



UNIVERSITI PUTRA MALAYSIA

***IMPACT OF LECTURER'S PERSONAL AND IMPERSONAL FACEBOOK
ACCOUNT ACCESS ON STUDENTS' PERCEIVED LECTURERS SELF-
DISCLOSURE, STUDENTS' EMOTIONAL ENGAGEMENT, STUDENT-
LECTURER COMMUNICATION SATISFACTION, AND ACADEMIC
PERFORMANCE***

PADMA PRIYA K.R PILLAI

FBMK 2020 60



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By

PADMA PRIYA K.R PILLAI

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

July 2020

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

IMPACT OF LECTURER'S PERSONAL AND IMPERSONAL FACEBOOK ACCOUNT ACCESS ON STUDENTS' PERCEIVED LECTURERS SELF-DISCLOSURE, STUDENTS' EMOTIONAL ENGAGEMENT, STUDENT-LECTURER COMMUNICATION SATISFACTION, AND ACADEMIC PERFORMANCE

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Facebook served as an excellent platform for students and lecturers to connect, with the rise of its use by academicians, given its positive features. Studies indicated the benefit of using Facebook in education. One significant issue regarding Facebook use in education is the role of lecturers' self-disclosure in student learning. This self-disclosure can either be in the personal or impersonal mode of the lecturers' Facebook account. While substantial studies examined how lecturers utilised Facebook in education, the impact of lecturer's personal and impersonal Facebook account access on Students' Perceived Intensity of Lecturers' Self-Disclosure (SPILSD), Students' Emotional Engagement (SEE), Student-lecturer Communication Satisfaction (SCS) and Students' Academic Performances (SAP) were yet to be explored. Therefore, this study examined the level of SPILSD, SEE, SCS, and SAP factors on the personal and impersonal lecturers' Facebook account. The study defined the pre-test and post-test difference before testing the hypotheses difference relating to these factors.

This study used a Quasi-experimental research design, with a total of 120 students participated in the study. Participants were assigned into two groups with one group (60 students) connected to their lecturers' personal Facebook account access. The other group (60 students) were connected to their lecturers' impersonal Facebook account access. Participants filled out a self-administered questionnaire on week one (pre-test) and week fourteen (post-test) of the semester. The questionnaire contained questions on the SPILSD, SEE, SAP and SCS in terms of feedback and everyday conversation. This method was essential to acquire new knowledge on the Facebook platform and useful to establish an Emotion Response Theory (ERT).

The results revealed that the level of SPILSD was more significant in the lecturers' personal Facebook account compared to the impersonal account. Group analysis for the lecturers' personal Facebook account showed a substantial difference in the level of SPILSD, SEE, SCS, and SAP. However, the lecturers' impersonal Facebook account showed positive changes only in SPILSD, SEE, and SCS but not in SAP. Group analysis revealed that there is no impact on SPILSD, SEE, and SAP between lecturers' personal and impersonal Facebook account, while positive changes were only found in SCS.

This study contributed to the growing body of knowledge on Facebook utilisation in education by clarifying the association of lecturers' personal and impersonal Facebook account with SPILSD, SAP, SCS, and SEE.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**IMPAK AKAUN *FACEBOOK* PERIBADI DAN BUKAN PERIBADI
PENSYARAH TEHADAP TANGGAPAN PELAJAR MENGENAI
PENDEDAHAN KENDIRI PENSYARAH, PENGLIBATAN EMOSI,
KEPUASAN KOMUNIKASI DAN PRESTASI AKADEMIK**

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Facebook berfungsi sebagai satu medium perhubungan yang baik antara para pensyarah dan pelajar. Kini, terdapat peningkatan penggunaan *Facebook* dalam kalangan ahli akademik kerana faedah yang diperoleh daripada penggunaan *Facebook*. Kajian telah menunjukkan manfaat penggunaan *Facebook* dalam aktiviti pengajaran. Salah satu isu yang penting mengenai penggunaan *Facebook* dalam pengajaran adalah peranan pendedahan sendiri pensyarah dalam pembelajaran pelajar.

Pendedahan sendiri ini boleh berlaku dalam mod akaun peribadi atau bukan peribadi *Facebook* para pensyarah. Walaupun terdapat banyak kajian yang menganalisa tentang penggunaan *Facebook* oleh pensyarah dalam pengajaran, persoalan tentang kesan penggunaan akaun *Facebook* peribadi dan bukan peribadi pensyarah dalam mengkaji tahap persepsi intensiti pelajar terhadap pendedahan sendiri pensyarah, tahap penglibatan emosi pelajar ketika berinteraksi dengan pensyarah mereka, tahap kepuasan komunikasi di antara pensyarah dengan pelajar dari segi maklum balas pensyarah, dan prestasi akademik pelajar, masih belum dikenalpasti.

Objektif kajian ini adalah menangani jurang tersebut dengan mengkaji tahap persepsi intensiti pelajar terhadap pendedahan sendiri pensyarah, tahap penglibatan emosi pelajar ketika berinteraksi dengan pensyarah mereka, tahap kepuasan komunikasi di antara pensyarah dengan pelajar dari segi maklum balas pensyarah, dan prestasi akademik pelajar serta mengenalpasti perbezaan tahap persepsi intensiti pelajar terhadap pendedahan sendiri pensyarah, tahap penglibatan emosi pelajar Ketika berinteraksi dengan pensyarah mereka, tahap kepuasan komunikasi di antara pensyarah dengan pelajar dari segi maklum balas pensyarah, dan prestasi akademik

pelajar, semasa pra ujian dan selepas ujian. Kajian ini juga menguji hipotesis tentang perbezaan tahap persepsi intensiti pelajar terhadap pendedahan sendiri pensyarah, penglibatan emosi pelajar, kepuasan komunikasi di antara pelajar dengan pensyarah dari segi maklum balas pensyarah, dan prestasi akademik pelajar dalam penggunaan mod akaun *Facebook* peribadi dan bukan peribadi dalam pengajaran.

Kajian ini menggunakan kaedah eksperimen quasi dan seramai 120 orang pelajar telah mengambil bahagian dalam kajian ini. Para pelajar telah dibahagikan kepada dua kumpulan, dimana satu kumpulan (60 orang pelajar) berhubung dengan pensyarah mereka melalui akaun *Facebook* peribadi pensyarah. Kumpulan yang satu lagi (60 orang pelajar) pula berhubung dengan pensyarah mereka melalui *Facebook* bukan peribadi pensyarah. Pelajar telah melengkapkan soal selidik pada minggu pertama (pra-ujian) dan minggu keempat belas (selepas ujian) pada semester tersebut. Soal selidik mengandungi soalan-soalan mengenai keluasan pendedahan sendiri pensyarah, penglibatan emosi pelajar, dan kepuasan komunikasi *Facebook* pelajar dengan pensyarah mereka dari segi maklum balas dan perbualan seharian, dan juga prestasi akademik pelajar. Kaedah ini bukan sahaja penting untuk menambahkan pengetahuan baru mengenai *Facebook*, malah ia penting untuk mengesahkan Teori Maklumbalas Emosi.

Hasil kajian menunjukkan tahap persepsi intensiti para pelajar terhadap pendedahan sendiri pensyarah adalah lebih tinggi melalui *Facebook* akaun peribadi pensyarah berbanding dengan *Facebook* akaun bukan peribadi pensyarah. Analisis kumpulan yang berinteraksi dengan akaun *Facebook* peribadi pensyarah menunjukkan perbezaan yang signifikan dari segi tahap intensiti pelajar terhadap pendedahan diri pensyarah, penglibatan emosi pelajar, kepuasan komunikasi pelajar-pensyarah, dan prestasi akademik pelajar.

Namun bagi kumpulan yang berinteraksi dengan akaun *Facebook* bukan peribadi pensyarah, perbezaan yang signifikan hanya dilihat dalam persepsi intensiti pelajar terhadap pendedahan diri pensyarah, penglibatan emosi pelajar, dan kepuasan komunikasi pelajar-pensyarah, tetapi tidak ditemui dalam prestasi akademik pelajar. Analisis kedua-dua kumpulan turut menunjukkan tiada perbezaan yang signifikan dalam persepsi intensiti pelajar terhadap pendedahan diri pensyarah, penglibatan emosi pelajar dan prestasi akademik pelajar melalui akaun *Facebook* peribadi dan bukan peribadi pensyarah. Perbezaan yang signifikan hanya dilihat dalam kepuasan komunikasi di antara pelajar dengan pensyarah.

Kajian ini menyumbang kepada bidang pengetahuan yang semakin meningkat iaitu penggunaan *Facebook* dalam pengajaran dengan menjelaskan hubungan pendedahan diri pensyarah di *Facebook* dengan prestasi akademik pelajar, kepuasan komunikasi pelajar-pensyarah, dan penglibatan emosi pelajar.

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This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

SPILSD	Students' Perceived Intensity of Lecturers' Self-Disclosure
SEE	Students' Emotional Engagement
P	Pleasure
A	Arousal
D	Dominance
SLCS	Student-Lecturer Communication Satisfaction
CC	Communication Climate
RL	Relationship with Lecturer
MI	Module Integration
HIC	Horizontal Informal Communication
PF	Personal Feedback
SAP	Students' Academic Performance
HEI	Higher Education Institution
SNS	Social Network Site
MCMC	Malaysian Communications and Multimedia Commission
ERT	Emotional Response Theory
GPA	Grade Point Average
ICT	Information and Communication Technology
OCC	Out-of-Class Communication

CHAPTER 1

INTRODUCTION

Social media dominates emerging pedagogical methods and systems, with information and communication systems creatively incorporate social media into everyday technology use. According to Arnold and Paulus (2010) and Junco, Helbergert, and Loken (2011), social media includes various web-based tools and services to facilitate community development through user interaction and information sharing. In other words, personal interactions and connections with other users are obtained from social media, which include forums, wikis, and media (audio, image, video, text). Resource sharing, networking (including Facebook, Instagram), and virtual worlds are other sorts of interactions and connections (Arnold & Paulus, 2010). With this advancement, current studies showed that using social media as an educational tool led to increased student engagement (Collins & Halverson, 2018; Saha, & Karpinski, 2018; Johnson, Becker, Cummins, Estrada, Freeman, & Hall, 2016),

Furthermore, most lecturers and students are familiar with using digital media, specifically, Facebook for personal (informal communication) and impersonal (formal or team communication) use (Cunha Jr., van Oers, & Kontopodis, 2016). Nevertheless, the familiarity of lecturers with Facebook's use of personal and impersonal communities opens up the possibility of an emotional interaction and communication skills with their students. Several studies demonstrated Facebook's educational potential through lecturer-student engagement, albeit there were still research gaps needed to address students' emotional interaction and communication skills with their lecturer in using Facebook (Manca & Ranieri, 2017). Therefore, this introductory chapter presents the current study through a brief description of the study, the problem statement, research questions, objectives, and implications.

Background of the Study

Education innovations related to computers such as forums, wikis, websites, instant messaging, Facebook, and Twitter have become widely used and well-known in the higher education industry (Alshayeb, 2018). Founded in 2004, the primary mission of Facebook is "to open up and connect the world." Users use Facebook to stay in touch with friends and their families, find out what is happening in the world, and share what matters to them (Facebook Newsroom, n.d.). Al-Rahmi, Othman, and Yusuf (2015) confirmed that Facebook had improved the learning and teaching process through past studies. In like manner, Sobaih, Moustafa, Ghandforoush, and Khan (2016) have suggested that students' ability to understand is enhanced by teaching on Facebook. Besides, they emphasised that teaching methods based on technology are more prevalent, rewarding, and students are better than conventional teaching methods.

Given the technology and electronic media teaching, Hagenauer, Gläser-Zikuda, and Volet (2016) said that the lecturer-student relationship is the cornerstone in educational, social, and emotional success learning. Conceptualising the students' relationships with lecturers, Reichert, Chen, and Torney-Purta (2018) pointed out that three components shape the relationships between lecturers and students; expectations and attitudes, information exchange, and external influence. Within today's digital age, these components are particularly relevant in the rise of social networking sites like Facebook. In other words, Facebook has expanded the world in which lecturers can use personal and impersonal profiles and have profoundly changed the very nature of students' interaction. As a result, this could potentially affect students' shared expectations, emotional commitment, and communication skills.

Given this point, Facebook's introduction and use raise some interesting questions about the Facebook relationship between lecturers and students and the impact they have on off-line interactions between lecturers and students and vice versa. The study has shown that Facebook unquestionably used continuously constructs on young people's identity and the network of physical connections (Baym, 2015). Besides, on Facebook, the word 'family' is used to identify users in one's system of networks. However, this concept is challenging when discourse about Facebook contact between lecturers and students, since there is the hierarchy of formal lecturers/students in the physical world, where lecturers usually have a certain amount of power over their students (Goodwin et al., 2016). Even though the lecturer has a specific span of control, the degree of proximity and affection in Facebook is different from the real world. Facebook can undo the traditional hierarchy in the classrooms and inspire both students and lecturers (Sobaih et al., 2016).

Although this may be true, Mazer, Murphy, and Simonds (2007) stated that students judged lecturers in the classroom more favourably than students who viewed the lecturer's Facebook page with the minimal level of self-disclosures. Students who regarded a lecturer's Facebook page with a high self-disclosure level also saw the lecturers as trustworthy. Understanding their lecturers' personality on Facebook for some students is the main inspiration for increasing their academic success. Therefore, how students perceived lecturers' self-disclosures on Facebook may positively affect lecturers' evaluations and student outcomes. Nevertheless, the characteristics of self-disclosure of lecturers need to be further analysed because of the recent addition of interest (positivity/negativity) and importance (high/low) of personal and impersonal self-disclosure the lecturer. Nevertheless, Reece and Reece (2016) found that personal and impersonal self-disclosure has a significant effect on the students' motivation, the consistency of the lecturers, and the lecturer's competence in various ways.

Indeed, according to Berscheid, Collins, and Reis (2017), the process of self-disclosure usually leads to the formation of personal relations. Lecturers tend to be actively maintaining their privacy while disclosing information to students due to the particular aspects of the relationship between lecturers and students. Mazer et al. (2007) clarify that self-disclosure of lecturers varies from personal to impersonal. For instance, personal self-disclosures are more illustrative than impersonal self-

disclosures (Goodwin et al., 2016). Early research in this manner found that students who customise the classroom environment through humour, context, excitement, and self-disclosure were considered to be successful in explaining the content of the courses (Reichert et al., 2018). Yet, new social media technologies have changed the overall contact climate between lecturers and students compared to physical interaction in the world.

More significant than that, the personal and impersonal self-revelation of lecturers on Facebook facilitates communication and coordination between the students and can increase students' emotional engagement and communication satisfaction. Researchers are also interested in explaining the effect of students' perceived intensity of lecturers' self-disclosure in personal and impersonal Facebook accounts, students' emotional engagement, lecturer-student communication satisfaction, and students' academic performance.

Several empirical studies (e.g, Lau, 2017; Rosli, Saleh, Aris, Ahmad, Sejzi & Shamsudin, 2016) have examined whether these impacts are positive, neutral, or negative. In this case, little is being thought about students' emotional engagement, lecturer-students communication satisfaction and students' academic performances in linking them with their lecturers' personal and impersonal Facebook account. Thus, the aspect of emotions being investigated in this study is the feelings of pleasure, arousal, and dominance, leading students to enact approach or avoidance behaviours towards communicating with their lecturer. Subsequently, this study would look at the differences between Students' Perceived Intensity of Lecturers' Self-Disclosure (SPLSD), Students' Emotional Engagement (SEE), Student-lecturer Communication Satisfaction (SCS), and Students' Academic Performances (SAP) in the lecturers' personal and impersonal Facebook account.

Problem Statement

Facebook, the most popular social media, play a vital role as an educational tool. The impact of personal and impersonal lecturers' Facebook account access on students' perceived intensity of lecturers' self-disclosure, student-lecturer communication satisfaction, students' emotional engagement, and academic performances has not been extensively researched in Malaysia.

Lecturers are aware of the required behaviours to maintain a professional environment in the classroom (Ellis, 2018). Nevertheless, the technical limits are shattered when the corporation and understanding between lecturer and students are moved out of the classroom (Balakrishnan, Teoh, Pourshafie & Liew, 2017). The researchers said that lecturers are more likely to disclose information about their personal life when interacting with students outside the classroom. According to Rosli et al. (2016), while lecturers are well aware of the risk associated with their disclosure in the university environment, this awareness can decrease if contact is transferred outside the

institution. Perhaps the most noticeable aspect of this confounding professional relationship between lecturer and student is on the Internet, for example, Facebook.

Although many different media styles have been used for teaching purposes, for example, the forum, Wikipedia, and website for online courses, social media can be useful instruments for promoting teaching. Among the many social networks, Facebook has created a large user community and is popular with students and lecturers (Balakrishnan et al., 2017). Evidence shows that Facebook is increasingly suitable for interaction between lecturers and students (Mahmud, Ramachandiran & Ismail, 2016). However, as soon as the lecturers accepted their student's request as a Facebook friend, their students have access to all their social activities on Facebook. As Moghavvemi, Paramanathan, Rahin, and Sharabati (2017) said, the student could view all their lecturers' events and personal lives. The lecturers' profiles can describe appropriate and inappropriate content when they take account of the professional role of lecturers in personal and impersonal Facebook's account (Mahmud et al. 2016). This scenario might positively or negatively impact student perceived intensity of lecturers' self-disclosure in personal and impersonal Facebook account, students' emotional engagement and student-lecturer communication satisfaction, and student academic performance.

Although this may be true, lecturers should maintain their professional conduct in the classroom. There is increasing demand from the university's management to maintain their professional behavior on their social media and communication between students. If lecturers are friends with their students on Facebook, they may be exposed to personal information they would otherwise not have learned. While several researchers (e.g., Froment, García González et al., 2017; Al Ghamdi, 2017) report the importance of self-disclosure in classroom lecturer-student relations, few researchers (e.g., Mazer et al., 2007; Mahmud et al., 2016), have investigated the effect of lecturer self-disclosure on the lecturer/student relationship outside the classroom.

Numerous scholars (e.g., Anderson, Fagan, Woodnutt, & Chamorro-Premuzic, 2012; Wise, Alhabash, & Park, 2010) tried to understand the motive behind a Facebook personal and impersonal action of the lecturers. Most of the studies found that the function of a student's emotional engagement and lecturer-student relationship satisfaction and students' academic performance were not disclosed or discussed extensively. Most of the past studies only centered on lecturer self-disclosure on Facebook and on the dedication to relationships to improve student academic performance to increase relationship engagement at the individual level. Nevertheless, it is still vital to correctly explore whether students perceived intensity of lecturers' self-disclosure on personal and impersonal Facebook accounts beneficial or harmful to students' emotional involvement and lecturer-student communication satisfaction.

As an illustration, there is conceptual and empirical research done in Malaysia previously in social media and students' academic performance. To name a few, the presence of social media and classrooms (Mahmud et al. 2016), the satisfaction of contact through e-mail among academics and students (Anumudu, Yasin, Akmar, &

Latif 2018), expectations of students about how to use e-learning on Facebook (Mobhavyemi et al. 2017) and factors that drive e-learning between higher education students (Balakrishnan et al., 2017). Although the mentioned studies provide some evidence of an assessment on Facebook of lecturer and student interactions in Malaysia, none of them has exclusively explored the trend, dimension, and effects in the domain on the impact of lecturers' personal and impersonal Facebook account access towards student perceived intensity of lecturers' self-disclosure, students' emotional engagement, lecturer-student communication satisfaction and students' academic performance.

Thus, there is a gap in the literature on the student's emotional engagement, students' academic performance, student-lecturer communication satisfaction, and student perceived intensity of lecturers' self-disclosure in personal and impersonal lecturers' Facebook account. In light of this argument, the purpose of this study is to investigate the student perceived intensity of lecturer self-disclosure in personal and impersonal lecturers' Facebook account, which is a contact activity that differs from lecturers' social expectations. The research will review the literature that explores students' social expectations, lecturer self-disclosure expectations, and self-disclosure outcomes to place the circumstance within the broader discussion of the lecturer and students' expected behaviour and how students perceived them. Subsequently, it is strongly recommended to provide an integrated platform for research into students' perception of the intensity of lecturer self-disclosure in personal and impersonal lecturers' Facebook to enhance student emotional engagement, student-lecturer communication satisfaction, and students' academic performance.

Research Questions

In addressing a research problem, Creswell and Creswell (2017) suggest that an inclusive approach is needed. As such, to achieve the above objectives, the present study attempts to answer the following research question:

1. What is the level of Students' Perceived Intensity of Lecturers' Self-disclosure (SPILSD) in personal and impersonal lecturers' Facebook account access?
2. What is the level of Students' Emotional Engagement (SEE) in personal and impersonal lecturers' Facebook account access?
3. What is the level of Student-lecturer Communication Satisfaction (SCS) in personal and impersonal lecturers' Facebook account access?
4. What is the level of Students' Academic Performances (SAP) in personal and impersonal lecturers' Facebook account access?
5. What are the differences in pre-test and post-test of Students' Perceived Intensity of Lecturers' Self-Disclosure (SPILSD) in personal and impersonal lecturers' Facebook account mode?
6. What are the differences in pre-test and post-test of Students' Emotional Engagement (SEE) in personal and impersonal lecturers' Facebook account mode?

7. What are the differences in pre-test and post-test of Student-lecturer Communication Satisfaction (SCS) in personal and impersonal lecturers' Facebook account mode?
8. What are the differences in pre-test and post-test of Students' Academic Performances (SAP) in personal and impersonal lecturers' Facebook account mode?
9. What are the differences in Students' Perceived Intensity of Lecturers' Self-Disclosure (SPILSD), after using personal and impersonal lecturers' Facebook account mode?
10. What are the differences in Students' Emotional Engagement (SEE) after using personal and impersonal lecturers' Facebook account mode?
11. What are the differences in Student-lecturer Communication Satisfaction (SCS) and after using personal and impersonal lecturers' Facebook account mode?
12. What are the differences in Students' Academic Performances (SAP) after using personal and impersonal lecturers' Facebook account mode?

Research Objectives

General Objective:

This study's general objective is to identify the differences of impact in lecturers' personal and impersonal Facebook account access on the students' perceived intensity of lecturers' self-disclosure, students' emotional engagement, student-lecturer communication satisfaction, and students' academic performances.

Specific Objectives:

1. To describe the level of Students' Perceived Intensity of Lecturers' Self-Disclosure (SPLSD) in personal and impersonal lecturers' Facebook account.
2. To illustrate the level of Students' Emotional Engagement (SEE) in personal and impersonal lecturers' Facebook account.
3. To describe the level of Student-lecturer Communication Satisfaction (SCS) in personal and impersonal lecturers' Facebook account.
4. To illustrate the level of Students' Academic Performances (SAP) in personal and impersonal lecturers' Facebook account.
5. To define the difference between pre-test and post-test of Students' Perceived Intensity of Lecturers' Self-Disclosure (SPLSD) in personal and impersonal lecturers' Facebook account.
6. To determine the difference between pre-test and post-test of Students' Emotional Engagement (SEE) in personal and impersonal lecturers' Facebook account.
7. To define the difference between pre-test and post-test of Student-lecturer Communication Satisfaction (SCS) in personal and impersonal lecturers' Facebook account.

8. To explain the difference between pre-test and post-test of Students' Academic Performances (SAP) in personal and impersonal lecturers' Facebook account.
9. To identify the differences in Students' Perceived Intensity of Lecturers' Self-Disclosure (SPILSD), after using personal and impersonal lecturers' Facebook account mode?
10. To determine the differences in Students' Emotional Engagement (SEE) after using personal and impersonal lecturers' Facebook account mode?
11. To illustrate the differences in Student-lecturer Communication Satisfaction (SCS) and after using personal and impersonal lecturers' Facebook account mode?
12. To determine the differences in Students' Academic Performances (SAP) after using personal and impersonal lecturers' Facebook account mode?

The scope of the Study

This research examines the students' perceived intensity of lecturers' self-disclosure in the personal and impersonal lecturers' Facebook account, students' emotional engagement, Student-lecturer communication satisfaction, and students' academic performances. The unit of analysis in this study is the students of Malaysia's private higher education institution, precisely Sunway University. The study's scope is on the impact of lecturers' personal and impersonal Facebook account access by students, which is used as a tool of communication between students and lecturer. The researcher determined the participants' characteristic, namely, on the programmes that they enrolled, which is Bachelors in Communication, age between 18 to 24 years old, and connected with lecturers via Facebook. The duration of this study is 14 weeks, which is a complete one semester of their studies.

Limitation of the Study

Neuman (2016) states that any study has limitations. Although this study aims to contribute significantly towards the theory, literature, methodology, and practices of students' perceived intensity of lecturer's self-disclosure, students' emotional engagement, student-lecturer communication satisfaction, and students' academic performances in lecturers' personal and impersonal Facebook account access. The findings and implications might inevitably have limitations too.

Students who are friends with their lecturer via personal and impersonal Facebook account access is limited to only two groups. However, the result would have been comprehensive if more groups were included and their communication satisfaction, emotional engagement, the perceived intensity of lecturers' self-disclosure, and academic performance were compared in a larger group in different departments or schools within the University. Therefore, a study that makes it possible to analyse this issue is introduced in further studies.

A quantitative quasi-experiment method is used to quantify students' perception and evaluation of the lecturers' personal and impersonal Facebook account access. Student self-reporting answer regarding the Facebook impact on their communication satisfaction, emotional engagement, the perceived intensity of lecturers' self-disclosure, and academic performance is mainly the topic of this research, which highly depends on their perceptions and opinions. Thus, the qualitative approach, an in-depth interview, will also provide rewarding analysis to other researchers.

Facebook can play a double function in applications overall. A student or lecturer's personal Facebook page become more public in general, in school-related issues (connection with other students, details needed to start at a college, etc.). Many lecturers (especially the younger) also have a Facebook account that can be generated for personal purposes and accessed by their students. Chapter 5 of this study will address other drawbacks of this research.

Significance of the Study

This study contributes to the awareness of students' perceived intensity of lecturers' self-disclosure in lecturers' Facebook account, the academic performance of students, the emotional engagement of students, and the lecturer-student communication satisfaction in linking with the lecturers' personal and impersonal Facebook account access, a subject extensively researched around the world and still in its infancy in Malaysia.

It is anticipated that the results obtained would add to the wealth of information currently available on Facebook. The impact of personal and impersonal lecturers' Facebook account access on students' perceived intensity of lecturers' self-disclosure, students emotionally engagement, student-lecturer communication satisfaction, and students' academic performances is an added value for policymakers, development practitioners, service providers, current users, and potential users in the education sector. Hence, this research's output can contribute to these endeavours by creating awareness at the university level of education.

Facebook, in general, is viewed as a distraction to students' academic achievement. This study would provide information on the impact of personal and impersonal lecturers' Facebook account access to students and how it can be used in relation to their academics. In addition, the findings of the study are expected to contribute towards bridging the existing literature gap on understanding the obstacles and opportunities of Facebook in the academic environment.

Definition of the key terms

For this research, the following definitions are provided to ensure the commonly varied definition is defined in terms used within this research.

Facebook

Facebook is a social networking website that permits people to build their profiles and connect friends, family, and business associates. Facebook allows users to construct their profiles and set privacy settings for those who are allowed to view their profiles (Kaplan & Haenlein, 2010). On the other hand, users can express themselves and communicate freely with peers through Facebook. In addition, this website gives users a simple way to build social networking, make new friends, and stay up-to-date with old friends (Kendall et al., 2018). For this study, Facebook is, therefore described as an online social networking website. Students and lecturers create profiles, share information such as photos and quotes, and react or connect to other data and use it as an educational tool in private universities.

Lecturers Personal Facebook Account

An account that lecturers connected with their friends and family and further added their students as friends too. The lecturers' profile discloses their personal information and identity (Rambaree & Knez, 2017). Furthermore, the lecturers' use the personal Facebook account as a platform to communicate with the students outside classroom activities by posting academic-related materials. The students, as a Facebook friend, able to read the lecturers' wall that contains all of their messages and thoughts (Chau & Lee, 2017) and able to view all the lecturer's personal/family photos and gather some insight on their lecturer's lifestyle.

Therefore, for this study, lecturers' personal Facebook account is defined as a Facebook account which a lecturer post and communication among family and friends and discloses their personal information and identity without hesitation and uses this to connect with their students too.

Lecturers' Impersonal Facebook account

Lecturers' impersonal Facebook account is merely an account created just for academic purposes and to stay connected with the students apart of the in-classroom activities (Sadowski, Padiaditis, & Townsend, 2017). In this account, the lecturer basically will share educational relevant materials, such as study notes, PowerPoint slides, e-books, etc. Conversely, the lecturer will not share any of his/her personal notes or photos outside of the academic discussion (Henschke, 2017).

Therefore, for this study, a lecturers' impersonal Facebook account is defined as a Facebook account created by a lecturer to post and communicate with students about academic-related matters outside of classroom hours.

Students' Perceived Intensity of Lecturers' Self-Disclosure

Lecturers' self-disclosure in the Facebook account can be understood as revealing information about themselves that may or may not be related to the subject content. According to Sorensen 1989, lecturers reveal information about themselves that students are unlikely to learn from other sources.

Students' Emotional Engagement

Groccia (2018) describes student emotional engagement as the level of attention, enthusiasm, interest, excitement, and passion that students display when they learn or are taught to the degree of motivation and success in learning. Throughout recent decades, on the other hand, the engagement of students is growing in popularity, mostly because of an increased understanding of the role of certain cognitive, psychological, behavioural, physical, and social factors in education and social development. (Garrosa, Blanco-Donoso, Carmona-Cobo, & Moreno-Jiménez, 2017). Therefore, for this study, student emotional engagement involves interest, boredom, happiness, anxiety, and other affective states within the dimension of pleasure, arousal, and dominance.

Student-Lecturer Communication Satisfaction

The satisfaction of student-lecturer interaction is the primary form of communication between two individuals. This involves daily interchange, which can occur formally or informally anywhere, through words, tones, facial expressions, movements, and postures (Karnieli-Miller, Michael, Segal, & Steinberger, 2018). During communication between students and lecturers, there are interactions between two or more people, which means sending and receiving messages. This scenario is perfect and efficient because it can provide immediate feedback (Nesi, Widman, Choukas-Bradley & Prinstein, 2017). Therefore, this study, student-lecturer satisfaction with communication, is defined as the process by which feelings, ideas, thoughts, information, and emotions are expressed and generally take the form of a message or verbal or non-verbal communication.

Students' Academic Performance

According to Erwin, Fedewa, and Ahn (2017), academic performance is expressed to the performance level that a student is ready to achieve specific targets of exercises in educational conditions, particularly in school, college, or university. In contrast, Bunce, Baird, and Jones (2017) defined academic performance as an intellectual

objective in educational frameworks. The framework characterised either through the size of learning picked up, which can be called attention by assessment, examination point, test scores, and grade point average (GPA). Therefore, in this study's context, academic performance is expressed to study the performance results that demonstrate the degree to which the student has achieved and measured in Average Point.

Chapter Summary

The structure of the thesis and the theme of the study was introduced in this introduction. The research background was discussed, and the research issue was identified. The specific research questions that take the goals of this research into account have been expressed. Ultimately, the potential advantages resulting from this study, the scope of the research, and the research's inherent limitations are discussed. The following chapter discusses the literature briefly and explores the essence of the growth of student emotional engagement, student-lecturer satisfaction, academic achievement, and self-disclosure by lecturers on personal and impersonal Facebook accounts as the main focus of this review. The next chapter addresses the underlying theory and concept of students' emotional engagement and perceptions, student-lecturer satisfactions, student academic performance, and lecturer self-disclosure on personal and impersonal lecturers' Facebook account.

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BIODATA OF STUDENT

Padma Pillai obtained her Bachelor of Arts (Hons) in English Language and Journalism from Universiti Putra Malaysia. She also holds a Master of Language and Media Communication degree from Universiti Putra Malaysia.

Padma's 20 colourful years of academic career begin in 1999. She commenced her career as a lecturer in 1999 at Rima Secretarial College for about a year, teaching communication skills and English language before moving on to SEGi College, where her teaching skills were further developed. At present, she holds the position of Senior Lecturer and Programme Chair at Sunway University, where she served over the last nine years to date.

An experienced professional with demonstrated ability in lecturing, mentoring, supervising, programme coordinating, and researching in academics. Have working knowledge and experience in print journalism, scriptwriting, instructional designing, language training, editing, and publishing. Possess excellent communication and leadership skills, dynamic characteristics, and result-oriented work ethics coupled with an excellent academic track record and student engagement activities.

Apart from lecturing, having had assumed the role of Academic Coordinator, Club Advisor to Sunway University Marketing Society (SUMS) and Sunway Communication Networking Club (SCN Club), Special Project Supervisor, Senior Project & Internship Supervisor in the past.

Padma was awarded the best presenter at the 3rd International Conference on Education and E-Learning (ICEEL 2019) held at Universitat de Barcelona, Spain, from 5 to 7 November 2019 for presenting this doctoral research.

LIST OF PUBLICATIONS

- Pillai, P. (2015) Facebook: Lecturers' Personality, Credibility and Students' Performances, the Online Journal of Communication and Media, Vol. 1, Issue 1, 17-22
- Pillai, P. & Shanmugam, V (2016) I Feel Connected: A comparison study of students' engagement and lecturers' credibility between Faculty of Arts and School of Business. Journal of Media Critiques, Vol.2, No 8, doi: 10.17349/jmc116216





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