeluar minuman ringan untuk memahami literasi media dan tingkah laku pengambilan minuman ringan di kalangan remaja. Di samping itu, cadangan untuk kajian akan datang mengesyorkan metodologi kajian dengan mewawancara individu secara separa struktur ataupun dalam kumpulan, kerana ia dapat memberi maklumat yang lebih mendalam. Akhir sekali, kajian pada masa hadapan juga harus melingkungi remaja di kawasan bandar dan luar bandar di Malaysia supaya dapat memberi penemuan dan gambaran umum untuk dapatan kajian seluruh negara.

ACKNOWLEDGEMENTS

I gladly share my gratitude to anyone who lends a hand to me during the research process. First and foremost, I would like to express my appreciation to my main supervisor, Assoc. Prof. Dr. Mohhidin Othman, whose patience and kindness, as well as his academic experiences for his constant guidance, supervision, advices and constructive criticism and suggestion throughout the process of my study. My sincere appreciation also goes to my co-supervisors, Dr. Hazrina Ghazali and Dr. Ainul Zakiah Abu Bakar, for their counsel, good advice, full support, encouragement and patience in correcting my writing, for which I am extremely grateful.

My special appreciation to the financial, academic and technical support of the Department of Food Service and Management, Universiti Putra Malaysia, the Ministry of Higher Education, the Ministry of Education and its staff particularly. My deepest gratitude also goes to principals, teachers, school staffs and respondents who have participated in data collection and without their kindness, I would not have been able to complete this study.

I especially thank my parents, Mohammad Shahid B. Mohd Som and Rosinah Hassan, who have been a constant source of strength, motivational support and kindness during my postgraduate years. Thank you so much for believing in me. My sincere gratitude also goes to my siblings who support me to further my education. Last, but not least, my heartfelt appreciation to my fellow colleagues and friends, Faridah, Nasyira, Siti Soleha, Raudhotul Jannah, Khairunnisa, Hafizah, Azizah, Humairah, Nurul Asyikin, Siti Radhiah, Norsyahidah, Nor Hasila, Fun, Roozbeh and others for always being there for me. I remembered the encouragement, support and friendship throughout the years in Universiti Putra Malaysia.

I certify that a Thesis Examination Committee has met on 25 November 2015 to conduct the final examination of Nur Nadirah Bt. Mohammad Shahid on her thesis entitled “Impact of Media Literacy on Soft Drink Consumption among Adolescents in Klang Valley, Malaysia” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The first chapter comprises of five main sections. The first section explains general information soft drink advertising targeted to adolescents. This is followed by the effect of food marketing on soft drink consumption behavior. The second section, the issue and problems related to the studies were identified. Next, the research questions and objectives are focused in the third and fourth sections. The last main section covers the significance of study to the educational and empirical applications.

1.2 Background of study

In recent years, the number of unbalanced nutritional food and beverage advertisements had increased around the world including Malaysia. A study comparing television food advertising patterns in eleven countries such as Australia, Brazil, Hong Kong, China and Italy reported that the majority of advertised foods contained high energy density and low nutrient non-core foods (Kelly et al., 2010). For instance, five top unbalanced nutritional food product advertisements for adolescents aged 12-17 years old in United States of America (USA) were identified namely fast food (23.2%), cereals (11.5%), candy (7.2%), regular soft drinks (6%) and candy bars (5.9%) (Powell, Szczypka, & Chaloupka, 2007). Moreover, viewer's food choices towards higher fat or higher energy density food may be influenced by exposure to food advertising especially for soft drinks (Story, Neumark-Sztainer, & French, 2002). Targeted marketing of high – calorie foods and beverages may contribute to life style that influence people to gain weight, leading to obesity and other diet-related chronic conditions (Grier & Kumanyika, 2008). Meanwhile in Malaysia, non-core food advertising and mainly sugary drinks are commonly screened on television channels especially during school holidays (Ng et al., 2014).

According to Harnack, Stang, and Story (1999), adolescents tend to consume soft drink as compared to preschool and school-aged children, whereby boys consume soft drinks higher than girls. Therefore, marketers advertise soft drink products by targeting adolescent group through engaging young models, athletes, extreme and fun activities in their advertisement. Furthermore, adolescents are also the target market for soft drink industry since they are now becoming more independent in making their own purchasing decisions. Many adolescents have the buying power due to having part-time jobs and pocket money given by their parents (Scully et al., 2012; Othman, Boo, & Wan Rusni, 2013). In the USA, the total income of adolescents had grown to USD 118 billion in 2011 as compared to USD 80 billion in 2007 (Montgomery & Chester, 2009).

Over the years, the most common and popular form of marketing food product among adolescents has been food advertisements through television, radio, newspaper, the Internet and others (McDaniel, Lamb, & Hair, 2008). In fact, the USA food manufacturers spent over 75% of their budget to advertise food products on television (Story & French, 2004). Besides, approximately USD 1 billion was spent every year on youth-oriented media advertising especially on television in USA (Story & French, 2004). For example in Korea, close to USD 165 million was allocated for advertising and marketing by the food, beverage and restaurant industry with USD 54 million spent on television advertising (Han, Powell, & Kim, 2013). Moreover, television advertising was believed to be very effective at building strong brands as compared to other methods (Heath, 2009). For example, Coca Cola as one of the popular soft drink brands, had nearly 5315 appearances in 2008, and almost 15% was appeared on television. Surprisingly, during these appearances, the majority (61%) of viewers were adolescents (Speers, Harris, & Schwartz, 2011).

Besides, persuasive techniques such as the use of appeals were particularly used by advertisers in order to attract children and adolescents (Boyland & Halford, 2013). According to McDaniel, Lamb and Hair (2008), one of the reasons a person buys a product is due to its advertising appeal, which plays off of targets' emotion. Thus, food and beverage advertisements mostly create a theme as a new young lifestyle and brand that adolescents should have. However, the food and beverage advertisement sometimes mislead the adolescents. A misleading advertisement does not portray true information and facts about the product being advertised and may contain certain attributes include too much exaggerations, puffery and deceptions which can be misled and misinterpreted by the viewers (Sharma & Chander, 2011). For instance, misleading messages in food advertisements may recommend advertised foods as healthy by creating positive associations with development needs such as positive effect and popularity rather than nutrition (Vereecken & Maes, 2006). In addition, misleading advertisements also recommend that the target brand is better than competitors without declaring this claim directly (Darke & Ritchie, 2013). Therefore, marketers use these opportunities to influence adolescents' food and beverage preferences. Other than that, the tendency of adolescent watching misleading advertisements is quite high since about 19.6% of all national non-program content time exposure was food-related for adolescents aged between 12 to 17 (Powell, Szczypka, & Chaloupka, 2007).

There are several approaches were suggested to face misleading advertisement include media literacy. Media literacy was found to be a preventive measure for being misled by soft drink advertisements. Several experts agreed that media literacy is the ability to access, analyse, evaluate and create messages in variety forms (Aufderheide & Firestone, 1993; Committee on Public Education, 1999; Potter, 2004). With media literacy, adolescent able to comprehend the mass media production processes, their message meaning and how to use them wisely (Lloyd-Kolkin & Tyner, 1991). Moreover, media literate adolescents should be able to understand the media deeper and differentiate between non-misleading advertisement and misleading advertisement. Besides, media literacy in educational context based on health promotion, allows youth to inspect in detail media message that affects their perceptions and practice will teach them critical thinking skills to better view all the influences of these media messages and make a healthy choice (Bergsma & Carney, 2008). Perhaps with media literacy

initiative, adolescents could overcome being misled by soft drink advertisement, thus soft drink consumption among adolescents eventually can be reduced.

1.3 Problem in context

The food industry, especially soft drink industry, has spent millions of dollars in advertisement to persuade consumers to drink more sugary foods and beverages. The carbonated soft drink sale in Malaysia has increased RM 1,551.4 million in 2012 to RM 1,624.6 million last year (2014) and it was forecasted to increase for the next four five years, 2019 (RM 2,127.0 million) (Business Monitor International, 2014). Because of this, the soft drink consumption in Malaysia especially among adolescents is expected to increase. Nearly 25% of adolescents consumed more than 738 ml of soft drink per day in USA (Harnack, Stang & Story, 1999). Meanwhile in Malaysia, 29.3% of 25507 students aged 13 to 17 years old usually drank carbonated soft drinks one or more times per day during the past 30 days (World Health Organization [WHO], 2012).

The high level of soft drink consumption has some health effects. Soft drink consumption has been associated to obesity in children and obesity in adolescence perseveres into adulthood and has adversely affected cardiovascular risk factors (Ludwig, Peterson, & Gortmaker, 2001; Srinivasan, Bao, Wattigney, & Berenson, 1996). According to awareness of health consequences from soft drink consumption, author of Coke's Unconscionable New Ad article, Faden (2013) responded to the Coca-Cola's statement: "All calories count. No matter where they come from including Coca-Cola and everything else with calories". Faden (2013) pointed out that Coca-Cola's latest effort to position itself against the rising tide of concern about the role of sodas in the obesity epidemic is unacceptable. This misleading message of advertisement will influence and misled adolescents to consume soft drink more because they would think Coca-Cola contains calories like others food and beverage. Marketing campaigns by food and beverage industry also claimed about a food's healthfulness and depictions of physical activity (Castonguay, McKinley, & Kunkel, 2013). For example, soft drink advertisements in Malaysia depict physical activity to convey the youthful while drinking soft drink. Furthermore, soft drink products are clearly high in sugar, some products that are not noticeably sweet but comprise high levels of sugar and whose packaging and promotion make them seem healthier than they actually are (Advertising Age, 2014).

Moreover, having misleading advertisements has become a critical issue since food and beverage advertising on television and has been identified as one of the factors influencing soft drink consumption among adolescent (de Bruijn & van den Putte, 2009). Besides, Jusoff and Sahimi (2009) found that children are usually influenced by the advertisement in which they think that television advertising is informative, truthful and entertaining as soon as they begin watching the television. Furthermore, young people would be affected by misleading advertisement since they could not interpret and analyses the hidden message in food and beverage advertisement. In recent times, study shows that children are unable to understand the self-interest and bias of

advertising messages, and they tend to accept commercial claims and appeals uncritically (Castonguay, McKinley, & Kunkel, 2013).

Since the number of soft drink consumption has been probably increasing through misleading messages in media advertising, it was suggested to counter attack with the same medium like media literacy. The function of media is to spread information and becoming informal education medium to reflect and influence consumer attitude in modern society (WHO, 2000). In educating the society about the misleading messages in advertisements, media literacy education can be a great help in which involves a critical examination of media messages that influences their perceptions and practices in making healthy choices especially on food and beverage preference (Bergsma & Carney, 2008). Based on the article Impact of Mass Media on Adolescent Health: The Dark Side, media literacy concept can be applied to reduce the negative influence of mass media on the health of young generation (Priyadarshini, 2010).

1.4 Research Questions

Based on the research objectives, this study attempts to answer the following research questions.

- i. Is soft drink intake high among adolescents in Klang Valley?
- ii. Are media literacy score and level towards soft drink advertisement high among adolescents?
- iii. Is there any relationship between attitudes, subjective norms, perceived behavioural control and the intention of soft drink consumption among adolescents in Klang Valley?
- iv. Is there any relationship between attitudes, subjective norms, perceived behavioural control, the intention of soft drink consumption and media literacy score among adolescents in Klang Valley?

1.5 Objectives

The main objective of this research is to investigate the relationship between media literacy level among adolescents with their soft drink consumption. Based on the primary objective, this research aims to achieve these specific objectives:

- i. To determine soft drink intake among adolescents in Klang Valley area.
- ii. To determine media literacy score and level among adolescents towards soft drink advertisement.
- iii. To investigate the relationships between attitudes, subjective norms, perceived behavioural control and the intention of soft drink consumption among adolescents in Klang Valley.

- iv. To identify the relationships between attitudes, subjective norms, perceived behavioural control, the intention of soft drink consumption and media literacy score among adolescents in Klang Valley.

1.6 Significance of study

Global School-based Student Health Survey (GSHS) was conducted in 2012 to provide accurate data on health behaviour including soft drink consumption among adolescents in Malaysia. One of the purposes of GSHS is to establish trends in the prevalence of health behaviour and protective factors by country for use in evaluating youth health promotion programs (WHO, 2013). The result from GSHS in 2012 would create soft drink consumption trends among adolescents in Malaysia. This study is hoped to provide and contribute newest data of soft drink consumption trend from previous research. Firstly, this study offers data of current soft drink intake among adolescent in Klang Valley, Malaysia. In addition, this study also provides new information on factors that influence soft drink consumption by using the Theory of Planned Behaviour constructs. Some researchers in western countries have determined other factors that influence soft drink consumption include attitude, subjective norms, perceived behavioural control, gender, availability in home, parental rules and others (Tak et al., 2011; Denney-wilson, Crawford, Dobbins, Hardy, & Ded, 2009; Bere, Glomnes, te Velde, & Klepp, 2008; Kassem & Lee, 2004; Kassem, Lee, Modeste, & Johnston, 2003).

Moreover, this study provides knowledge on the factors influencing soft drink consumption that are associated with media literacy. The abundance of advertisement in the mass media and the Internet tends to increase probability of the existence of misleading food and beverage advertisement. Consequently, media literacy skill is important to comprehend misleading food and beverage advertisement since this situation would be one of the factors of high intake of soft drink consumption among adolescents. Therefore, this study also gives significant information about media literacy towards soft drink advertisement and the relationship between media literacy and the Theory of Planned Behaviour variables regarding of soft drink consumption among adolescents. The information gathered from this study could be suggested to help the authorities such as the Ministry of Health and the Ministry of Education to gain better understanding on media literacy.

Furthermore, this study gives awareness to soft drinks marketers and producers about misleading advertisements in their advertised soft drinks and provides a better understanding on soft drink consumption behaviour. For instance, misleading advertisements could turn into an important issue when some non-government and government agencies in western countries have set up some precautions and actions towards misleading advertising complaints. In addition, to prevent adolescent from being misled by the media especially on unhealthy food and beverage advertisements, media literacy could be a tool to educate adolescents from irresponsible media. Moreover, media literacy can enhance the ability in adolescents to interpret media message meaningfully and make a wiser purchasing decision on food and beverage,

thus reduce likelihood of obesity and unhealthy lifestyle among them. Besides the contribution on the practical aspect, this study also contributes to extend the body of literature in defining relationship between soft drink consumption and media literacy among adolescents in Malaysia.

1.7 Organisation of the thesis

This section describes the organisation of the thesis, which consists of five chapters:

Chapter one provides the introduction and background of study. Besides, this chapter also defines the problem statement followed by the research questions. Then, the objectives of study will be clarified and the significance of this study will be explained. This chapter also focuses on the organisation of the thesis for easy referencing.

Chapter two focuses on the literature review relevant to the research problem. First, the chapter presents an introduction and the effects of food marketing in soft drink consumption. Next, soft drink consumption among adolescents and why adolescents become as target market from food advertising will be discussed in this chapter. This chapter also introduces media literacy as one of the preventive methods of misleading advertisement. In addition, this chapter also refines the theoretical framework as a guideline for the exploration of the relationship between media literacy and soft drink consumption among adolescents in Klang Valley.

Chapter three emphasises on the methodology used in this study. This chapter also enlightens reader about research design and location of the study. Sampling design is also discussed in this chapter, including target population, sampling technique, sample size, research instrument design, items in questionnaire and pilot study. Moreover, this chapter also explains the procedure of data collection and data analyses that will be utilised to answer the research objectives.

Chapter four presents the result of data analysis and the result from the analysis will be elaborated and presented. The statistical analyses will be performed by using descriptive, Multiple Linear Regression and Pearson Product-Moment Correlation. Besides, this chapter also focuses on the discussion on the finding from the result. The discussion is based on the hypotheses created earlier in Chapter two.

Chapter five embraces the summary of findings in this study. Furthermore, this chapter also explains the implication of the study which highlights its theoretical contributions and managerial implication. Finally, the limitations of study and recommendations for future research for better research investigation are acknowledged and suggested.

1.8 Conclusion

This research aims to investigate the relationship between media literacy and soft drink consumption among adolescents. Intensive marketing via mass media nowadays could be one of factors that lead to increase soft drink consumption among adolescents. Misleading message in advertisement had been an issue since marketer wants to attract more adolescents to consume soft drink by conveying untruthful message. Thus, media literacy suggested as a remedy for adolescents to be aware of misleading message in soft drink advertisement. This idea will possibly decrease the soft drink consumption. This chapter also concludes the objectives of the study, problem statement followed by the significance of conducting this study. The following chapter will discuss on the literature review pertaining to the study.



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APPENDICES

Appendix 1: Consent Letter

1.1 Permission Letter from Ministry of Education



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
KEMENTERIAN PENDIDIKAN MALAYSIA
ARAS 1 - 4, BLOK E - 8,
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA
Telefon: 03-88846591. Faks: 03-88846579

Rujuk. kami : KP(BPPDP)603/5/JLD.10 ()

Tarikh : 15/02/2014

Nur Nadirah Bt Mohammad Shahid
Lot 1475 Kampung Tersusun Banir Estate Tambahan 35350 Temoh Perak
TEMOH Perak 35350

Tuan/Puan,

Kelulusan Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pendidikan Negeri dan Bahagian-Bahagian di Bawah Kementerian Pendidikan Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

Relationship between Media Literacy and Soft Drink Consumption among Adolescents in Klang Valley Hubungan antara Literasi Media dan Peminuman Minuman Ringan di Kalangan Remaja di Lembah Klang diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini. **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian / Pengarah Pelajaran Negeri yang berkenaan.**

3. Sila tuan/puan kemukakan ke Bahagian ini senaskah laporan akhir kajian /laporan dalam bentuk elektronik berformat *pdf* di dalam CD bersama naskah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Seharian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

1.2 Permission Letter from Selangor Education Department



JABATAN PENDIDIKAN SELANGOR
Jalan Jambu Bol 4/3E, Seksyen 4,
40604 SHAH ALAM,
SELANGOR DARUL EHSAN,
MALAYSIA



Tel : 03 - 5518 6500
Faks : 03 - 5510 2133
Laman Web : <http://jpsnelangor.moe.gov.my>

Rujukan Kami : JPNS.PPN 600-1/49JLD.31(34)
Tarikh : 12/03/2014

NUR NADIRAH BINTI MOHAMMAD SHAHID
LOT 1475 KAMPUNG TERSUSUN BANIR ESTATE TAMBAHAN
35350 TEMOH
PERAK

Tuan,

RELATIONSHIP BETWEEN MEDIA LITERACY AND SOFT DRINK CONSUMPTION AMONG ADOLESCENTS IN KLANG VALLEY HUBUNGAN ANTARA LITERASI MEDIA AND PEMINUMAN MINUMAN RINGAN DI KALANGAN REMAJA DI LEMBAH KLANG

Perkara di atas dengan segala hormatnya dirujuk.

2. Jabatan ini tiada halangan untuk pihak tuan menjalankan kajian/penyelidikan tersebut di sekolah-sekolah dalam Negeri Selangor seperti yang dinyatakan dalam surat permohonan.
3. Pihak tuan diingatkan agar mendapat persetujuan daripada Pengetua/Guru Besar supaya beliau dapat bekerjasama dan seterusnya memastikan bahawa penyelidikan dijalankan hanya bertujuan seperti yang dipohon. Kajian/Penyelidikan yang dijalankan juga tidak mengganggu perjalanan sekolah serta tiada sebarang unsur paksaan.
4. Tuan juga diminta menghantar senaskah hasil kajian ke Unit Perhubungan dan Pendaftaran Jabatan Pendidikan Selangor sebaik selesai penyelidikan/kajian.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(HAJI MOHD MAHMUDI BIN BAKRI)
Penolong Pendaftar Institusi Pendidikan dan Guru
Jabatan Pendidikan Selangor
b.p. Ketua Pendaftar Institusi Pendidikan dan Guru
Kementerian Pendidikan Malaysia

s.k. - Fail

"Jabatan Pendidikan Selangor Terbilang"



1.3 Permission Letter from W.P Kuala Lumpur Education Department



JABATAN PELAJARAN NEGERI WILAYAH PERSEKUTUAN
PERSIARAN DUTA, OFF JALAN DUTA
50604 KUALA LUMPUR
Tel : 03-6203 7777
Laman Web : <http://www.moe.gov.my/jpwplk>

Faks : 03-6203 7788



Ruj.Kami : JPNWP. 900-6/17 Jld. 2 (64)
Tarikh : 13 Mac 2014

Nur Nadirah bt. Mohammad Shahid,
Lot 1475 Kampung Tersusun Banir,
Estate Tambahan,
35350 Temon, Perak.

Tuan,

KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, PEJABAT PENDIDIKAN WILAYAH DAN JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN KUALA LUMPUR TAHUN 2014

Dengan segala hormatnya saya merujuk kepada perkara di atas. Surat tuan bil. () dalam nadirah/012014 bertarikh 28 Februari 2014 dan surat kebenaran daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia bil. () dalam KP(BPPDP)603/5/JLD.10 bertarikh 15 Februari 2014 adalah berkaitan.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian bertajuk "**Hubungan antara Literasi Media dan Peminuman Minuman Ringan di Kalangan Remaja di Lembah Klang**" diluluskan dan tuan adalah tertakluk di bawah syarat-syarat berikut:-

- 2.1 Kelulusan ini adalah tertakluk kepada kandungan dalam cadangan penyelidikan yang telah diluluskan oleh Kementerian Pendidikan Malaysia.
- 2.2 Sila kemukakan surat kebenaran ini ketika berurusan dengan pihak pengurusan/Pengetua/Guru Besar di Sektor/Pejabat Pendidikan Wilayah/sekolah berkenaan.
- 2.3 Kelulusan ini hanya untuk sekolah-sekolah di bawah pentadbiran Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur sahaja.
- 2.4 Tuan hendaklah mengemukakan senaskah hasil kajian kepada Jabatan ini sebaik sahaja ia siap sepenuhnya.

3. Kebenaran ini adalah untuk tujuan dipohon sahaja dan luput selepas **31 Disember 2014**.

Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "

Saya yang menurut perintah,


(**RUSNI BINTI AB. JALIL, KMW**)
Ketua Sektor Pengurusan Sekolah,
b.p. Pengarah Pendidikan
Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur.

- s.k.
- Pengarah Pendidikan, Jabatan Pendidikan Wilayah Persekutuan Kuala Lumpur.
 - Timbalan Pengarah Pendidikan, Pejabat Pendidikan Wilayah Bangsar dan Pudu, Kuala Lumpur.
 - Timbalan Pengarah Pendidikan, Pejabat Pendidikan Wilayah Keramat, Kuala Lumpur.
 - Timbalan Pengarah Pendidikan, Pejabat Pendidikan Wilayah Sentul, Kuala Lumpur.



CERTIFIED TO ISO 9001:2008
CERT. NO.: AR4166



CERTIFIED TO ISO 9001:2008
CERT. NO.: AR4166

"GEMILANG DALAM KALANGAN YANG CEMERLANG"

(Sila catatkan no. Rujukan Jabatan ini apabila berurusan)

1.4 Permission Letter from W.P Putrajaya Education Department



JABATAN PENDIDIKAN WILAYAH PERSEKUTUAN PUTRAJAYA
JALAN P16, PRESINT 16,
62150 WILAYAH PERSEKUTUAN PUTRAJAYA



Tel : 03-8888 8922
: 03-8890 3069
: 03-8890 3070
Faks: 03-8890 3085/87
Laman Web: <http://www.moe.gov.my/jpwpp>

Ruj. Tuan : nadirah/012014
Ruj. Kami : KPM.PPWPP.620-1/5 Jld.43(86)
Tarikh : 6 Mac 2014

Nur Nadirah binti Mohammad Shahid,
Lot 1475, Kampung Tersusun Banir,
Estate Tambahan,
35350 Temoh, Perak.

Tuan,

**KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH, INSTITUT PERGURUAN,
JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN-BAHAGIAN DI BAWAH
KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa pihak Jabatan Pendidikan Wilayah Persekutuan Putrajaya tiada halangan dan mengizinkan tuan menjalankan kajian bertajuk "**Hubungan antara Literasi Media dan Peminuman Minuman Ringan di Kalangan Remaja di Lembah Klang**" di sekolah-sekolah menengah di Wilayah Persekutuan Putrajaya seperti yang terkandung di dalam surat tuan kepada kami.

3. Sehubungan itu, pihak tuan dikehendaki menghubungi pengetua sekolah sebelum menjalankan kajian dan mematuhi syarat-syarat yang terkandung dalam surat Bahagian Perancangan dan Penyelidikan Dasar Pendidikan KP(BPPDP)603/5/Jld.10() bertarikh 15 Februari 2014.

4. Pihak tuan dimohon mengemukakan senaskah laporan akhir kajian setelah selesai untuk simpanan jabatan ini. Kebenaran ini hanya untuk tujuan yang dipohon dan luput selepas 31 Disember 2014.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(RAJA ISNARIZA BINTI RAJA BAHARI)
b.p. Pengarah Pendidikan
Jabatan Pendidikan Wilayah Persekutuan Putrajaya

s.k. 1. Fail.

"Pengurusan Cemerlang, Pendidikan Gemilang"



Appendix 2: Questionnaire



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FACULTY OF FOOD SCIENCE AND TECHNOLOGY

**Impact of Media Literacy on Soft Drink Consumption among
Adolescents in Klang Valley, Malaysia**
*Impak Literasi Media ke atas pengambilan Minuman Ringan di kalangan Remaja di
Lembah Klang, Malaysia*

Dear respondents,
Kepada responden,

You are cordial invited to participate in this research by answering the questionnaire attached. It would only take 15 minutes of your time to complete the questionnaire. The purpose of this study is to examine the association between media literacy and soft drink consumption among adolescents in Klang Valley. This study also aims to determine level of media literacy among adolescent towards soft drink advertisement.

This survey is voluntary, where there is no right or wrong answers. The data collected will be kept strictly confidential and anonymous for research purposes only. Please return the questionnaire to the researcher upon completion. Your participation and cooperation in this research are really appreciated.
Thank you.

Assalamualaikum dan Salam Sejahtera.

Anda dipelawa sebagai responden untuk menjawab borang kaji selidik ini. Tempoh untuk menjawab borang kaji selidik ini ialah selama lima belas minit. Tujuan kajian ini dijalankan adalah untuk mengkaji hubungan di antara literasi media dan peminuman minuman ringan di kalangan remaja di Lembah Klang. Kajian ini juga bertujuan untuk menentukan tahap literasi media di kalangan remaja terhadap iklan minuman ringan.

Jawapan untuk borang kaji selidik ini berdasarkan kehendak sendiri, tiada jawapan benar atau salah. Borang kaji selidik ini adalah sulit dan identiti anda akan dirahsiakan kerana respon anda adalah untuk kajian semata-mata. Sila kembalikan borang kaji selidik ini kepada penyelidik setelah selesai. Kerjasama anda dalam menjayakan penyelidikan ini amatlah dihargai.
Terima kasih.

Section A : Socio-Demographic Characteristics

Seksyen A : Ciri – ciri Sosio-Demografi

Instruction: Please tick (√) the answer that best describes you or fill in the blank.

Arahan: Sila tanda (√) kepada jawapan yang terbaik bagi menggambarkan anda dan isi tempat kosong yang berkenaan.

1. Gender / *Jantina*

Male / *Lelaki* []

Female / *Perempuan* []

2. How old are you? / *Berapakah umur anda?*

3. Ethnicity / *Bangsa*

Malay / *Melayu* []

Chinese / *Cina* []

Indian / *India* []

Others / *Lain-lain*: _____

4. What language do you use with your parents most of the times?

Apakah bahasa yang sering anda gunakan untuk berinteraksi dengan ibu bapa anda?

English / *Inggeris* []

Malay / *Melayu* []

Mandarin, Cantonese, Hokkien / *Mandarin, Kantonese, Hokkien* []

Tamil / *Tamil* []

Others / *Lain-lain*: _____

5. What grades(s) do you usually get in school? Choose one answer that represents the grade(s) you get in most classes.

Apakah gred yang selalu anda peroleh di sekolah? Pilih satu jawapan yang mewakili gred yang selalu anda peroleh dalam kebanyakan kelas.

Mostly A's / *Kebanyakannya A* []

A's and B's / *A dan B* []

Mostly B's / *Kebanyakannya B* []

B's and C's / *B dan C* []

Mostly C's / *Kebanyakannya C* []

C's and D's / *C dan D* []

Mostly D's / *Kebanyakannya D* []

D's and F's / *D dan F* []

Mostly F's / *Kebanyakannya F* []

6. What are your parents' occupations? / *Apakah pekerjaan ibu bapa anda?*

Father / *Bapa*: _____

Mother / *Ibu*: _____

Section B : Pattern Of Soft Drink Consumption
Seksyen B : Corak Peminuman Minuman Ringan

Instruction: Please tick (✓) the answer that best describes you or fill in the blank.

Arahan: Sila tanda (✓) kepada jawapan yang terbaik bagi menggambarkan anda dan isi tempat kosong yang berkenaan.

1. When you drink soft drinks, what type do you usually drink?
Apabila anda minum minuman ringan, apakah jenis minuman ringan yang biasanya anda minum?
- I don't drink soft drinks/ *Saya tidak minum minuman ringan* []
Cola (such as Coke, Pepsi) / *Cola (seperti Coke, Pepsi)* []
Citrus-flavored soft drinks (such as Sprite, 7-Up, Mountain Dew) []
/ Minuman ringan berperisa sitrus (seperti Sprite, 7-Up, Mountain Dew)
Fruit-flavored soft drinks (such as orange or grape soda) []
/ Minuman ringan berperisa buah-buahan (seperti soda oren, soda anggur)
Root Beer (such as A&W) / *Root Beer (seperti A&W)* []
Other (please specify) / *Lain-lain (sila nyatakan)* _____
2. During the past 7 days how often did you drink soft drinks?
Dalam tempoh 7 hari yang lepas, berapa kerap anda minum minuman ringan?
- Never / *Tidak pernah* []
Less than 1 can, bottle, or glass (500 ml – 600ml) []
/ Kurang daripada 1 tin, botol, atau botol kaca (500 ml - 600ml)
1 can, bottle, or glass / *1 tin, botol, botol kaca* []
2-7 cans, bottles or glasses / *2-7 tin, botol, botol kaca* []
More than 7 cans, bottles, or glasses / *Lebih daripada 7 tin, botol, botol kaca* []
3. When you drink soft drinks, do you usually drink regular or diet soft drinks?
Apabila anda minum minuman ringan, adakah anda selalu minum minuman ringan jenis biasa atau minuman ringan jenis diet?
- I don't drink soft drinks / *Saya tidak minum minuman ringan* []
Regular soft drinks / *Minuman ringan biasa* []
Diet soft drinks / *Minuman ringan diet* []
4. During the past 7 days how often did you drink **DIET** soft drinks?
Dalam tempoh 7 hari yang lepas, berapa kerap anda minum minuman ringan jenis diet?
- Never / *Tidak pernah* []
Less than 1 can, bottle, or glass (500ml – 600 ml) []
/ Kurang daripada 1 tin, botol, atau botol kaca (500ml - 600ml)
1 can, bottle, or glass / *1 tin, botol, botol kaca* []
2-7 cans, bottles or glasses / *2-7 tin, botol, botol kaca* []
More than 7 cans, bottles, or glasses / *Lebih daripada 7 tin, botol, botol kaca* []

5. Are you allowed to drink unlimited soft drinks at home?
Adakah anda dibenarkan minum minuman ringan tanpa had di rumah?
 Yes, most of the time / *Ya, selalu* []
 Yes, almost always / *Ya, hampir selalu* []
 Sometimes / *Kadang kadang* []
 Rarely / *Jarang* []
 Never / *Tidak pernah* []

Section C : Home Environment Variable
Seksyen C : Faktor Persekitaran di Rumah

Instruction: Please tick (✓) the answer that best describes you or fill in the blank.
Arahan: Sila tanda (✓) kepada jawapan yang terbaik bagi menggambarkan anda dan isi tempat kosong yang berkenaan.

1. How many hours PER DAY do you USUALLY spend watching TV away from school?
Berapa jam SEHARI anda BIASANYA meluangkan masa menonton TV selain dari sekolah?
 I don't usually watch TV / *Saya biasanya tidak menonton TV* []
 Less than 1 hour / *Kurang dari 1 jam* []
 1 hour / *1 jam* []
 2 hours / *2 jam* []
 3 hours / *3 jam* []
 4 hours / *4 jam* []
 5 hours / *5 jam* []
 6 hours or more / *6 jam atau lebih* []
2. How many TV's do you have in your home?
Berapa buah TV terdapat di rumah anda?

3. Do you have a TV in your bedroom?
Adakah anda mempunyai TV di dalam bilik tidur anda?
 Yes / *Ya* [] No / *Tidak* []
4. Do you have a computer in your home that you use?
Adakah anda mempunyai komputer yang anda gunakan di rumah?
 Yes / *Ya* [] No / *Tidak* []
5. How many hours **PER DAY** do you **USUALLY** spend on the computer away from school? (Time on the computer includes time spent surfing the Internet, playing games and instant messaging)
*Berapa jam **SEHARI** anda **BIASANYA** meluangkan masa dengan komputer selain dari sekolah? (Meluangkan masa dengan komputer adalah termasuk melayari internet, bermain permainan dan pesanan ringkas)*
 I don't use computer outside of school []
 / *Saya tidak menggunakan komputer di luar sekolah*
 Less than 1 hour / *Kurang dari 1 jam* []

- 1 hour / 1 jam []
 2 hours / 2 jam []
 3 hours / 3 jam []
 4 hours / 4 jam []
 5 hours / 5 jam []
 6 hours or more / 6 jam atau lebih []

6. Do your parents have limits on how much time you spend watching TV, playing video games or using the computer at home?
Adakah ibu bapa anda mempunyai had untuk membenarkan berapa lama anda boleh menonton TV, bermain permainan video atau menggunakan komputer di rumah?

- Yes, most of the times / Ya, selalu []
 Yes, almost always / Ya, hampir selalu []
 Sometimes / Kadang kadang []
 Rarely / Jarang []
 Never / Tidak pernah []

7. How often do you watch TV with your parents or other adults?
Berapa kerap anda menonton TV dengan ibu bapa anda atau orang dewasa?

- None of the time [] A little of the time [] A lot of time []
 / Tiada / Kurang kerap / Sangat kerap

8. How often do you watch TV alone?
Berapa kerap anda menonton TV berseorangan?

- None of the time [] A little of the time [] A lot of time []
 / Tiada / Kurang kerap / Sangat kerap

Section D : Your Attitudes and opinions about drinking regular (not diet) soft drinks.

Seksyen D : Sikap dan pendapat anda tentang peminuman minuman ringan (bukan diet).

i) Direction : Indicate how much you agree or disagree with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor persetujuan atau tidak bersetuju dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Strongly disagree / Sangat tidak bersetuju	Disagree / Tidak bersetuju	Neither agree or disagree / Bersetuju dan tidak bersetuju	Agree / Bersetuju	Strongly agree / Sangat bersetuju

1. If I could do what I wanted, I would drink soft drinks every day. <i>Jika saya boleh melakukan apa yang saya inginkan, saya akan minum minuman ringan setiap hari.</i>	1	2	3	4	5
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2. In the future, I will drink soft drinks daily. <i>Saya akan minum minuman ringan setiap hari pada masa hadapan.</i>	1	2	3	4	5
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ii) Direction : Indicate how much you unlikely or likely with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor berdasarkan mungkin atau tidak mungkin dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Very unlikely / Sangat tidak mungkin	Unlikely / Tidak mungkin	Neutral / Neutral	Likely / Mungkin	Very likely / Sangat mungkin

1. How likely is it that you will get cavities in your teeth if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan mendapat kaviti gigi (contoh gigi berlubang)?</i>	1	2	3	4	5
2. How likely is it that you will enjoy the taste if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan merasa nikmat minum minuman ringan?</i>	1	2	3	4	5
3. How likely is it that you will get too much caffeine if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan mengambil banyak kafein?</i>	1	2	3	4	5
4. How likely is it that you will become hyperactive (sugar rush) if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan menjadi hiperaktif?</i>	1	2	3	4	5
5. How likely is it that you will feel addicted if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan menjadi ketagih?</i>	1	2	3	4	5
6. How likely is it that you will gain weight if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan menambah berat badan?</i>	1	2	3	4	5
7. How likely is it that you will develop acne if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan mendapat</i>	1	2	3	4	5

<i>jerawat?</i>					
8. How likely is it that you will have a stomachache or gas if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan mendapat sakit perut?</i>	1	2	3	4	5
9. How likely is it that you will quench your thirst if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah anda berkemungkinan dapat menghilangkan dahaga?</i>	1	2	3	4	5

iii) Direction : Indicate how much you think is important or unimportant with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor berdasarkan penting atau tidak penting dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Very unimportant / <i>Sangat tidak penting</i>	Unimportant / <i>Tidak penting</i>	Neither unimportant or important / <i>Samaada tidak penting atau penting</i>	Important / <i>Penting</i>	Very important / <i>Sangat penting</i>

1. How important is it to you whether or not you get cavities in your teeth if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan mendapat kaviti gigi (contoh gigi berlubang)?</i>	1	2	3	4	5
2. How important is it to you whether or not you enjoy the taste if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan merasa nikmat minum minuman ringan?</i>	1	2	3	4	5
3. How important is it to you whether or not you get too much caffeine if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting atau tidak penting anda akan mengambil banyak kafein?</i>	1	2	3	4	5
4. How important is it to you whether or not you become hyperactive (sugar rush) if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan menjadi</i>	1	2	3	4	5

<i>hyperaktif?</i>					
5. How important is it to you whether or not you feel addicted if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan menjadi ketagih?</i>	1	2	3	4	5
6. How important is it to you whether or not you gain weight if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting atau tidak penting anda akan menambah berat badan?</i>	1	2	3	4	5
7. How important is it to you whether or not you develop acne if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan mendapat jerawat?</i>	1	2	3	4	5
8. How important is it to you whether or not you have a stomachache or gas if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan mendapat sakit perut?</i>	1	2	3	4	5
9. How important is it to you whether or not you quench your thirst if you drink soft drinks every day? <i>Apabila anda minum minuman ringan setiap hari, adakah penting jika anda akan dapat menghilangkan dahaga?</i>	1	2	3	4	5

Section E : Your subjective norms of regular (not diet) soft drinks consumption.
Seksyen E : Norma subjektif (pandangan kebiasaan) anda terhadap peminuman minuman ringan (bukan diet).

- i) Direction : Indicate how much you agree or disagree with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor persetujuan atau tidak bersetuju dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Strongly disagree / <i>Sangat tidak bersetuju</i>	Disagree / <i>Tidak Bersetuju</i>	Neither agree or disagree / <i>Bersetuju dan tidak bersetuju</i>	Agree / <i>Bersetuju</i>	Strongly agree / <i>Sangat bersetuju</i>

1. Most people who are important to me think I should NOT drink soft drinks every day. <i>Kebanyakan orang yang penting kepada saya berpandangan saya TIDAK sepatutnya minum</i>	1	2	3	4	5
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<i>minuman ringan setiap hari.</i>					
2. My parents do NOT want me to regularly drink soft drinks every day. <i>Ibu bapa saya TIDAK mahu saya minum minuman ringan dengan kerap setiap hari.</i>	1	2	3	4	5
3. My teacher or coach does NOT want me to regularly drink soft drinks every day. <i>Guru atau jurulatih saya TIDAK mahu saya minum minuman ringan dengan kerap setiap hari.</i>	1	2	3	4	5
4. My brother or sister does NOT want me to regularly drink soft drinks every day. <i>Abang dan akak saya TIDAK mahu saya minum minuman ringan dengan kerap setiap hari.</i>	1	2	3	4	5
5. My doctor does NOT want me to regularly drink soft drinks every day. <i>Doktor saya TIDAK mahu saya minum minuman ringan dengan kerap setiap hari.</i>	1	2	3	4	5
6. I sometimes feel pressure from other people to drink soft drinks. <i>Kadang-kadang, saya berasa tekanan dari orang lain untuk minum minuman ringan.</i>	1	2	3	4	5
7. My friends want me to drink soft drinks. <i>Kawan-kawan saya mahu saya minum minuman ringan.</i>	1	2	3	4	5
8. Soft drink companies want me to drink soft drinks. <i>Syarikat minuman ringan mahu saya minum minuman ringan.</i>	1	2	3	4	5
9. Fast food restaurant owners want me to drink soft drinks. <i>Restoran makanan segera mahu saya minum minuman ringan.</i>	1	2	3	4	5
10. Famous people want me to drink soft drinks. <i>Orang yang terkenal mahu saya minum minuman ringan.</i>	1	2	3	4	5
11. Everyone else who drinks soft drinks wants me to drinks soft drinks. <i>Orang lain yang minum minuman ringan mahu saya minum minuman ringan juga.</i>	1	2	3	4	5

ii) Direction : Indicate how much you think is important or unimportant with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor berdasarkan penting atau tidak penting dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Very unimportant / <i>Sangat tidak penting</i>	Unimportant / <i>Tidak penting</i>	Neither unimportant or important / <i>Samaada tidak penting atau penting</i>	Important / <i>Penting</i>	Very important / <i>Sangat penting</i>

1. How important is it to you to do what your parents want you to do? <i>Adakah penting untuk melakukan perkara yang ibu bapa anda mahu anda lakukan?</i>	1	2	3	4	5
2. How important is it to you to do what your teacher or coach wants you to do? <i>Adakah penting untuk melakukan perkara yang guru atau jurulatih anda mahu anda lakukan?</i>	1	2	3	4	5
3. How important is it to you to do what your brother or sister wants you to do? <i>Adakah penting untuk melakukan perkara yang abang atau kakak anda mahu anda lakukan?</i>	1	2	3	4	5
4. How important is it to you to do what your friends want you to do? <i>Adakah penting untuk melakukan perkara yang kawan anda mahu anda lakukan?</i>	1	2	3	4	5
5. How important is it to you to do what your doctor wants you to do? <i>Adakah penting untuk melakukan perkara yang doktor anda mahu anda lakukan?</i>	1	2	3	4	5
6. How important is it to you to do what soft drink companies wants you to do? <i>Adakah penting untuk melakukan perkara yang syarikat minuman ringan mahu anda lakukan?</i>	1	2	3	4	5
7. How important is it to you to do what fast food restaurant owners wants you to do? <i>Adakah penting untuk melakukan perkara yang restoran makanan segera mahu anda lakukan?</i>	1	2	3	4	5
8. How important is it to you to do what famous people wants you to do? <i>Adakah penting untuk melakukan perkara yang orang terkenal mahu anda lakukan?</i>	1	2	3	4	5

9. How important is it to you to do what everyone else who drinks soft drinks wants you to do? <i>Adakah penting untuk melakukan perkara yang peminum minuman ringan mahu anda lakukan?</i>	1	2	3	4	5
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Section F : Your perceived behavioral control of regular (not diet) soft drinks consumption.

Seksyen F : Penglihatan kawalan tingkah laku anda terhadap peminuman minuman ringan (bukan diet).

Instruction: Please tick (✓) the answer that best describes you or fill in the blank.

Arahan: Sila tanda (✓) kepada jawapan yang terbaik bagi menggambarkan anda dan isi tempat kosong yang berkenaan.

- i) If you wanted to drink less soft drinks, would it be difficult or easy to do?
Jika anda ingin kurangkan minum minuman ringan, adakah mudah atau susah untuk dilakukan?
- Strongly [] Difficult [] Neither difficult [] Easy [] Very easy []
difficult /Susah or easy /Senang /Sangat senang
/Sangat susah /Tidak susah dan tidak senang
- ii) If you wanted to drink less soft drinks, do you think you would be successful?
Jika anda ingin kurangkan minum minuman ringan, adakah anda fikir anda akan berjaya?
- Definitely [] Probably [] Maybe yes, [] Probably not [] Definitely not []
/Pasti /Mungkin or maybe no /mungkin tidak /Pastinya tidak
/Mungkin ya dan
/Mungkin tidak
- iii) How often does your family have soft drinks available at home?
Adakah minuman ringan senang didapati di rumah?
- Never / Tidak pernah []
Hardly ever available / Sangat sukar untuk didapati []
Available some of the time / Agak kurang didapati []
Available most of the time / Agak senang didapati []
Available all of the time/ Didapati sepanjang masa []
- iv) How available are soft drinks at school?
Adakah minuman ringan senang didapati di sekolah?
- Never / Tidak pernah []
Hardly ever available / Sangat sukar untuk didapati []
Available some of the time /Agak kurang didapati []
Available most of the time / Agak senang didapati []
Available all of the time / Didapati sepanjang masa []

- v) How many convenience stores are there near your SCHOOL (within walking or biking distance) where you can buy soft drinks?

Berapa banyakkah kedai runcit berdekatan dengan SEKOLAH yang membolehkan anda membeli minuman ringan (dalam lingkungan jarak berjalan kaki atau menunggang basikal)?

None at all [] Very few [] Some [] A lot []
/Tidak ada /Sangat sedikit /Beberapa /Banyak

- vi) How many convenience stores are there near your HOME (within walking or biking distance) where you can buy soft drinks?

Berapa banyakkah kedai runcit berdekatan dengan RUMAH yang membolehkan anda membeli minuman ringan (dalam lingkungan jarak berjalan kaki atau menunggang basikal)?

None at all [] Very few [] Some [] A lot []
/Tidak ada /Sangat sedikit /Beberapa /Banyak

- vii) How much of your own money do you have to buy soft drinks at school, convenience stores, or restaurants?

Berapa banyakkah duit yang anda boleh belanjakan untuk membeli minuman ringan di sekolah, kedai runcit atau pun restoran?

Not enough [] Very little [] Enough [] More than enough []
/Tidak cukup /Sangat sedikit /Cukup /Lebih dari cukup

- viii) How much freedom do you have from your parents to go to a store or restaurant near your school or home to purchase soft drinks?

Berapa banyakkah kebebasan yang diberikan oleh ibu bapa anda untuk pergi ke kedai runcit atau restoran berdekatan dengan sekolah ataupun rumah anda untuk membeli minuman ringan?

Not enough [] Very little [] Enough [] More than enough []
/Tidak cukup /Sangat sedikit /Cukup /Lebih dari cukup

- ix) How much knowledge do you have about health risks of drinking soft drinks?

Berapa banyakkah pengetahuan anda tentang risiko kesihatan akibat minum minuman ringan?

Not enough [] Very little [] Enough [] More than enough []
/Tidak cukup /Sangat sedikit /Cukup /Lebih dari cukup

- x) How much access do you have to vending machines that contain soft drinks?

Adakah anda berpeluang untuk mencari mesin menjual minuman ringan?

None at all [] Very little access [] Some access [] Very much access []
/Tidak ada /Sangat sedikit /Sedikit peluang /Banyak peluang

- xi) How much access do you have to media (TV, radio, Internet, magazines)?

Adakah anda berpeluang untuk mendapat maklumat melalui saluran media (TV, radio, laman sesawang, majalah)?

None at all [] Very little access [] Some access [] Very much access []
/Tidak ada /Sangat sedikit /Sedikit peluang /Banyak peluang

xii) Direction : Indicate how much you think is important or unimportant with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor berdasarkan penting atau tidak penting dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Very unimportant / Sangat tidak penting	Unimportant / Tidak penting	Neither unimportant or important / Samaada tidak penting atau penting	Important / Penting	Very important / Sangat penting

1. How important is it to you to have soft drinks available at <u>school</u> ? <i>Adakah penting bagi anda untuk mendapatkan minuman ringan di <u>sekolah</u>?</i>	1	2	3	4	5
2. How important is it to you to have soft drinks available at <u>home</u> ? <i>Adakah penting bagi anda untuk mendapatkan minuman ringan di <u>rumah</u>?</i>	1	2	3	4	5
3. How important is it to you to have convenience stores near your <u>school</u> where you can buy soft drinks? <i>Adakah penting bagi anda untuk mendapatkan minuman ringan di kedai runcit berdekatan dengan <u>sekolah</u> anda?</i>	1	2	3	4	5
4. How important is it to you to have convenience stores near your <u>home</u> where you can buy soft drinks? <i>Adakah penting bagi anda untuk mendapatkan minuman ringan di kedai runcit berdekatan dengan <u>rumah</u> anda?</i>	1	2	3	4	5
5. How important is it to you to have enough money to buy soft drinks at school, from convenience stores, or from restaurants? <i>Adakah penting bagi anda untuk mempunyai duit belanja sekolah yang mencukupi untuk membeli minuman ringan di kedai runcit atau restoran?</i>	1	2	3	4	5
6. How important is it to you to have freedom from your parents to go to a store or restaurant near your school or home to buy soft drinks? <i>Adakah penting bagi anda untuk mendapat kebebasan daripada ibu bapa untuk membeli minuman ringan di kedai runcit atau restoran yang berdekatan dengan sekolah dan rumah anda?</i>	1	2	3	4	5

7. How important is it for you to have knowledge about the health risks of soft drinks? <i>Adakah penting bagi anda untuk mempunyai pengetahuan tentang risiko kesihatan akibat minum minuman ringan?</i>	1	2	3	4	5
8. How important is it to you that you have access to vending machines that contain soft drinks? <i>Adakah penting bagi anda untuk berpeluang membeli minuman ringan dari mesin layan diri?</i>	1	2	3	4	5
9. How important is it to you that you have access to media (TV, radio, Internet, magazines)? <i>Adakah penting bagi anda untuk berpeluang mendapat maklumat melalui saluran media (TV, radio, laman sesawang, majalah)?</i>	1	2	3	4	5

- xiii) When you think about drinking soft drinks every day, how do you feel?
Apakah perasaan anda apabila anda memikirkan tentang minum minuman ringan setiap hari?
- Very [] Unpleasant [] Neither unpleasant [] Pleasant [] Very pleasant []
Unpleasant /*Kurang elok* or pleasant /*Elok* /*Sangat elok*
/Sangat kurang elok /*Kurang elok dan juga elok*

Section G : Your media literacy towards regular (not diet) soft drinks advertisement.

Seksyen G : Literasi media (celik media) anda terhadap iklan minuman ringan (bukan diet).

- i) Direction : Indicate how much you agree or disagree with each numbered statement by circling the appropriate number.

Arahan : Tandakan nombor persetujuan atau tidak bersetuju dengan setiap kenyataan dengan membulatkan nombor yang sesuai.

1	2	3	4	5
Strongly disagree / <i>Sangat tidak bersetuju</i>	Disagree / <i>Tidak bersetuju</i>	Neither agree or disagree / <i>Bersetuju dan tidak bersetuju</i>	Agree / <i>Bersetuju</i>	Strongly agree / <i>Sangat bersetuju</i>

1. Most of the time, when people advertise soft drink such as Coca Cola they are more concerned about making profit than giving true information about Coca Cola soft drinks. <i>Selalunya, apabila orang memasarkan minuman ringan seperti Coca Cola, mereka hanya</i>	1	2	3	4	5
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<i>memikirkan untuk membuat keuntungan semata-mata daripada memberi maklumat yang sebenar tentang minuman ringan Coca Cola.</i>					
2. Soft drink companies would do anything they can to make money. <i>Syarikat minuman ringan akan melakukan apa-apa sahaja untuk membuat keuntungan.</i>	1	2	3	4	5
3. Soft drink companies able to attract a lot of customer and powerful, even outside of the restaurant business. <i>Syarikat minuman ringan masih mampu menarik pelanggan walaupun tidak menjual di restoran semata-mata.</i>	1	2	3	4	5
4. Soft drinks companies only want to make profit. <i>Syarikat minuman ringan hanya ingin membuat keuntungan semata-mata.</i>	1	2	3	4	5
5. Companies that advertise their soft drink product very carefully create messages that are targeted to the teenager that might buy their product. <i>Syarikat yang memasarkan produk minuman ringan menyampaikan mesej dengan berhati hati dan ditujukan khusus kepada remaja yang mungkin akan membeli produk mereka.</i>	1	2	3	4	5
6. Many soft drinks companies especially want to be noticed by teenagers. <i>Banyak syarikat minuman ringan ingin dikenali dalam kalangan remaja.</i>	1	2	3	4	5
7. By wearing clothing, or carrying an item that has a company's name on it (such as Nike, Adidas, Coca-Cola, Pepsi, etc.) you become a walking advertisement for that brand. <i>Dengan memakai pakaian atau membawa barang yang mempunyai logo/ nama syarikat (seperti, Nike, Adidias, Coca Cola, Pepsi dll), anda menjadi iklan bergerak untuk jenama tersebut.</i>	1	2	3	4	5
8. Soft drinks advertisements want to relate themselves to things that peoples want like happiness, love, good looks, and power. <i>Iklan minuman ringan ingin mengaitkan produk mereka dengan perkara yang orang inginkan seperti kebahagiaan, cinta, personaliti yang menarik, kuasa dan sebagainya.</i>	1	2	3	4	5
9. Two people may see the same movie or TV show and get very different opinions about it. <i>Dua orang mungkin menonton filem atau rancangan TV yang sama tapi mempunyai pandangan yang berbeza tentang filem dan rancangan TV tersebut.</i>	1	2	3	4	5

10. Different people feel completely different when they see the same advertisement for a soft drink company on TV. <i>Orang yang berbeza mempunyai perasaan yang berbeza apabila mereka menonton iklan minuman ringan yang sama di TV.</i>	1	2	3	4	5
11. A billboard for a soft drink company may catch one person's attention but not another person. <i>Papan tanda iklan syarikat minuman ringan mungkin menarik perhatian seseorang tetapi tidak dapat menarik perhatian orang lain.</i>	1	2	3	4	5
12. People are influenced by TV and movies, whether they realize it or not. <i>Orang ramai dipengaruhi oleh TV dan filem, samaada mereka sedar atau tidak.</i>	1	2	3	4	5
13. People are influenced by soft drink ads, whether they realize it or not. <i>Orang ramai dipengaruhi oleh iklan minuman ringan, samada mereka sedar atau tidak.</i>	1	2	3	4	5
14. When people make movies and TV shows, every scene is very carefully planned. <i>Apabila orang/pengarah membuat filem atau rancangan TV, setiap babak dirancang dengan teliti.</i>	1	2	3	4	5
15. When people make soft drink advertisement, every detail is very carefully planned. <i>Apabila orang/pengarah membuat iklan minuman ringan, setiap perincian untuk iklan dirancang dengan berhati-hati.</i>	1	2	3	4	5
16. There are often hidden messages in soft drink advertisements. <i>Selalunya terdapat mesej yang tersembunyi di dalam iklan minuman ringan.</i>					
17. Movies and TV shows don't usually show the real life. <i>Filem dan rancangan TV tidak selalunya menunjukkan kehidupan yang sebenar.</i>	1	2	3	4	5
18. Soft drink advertisements show happy, healthy looking people so that you won't think about the health risks. <i>Iklan minuman ringan menunjukkan kebahagiaan dan orang yang sihat, supaya anda tidak memikirkan tentang risiko penyakit yang bakal anda hidapi.</i>	1	2	3	4	5
19. Advertisements usually leave out a lot of important information. <i>Iklan selalunya tidak memaparkan maklumat yang penting.</i>	1	2	3	4	5
20. When you see an advertisement for soft drinks, it is very important to think about what was	1	2	3	4	5

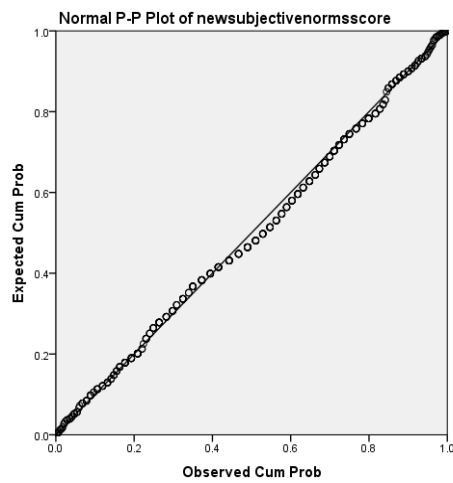
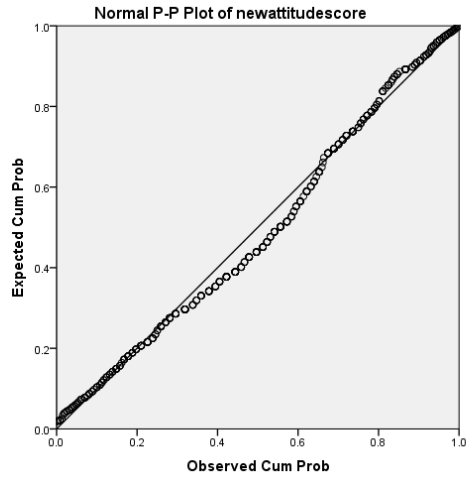
missing information from the advertisement.
*Apabila anda menonton iklan minuman ringan,
ia adalah sangat penting untuk memikirkan
maklumat yang tidak didedahkan oleh iklan
tersebut.*

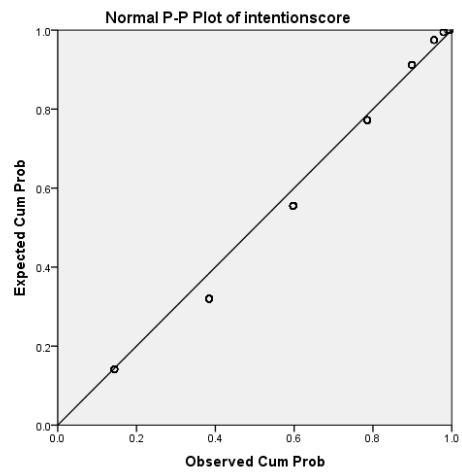
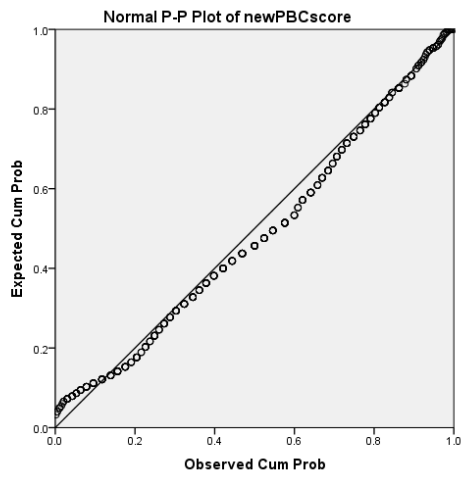
Thank you very much for your help / *Terima kasih di atas kerjasama anda*

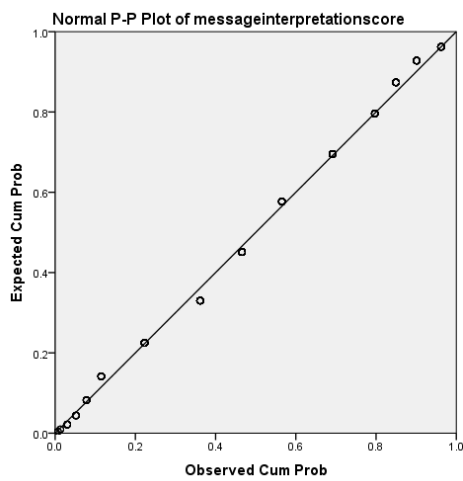
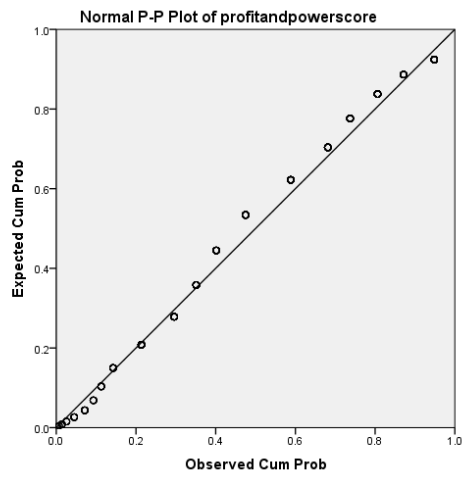


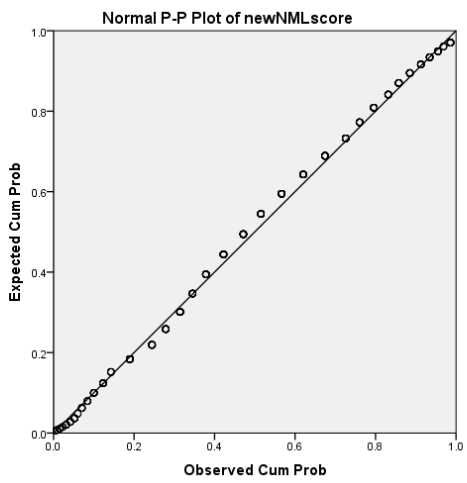
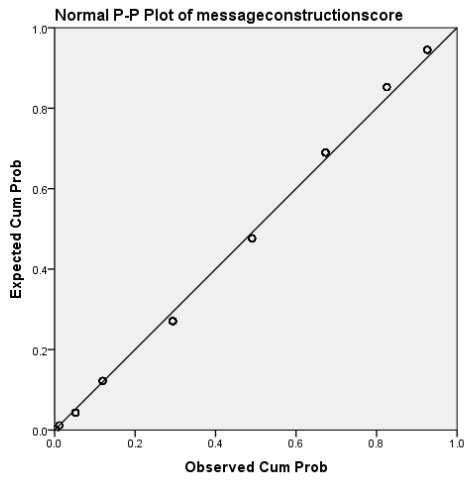
Appendix 3: Table and Graph of Results

3.1 Normality analysis









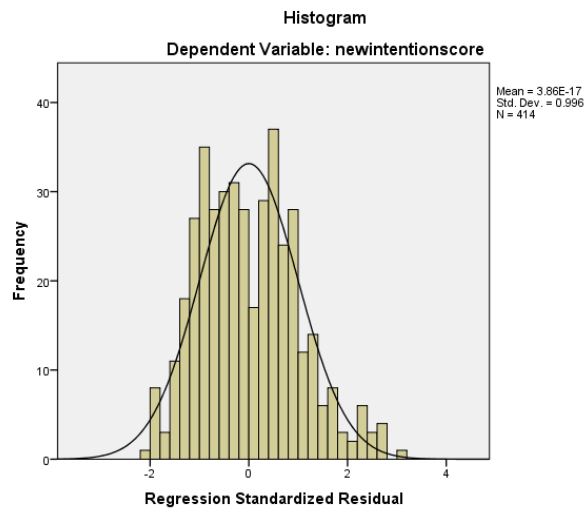
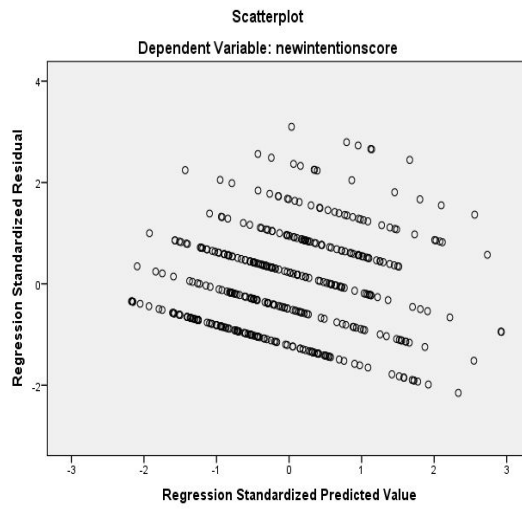
Statistics

		newattitudesc ore	newssubjective normsscore	newPBCscor e	newintentions core	profitandpowe rscore	messageinter pretationscor e	messagecon structionscore	newNMLscor e
N	Valid	436	436	436	436	436	436	436	436
	Missing	0	0	0	0	0	0	0	0
Mean		72.8693	88.1514	47.2615	3.7706	18.6170	14.3876	7.1055	40.1101
Std. Error of Mean		1.51299	1.15215	.99319	.07898	.21323	.15116	.08668	.37763
Median		68.0000	86.0000	45.0000	4.0000	19.0000	14.0000	7.0000	41.0000
Mode		56.00 ^a	81.00	48.00	2.00	20.00	12.00	6.00	33.00
Std. Deviation		31.59221	24.05759	20.73845	1.64915	4.45231	3.15627	1.81003	7.88520
Variance		998.068	578.768	430.083	2.720	19.823	9.962	3.276	62.176
Skewness		.342	.203	.868	.998	-.490	-.130	-.079	-.246
Std. Error of Skewness		.117	.117	.117	.117	.117	.117	.117	.117
Kurtosis		-.369	.238	1.444	1.087	-.354	-.238	-.544	-.386
Std. Error of Kurtosis		.233	.233	.233	.233	.233	.233	.233	.233
Range		158.00	144.00	127.00	8.00	20.00	15.00	8.00	38.00
Minimum		7.00	21.00	9.00	2.00	5.00	5.00	2.00	17.00
Maximum		165.00	165.00	136.00	10.00	25.00	20.00	10.00	55.00
Percentiles	25	51.0000	73.0000	32.0000	2.0000	15.0000	12.0000	6.0000	34.0000
	50	68.0000	86.0000	45.0000	4.0000	19.0000	14.0000	7.0000	41.0000
	75	94.0000	104.0000	60.0000	5.0000	22.0000	16.0000	8.0000	46.0000

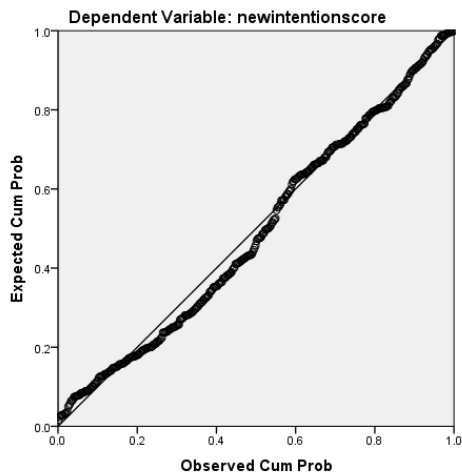
a. Multiple modes exist. The smallest value is shown



3.2 Assumptions in multiple linear regression analysis



Normal P-P Plot of Regression Standardized Residual



Correlations

		newintentionscore	newattitudescore	newsubjectivenormsscore	newPBCscore
Pearson Correlation	newintentionscore	1.000	-.064	.039	.362
	newattitudescore	-.064	1.000	.163	.071
	newsubjectivenormsscore	.039	.163	1.000	.112
	newPBCscore	.362	.071	.112	1.000
Sig. (1-tailed)	newintentionscore	.	.096	.215	.000
	newattitudescore	.096	.	.000	.073
	newsubjectivenormsscore	.215	.000	.	.011
	newPBCscore	.000	.073	.011	.
N	newintentionscore	414	414	414	414
	newattitudescore	414	414	414	414
	newsubjectivenormsscore	414	414	414	414
	newPBCscore	414	414	414	414

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.373 ^a	.139	.133	1.38592	.139	22.154	3	410	.000	1.732

a. Predictors: (Constant), newPBCscore, newattitudescore, newsubjectivenormsscore

b. Dependent Variable: newintentionscore

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	127.661	3	42.554	22.154	.000 ^b
	Residual	787.518	410	1.921		
	Total	915.179	413			

a. Dependent Variable: newintentionscore

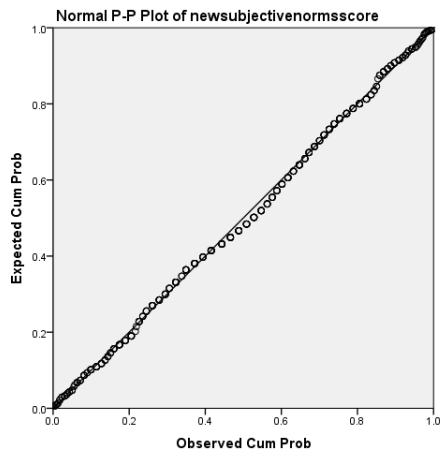
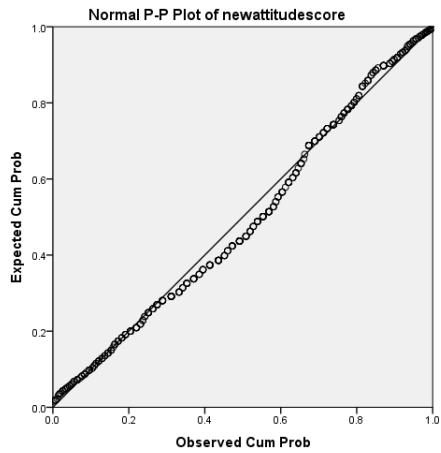
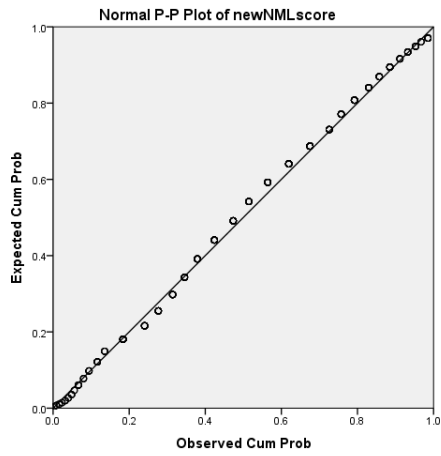
b. Predictors: (Constant), newPBCscore, newattitudescore, newsubjectivenormsscore

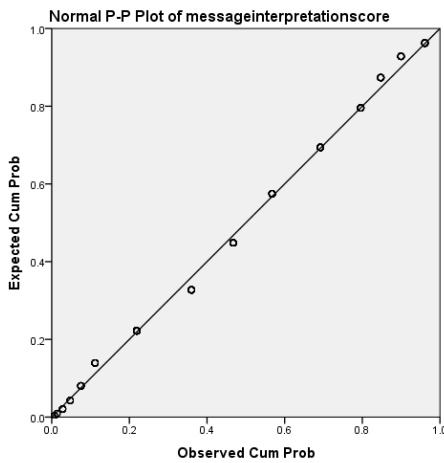
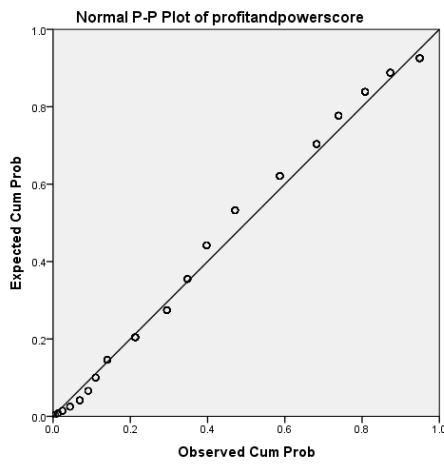
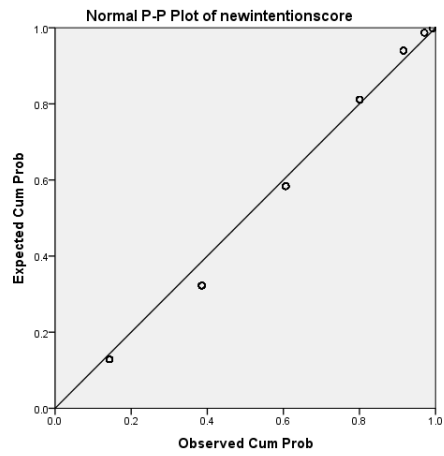
Coefficients^a

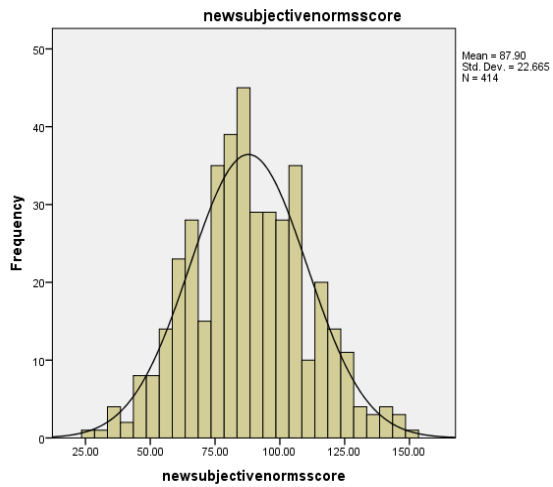
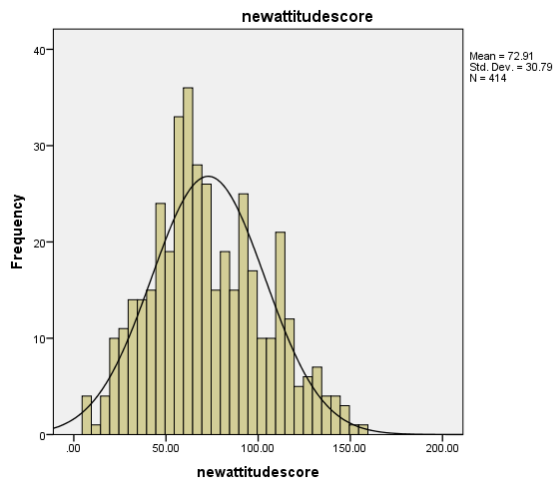
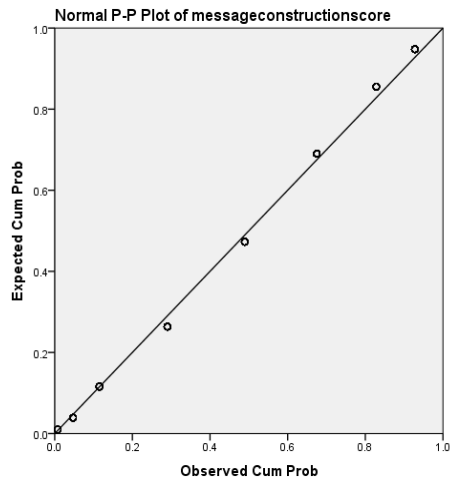
Model		Unstandardized Coefficients		Standardized	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	2.575	.327		7.866	.000	1.932	3.219					
	newattitudescore	-.004	.002	-.092	-1.988	.047	-.009	.000	-.064	-.098	-.091	.970	1.030
	newssubjectivenormsscore	.001	.003	.013	.271	.786	-.005	.007	.039	.013	.012	.963	1.038
	newPBCscore	.029	.004	.367	7.957	.000	.022	.037	.362	.366	.365	.994	1.016

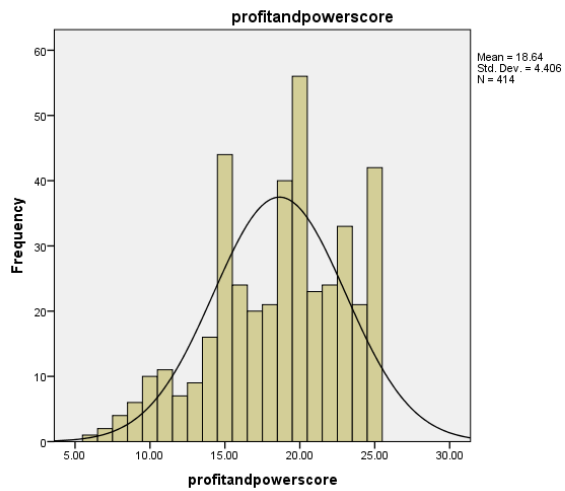
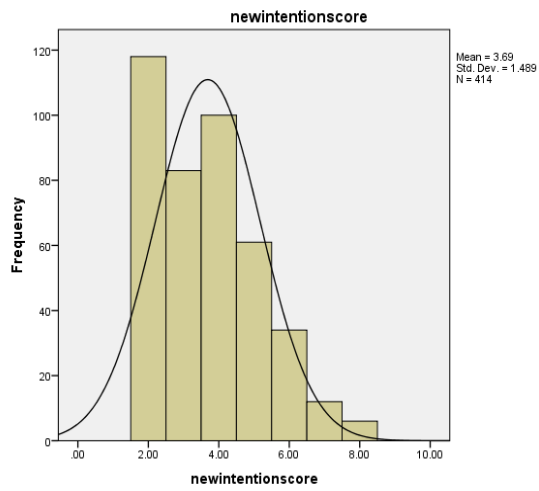
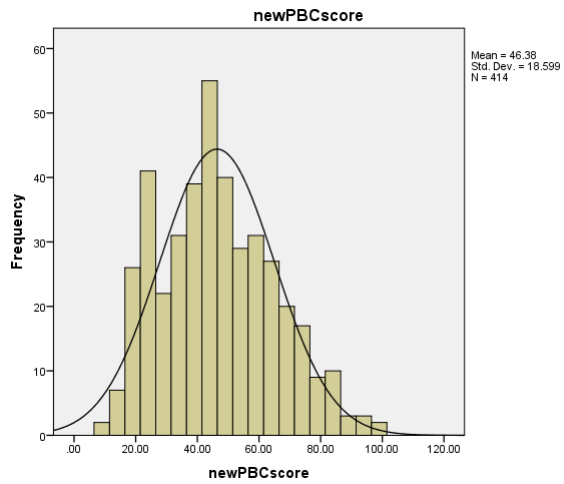
a. Dependent Variable: newintentionscore

3.3 Assumptions in Pearson product-moment correlation analysis









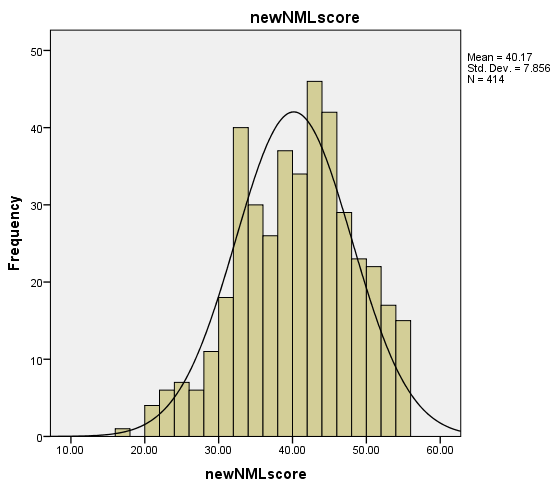
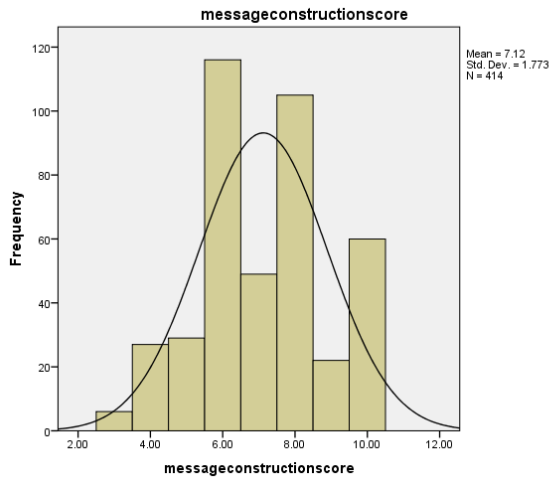
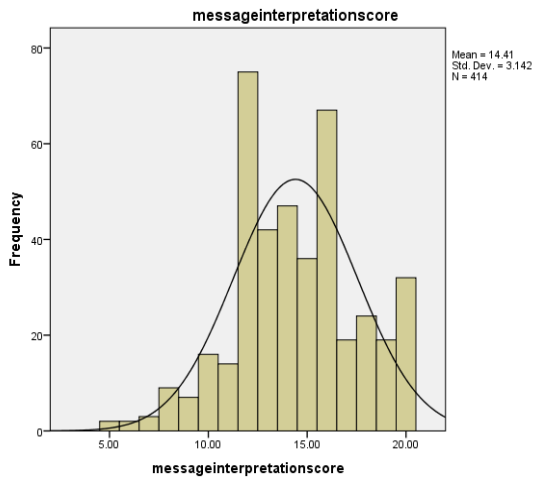


Table 4.13 : Correlation between attitudes towards soft drink, subjective norms, perceived behavioural control, intention to consume soft drinks and media literacy

	Attitudes	Subjective Norms	PBC	Intention to consume soft drinks	ML Profit and Power	ML Message Interpretation	ML Message Construction	Total ML
Subjective Norms	0.163**							
PBC	0.071	0.112**						
Intention to consume soft drink	-0.064	0.039	0.362**					
ML Profit and Power	0.219**	0.119*	0.028	-0.164**				
ML Message Interpretation	0.228**	0.185**	-0.038	-0.156**	0.581**			
ML Message Construction	0.157**	0.149**	-0.046	-0.158**	0.471**	0.524**		
Total ML	0.250**	0.174**	-0.010	-0.190**	0.900**	0.844**	0.699**	
Intake of soft drink	-0.077	0.005	0.250**	0.337**	0.014	0.008	-0.006	-0.010

** . Correlation is significant at the 0.01 level (2-tailed)

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

PBC = Perceived Behavioral Control

ML = Media Literacy

BIODATA OF STUDENT

Nur Nadirah Bt. Mohammad Shahid was born on the 2nd of October 1988 in Bukit Mertajam, Pulau Pinang, Malaysia. She received her primary education at Sekolah Rendah Kebangsaan Satu, Tapah, Perak from 1995 until 2000. She continued her secondary education at Sekolah Menengah Kebangsaan Buyong Adil, Tapah, Perak from 2001 until her graduation in 2005 with Sijil Pelajaran Malaysia (SPM). Immediately after completing her one-year matriculation at Kolej Matrikulasi Pulau Pinang, in 2006 she continued her tertiary education at Universiti Putra Malaysia (UPM). She obtained her Bachelor of Science (Food Studies) degree majoring in Food Management from UPM in 2011. In February 2013, she was accepted to continue her Master of Science in Food Management at the same university to pursue a research on food and beverage consumption behavior among adolescents. During her candidature, she was assigned to assist in supervision of practical food service courses for undergraduates in Faculty of Food Science and Technology, UPM.

LIST OF PUBLICATIONS

1. Nur Nadirah, M. S., Ghazali, H., Bakar, A. Z. A., & Othman, M. (2016). Understanding media literacy in relation to adolescent soft drink consumption behavior. *International Food Research Journal*, 23(1), 381-388.
2. Nur Nadirah, M. S., Othman, M., Ghazali, H., & Bakar, A. Z. A. (2015). Socio-Demographic Variables Influence on Media Literacy towards Soft Drink Advertisement among Adolescents in Klang Valley, Malaysia. *Advance in Environmental Biology*, 9(23), 11-16.





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