Internet And Civic Participation Among Malaysian University Students

Farideh Amirfarhangi

Department of Media Studies, Faculty of Arts and Social Science, University of Malaya,
50603 Kuala Lumpur, Malaysia
Amirfarhangi2002@yahoo.com

Mohd Sidin Bin Ahmad Ishak

Department of Media Studies, Faculty of Arts and Social Science, University of Malaya,
50603 Kuala Lumpur, Malaysia
mdsidin@um.edu.my

Pouria Nikfard

Faculty of Computing (FC), Universiti Teknologi Malaysia (UTM), 54100, Kuala Lumpur, Malaysia
npourya2@live.utm.my

ABSTRACT

The internet no doubt plays a significant role in communication and transmission of information required for any form of participation in one's social life. It has been argued that internet use can increase the extent of this transmission and can result in participation. Despite a significant worldwide decline in youth civic participation, few researchers investigate the inter-relationship between these two variables in a Malaysian context. The present quantitative-qualitative study was an attempt to investigate the role that the internet plays in civic participation among Malaysian university students, who, as informed citizens can play a significant role the achievement of Malaysia's 2020 vision. Pearson correlation coefficient was used to analyse the data collected from 400 Malaysian university students. The findings revealed a wide use of internet among the students for both academic and non-academic purposes; however, news and information did not significantly influence their motivation for civic activity participation whereas the opposite was true of

the inter-relationship between internet advertisements and the civic indicators of engagement. Among other social and political reasons, this could be referred to as the lack of skill in analysing news media.This, in turn, requires a comprehensive programme of media literacy education at university level in this country.

Keywords: *internet access, internet use, civic engagement, indicators of civic engagements, Malaysian university students.*

INTRODUCTION

The fourth Prime Minister of Malaysia, Dr. Mahathir Mohammad, proposed "Vision 2020" aimed at driving Malaysia to become a developed country by the year 2020 (Islam, 2009). The concept of "development" focuses on positive developmentof society in terms of education, culture, economy, and politics. This change involves engagement and participation of the population in general and the involvement of informed, educated citizens, particularly youth. It is also worth noting that the information required for participation is mainly obtaied from the media.

In the discipline of social science, there is no doubt about the role of the internet in informing citizens about the presence of various social and political activities in their own country and encouraging them to participate in theseactivities. In fact, the internet is supposed to catalyze social participation mainly due to the fact that informed citizens are expected to ensure that all levels of the government are transparent and accountable. Internet use and online engagements, in particular, can provide an excellent avenue for promoting democracy in the digital era. Instead of mobilizing citizens, the internet can reinforce their power status in the society. However, researchers have different ideas regarding the internet's role in social life. Previous studies have suggested that the internet provides people with motivation, abilities, and skills for participation (Luskin, 1990 in O'Neil, 2009). It also provides them with the opportunities for online discussions through social networks as cited by Gonzalez (2010) who found that 24% of Malaysians are Facebook users. Media Metrix Report also revealed that 67% of Malaysian Internet users are users of social networking sites (Nguyen, 2010). Likewise, it is believed that dealing with the new media helps to increase youth participation in civic and political life (Kahne et al., 2012; Surborg, 2008). Gong (2009) confirmed that the internet in Malaysia does function as the means of communication and plays a crucial role in empowering civic society's performance because it could be used as a channel for self-expression (Mohd Sani, 2009). While it is a quick and easy way to limitless access to internet entertainment, it may leave users limited time to be concerned about public issues and civic activities. Some studies have also discussed civic engagement in relations to other concepts such as social capital or community structure. Yet, only a few researchers had studied the civic indicators of engagement, in particular.

Yin (2005) investigated the impact of social capitalon civic engagement in Malaysia. He assessed the level of integration and unity amongst Malaysian ethnic groups by examining hard economic variables, i.e., occupational hierarchy, participation in industrial sectors and highest educational attainment. According to Ying, there is no specific model to measure the unity or integration level of a country; but in the Malaysian context, one should consider its economic variables and social capital. Among all the indicators of social capital, he measured social exclusion and coherence and found negative levels among Malays and Chinese, but a positive one among Indians.

A study by UNICEF (2008) lauded the Malaysian government's efforts to fosteron

civic engagement among primary and secondary school students, as well as students of higher learning institutions by incorporating civic education and community engagement in the education curriculum as well as in and outside of the classroom as extra-curricular activities. Nevertheless, it should be noted that there were some inequalities in terms of performance, partly due to demographic factors as well as ethnic and religious differences. In brief, some key factors influence youth civic engagement in Malaysia, such as the government's characteristics and policies. These characteristics and policies include its stability, credibility and openness, the political system, the extent of centralization, policies concerning young people, voluntarism, participation, civil society, mechanisms and supports for policy implementation.

McCourt's research (2010) provided a comprehensive view of Malaysia's political and social conditions. He asserted that civic engagement in Malaysia is relatively low although the country was keen to increase the engagement in a limited framework. If civic engagement in Malaysia is surveyed in terms of state-society relationships in which the state dominates over the society, the power relationship between the government and the people will be a good indicator of civic engagement. Who dominates whom? According to McCourt (2010), it is the state that holds the more dominant status in Malaysia.

In relation to recent civic engagement in Malaysia, Rahim et al., (2012) believed that citizenship norms among Malaysian young citizens in terms of their ethnicity witnessed a recent change from traditional duty-citizenship conversion to an engaged citizenship. This led to a decline in Malaysian youth political participation despite an increase in their engagement in civic activities.

The use of the internet as a way of informing citizens of society about social engagements was investigated in a Malaysian context by Wagstaff (2010). He asserted that the media in Malaysia is controlled by government-connected parties; while online news websites are established and run independently. He argued that the online media reduced the mainstream media's credibility after the 2008 general election and provided significant alternative sources of news. In Wagstaff's study, about one-third of the respondents were internet biased users while the figure for the mainstream media was 5%. In his view, many Malaysians believe that the internet is a world in its own; although, some Malaysians get equal information from both the internet and mainstream media partly due to the relative freedom from censorship enjoyed on the internet. The lack of censorship was the policy which led to the flourishing of such websites. Wagstaff (2010) referred to Malaysia's recent progress in communication technology. The year 1990 observed less than one computer per 100 individuals; this figure increased to 23 computers in 2006. Then, the internet's influence doubled due to the government's attempt to increase internet access to 50 percent in 2010, 90 percent of which was in Kuala Lumpur. In terms of connectivity, Malaysia recently increased its broadband connection with a speed faster than the Philippines and slower than that of Thailand.

Data recorded in the Digital Marketing Year Book (2012) described Malaysia as having 28.73 million population in 2012 and 1,772,300 internet users. In 1995, when the internet was introduced for the first time in Malaysia, only one in a thousand Malaysians had internet access. Malaysia was expected to further increase its internet subscribers as it progresses towards advanced information, communications and multimedia services. In 2010, Malaysians had a weekly spending of about 19.8 hours on the internet.The breakdown of internet use based on ages was15-24 (38%), 25-34 (26%), 35-44 (23%), 45-54 (9%) and 55+ (5%). In 2011, 45.8% of internet users were male in comparison to 54.2% of female users. Malaysia is a good

model of online media and the delivery of information widely via the internet. Although accessing news on mobile is limited, Malaysians access news mostly through websites and blogs. Established in 1999, Malaysiakini was the first independent online news website and has been the most popular news website in Malaysia which is followed by Malaysia Today as a non-commercial website; while The Nutgraph provides analysis of stories, and The Malaysian Insider is run by professional journalists.

Balraj et al., (2010) studied the patterns of Malaysian youth' usage of new media, the role of the internet its impact on society. Apart from that, the research investigated media literacy and the consequences of digital literacy skill in social life. Believing that the new media culture contributes to new meanings, messages, norms, values, interactions, practices and social relations, these researchers made an attempt to chart the access and use of new media by Malaysian youth to examine the consequences of their media use, to explore their perception of new media issues, safety, dangers and risks, to provide a baseline data to use for future development and finally to determine the implications for regulation purposes. The researchers found that most of the youths enjoyed internet access and texting, social networking and playing new media games were popular media activities. Apart from that, Malaysian youth's internet useis closely related to their interests in education, social networking, self-expression and creative work. Nevertheless, it was mostly used for watching videos, searching for new information, downloading or uploading music or videos and Facebook membership. However, Malaysian youth were not very interested in owning their own websites or weblogs, designing creative content or reading online news for participation in social and civic issues. The study also discovered that most of the respondents mentioned websites related to music, games, video clips, YouTube and chatting. This study confirmed several applications of the new media for daily personal needs, but not its crucial role in civic life .

In general, the previous studies were concerned about media use and civic engagement in Malaysia. However, these studies were conducted separately and did not combine media use with civic engagement; thus to fulfill the gap, the present study aims to examine these two variables and to explore the inter-relationship between them.
Internet access and use is related to internet literacy of users as a sub-division of media literacy (UNESCO, 2010). The scope of this present study is limited to university students since the informed citizens of a given society are the human capital of that society, with a duty of leading their country to a healthy democracy. The study supposed that all Malaysian university students have a proficient level of computer literacy partly due to their academic work; that they are familiar with databases and how to retrieve the required information. But to what extent does the internet play a role in non-academic (in this context, civic) activities? To answer this question, the study based its work on two theories.

THEORETICAL FRAMEWORK

This quantitative-qualitative study was conducted under the influence of two theories. Proposed in 1973 by Katz, Blumler and Gurevitch, the uses and gratification theory (UGT) focusses on the audience and what people do with media (Katz, 1959). This theory explains why and how people search for specific media to meet their specific needs, to enhance knowledge, social interactions, for relaxation or to escape from daily life stresses (Tankard, 2000; Mc Quail, 2010). In this theory people are not passive consumers of media, rather they actively use media based on their goals to interpret media and integrate them into their daily lives (West and Turner, 2007), to be informed, educated or entertained (Mc Quail, 2010).

Likewise, new media use is a modern application of the uses and gratifications theory. People use cell phones for entertainment, mobility or immediate access based on different locations and purposes (Leung and Wei, 2000). Stafford, Marla, and Lawrence (2004) believed that internet use has three main categories of gratifications: content gratification (internet use for research or finding specific information or material), process gratification (gain gratifications from internet navigating or browsing) and social gratification (internet use to form or deepen social ties). Likewise, Leung (2013) had a look at social networking services and believed that recognition, social inclusion, entertainment and cognitive needs motivate internet users. Based on this theory, the present study was going to examine the areas of applications Malaysian university students are interested in, the extent of their civic engagement as well as the role of the internet in these participations.

The second theory that formed the basis of this study is civic voluntarism theory developed by Sidney Verba and Norman Nie in 1972. These scholars believed that three factors account for participation, but one should ask why people are not interested in civic activities. Verba, Scholzman and Brady (1995) answered this question: people are not interested in civic activities due to the lack resources (time and money) or skills, they do not want to engage in civic activities as they do not have any psychological incentives (individuals' efficacy for participation), or nobody asks them to do so and because they are out of the relevant networks to be recruited by different organizations or individuals of their society. The present study is an attempt to reveal the active or non-active statuses of Malaysian university students in civic activities and then explain the reasons of their non-activeness.

RESEARCH METHODOLOGY
This study involved a quantitative survey questionnaire and a qualitative interviews.

Respondents
For the quantitative part of the study, 400 Malaysian university students were selected using a stratified random selection of major races in Malaysia. Sampling was done in four public universities: University of Malaya (UM), University Technology Malaysia (UTM), University Putra Malaysia (UPM), and University Kebangsaan Malaysia (UKM). The sample composed of 46.3% of Malays, 30.3% of Chinese, 17.3% of Indians and 6.1% of minority ethnicities described as "others" in this study. In terms of gender, 54.8% of the students were female and 45.2% of them were male. In addition, nine open-ended questions were asked in a face to face interview for the qualitative section of the study. Ten students out of the general sample were selected randomly as the interview respondents.

Measurement tool
The data for the quantitative section of the study was collected in a two-section questionnaire. The questions about civic engagement and internet use patterns were extracted from the Civic Engagement Survey (2006) and PEW (2006) respectively. Internet use as the first variable of the study composed of fifteen questions in a dichotomous form of "yes", "no" replies and covered internet access, different internet applications such as emailing, chatting, playing games, reading or listening to news, searching information, downloading/uploading information and entertainment, E-operations (ticket booking, e-shopping, bill paying), reading E-materials (e-books, e-journals), surfing in advertisements, calling, blogging, membership in social networking sites, and the length of time spent on internet use. The civic engagement as the second research variable included eleven questions pertaining to the indicators

for measuring quantifiable behaviors as such community problem solving, volunteering (activities in religious groups, environmental organizations, civic or community organizations involved in health or social services, organizations for youth, children, or education; or any other groups), group membership, participating in running/walking/riding, and donating to a charity. Data analysis was conducted using SPSS, version 21.

Triangulation of the quantitative results of the study was done via face to face semi-structured interviews with Malaysian university students. Key informants from the community under study were Malaysian university students who had reasonably good knowledge about media and civic engagement, and were willing to participate in the interview. In total, ten Malaysian university students from the general sample were selected as interview respondents to answer nine questions regarding the two variables in the study.

RESEARCH HYPOTHESES AND QUESTIONS

The study investigated the pattern of internet use and civic engagement by Malaysian university students and the inter-relationship between these two variables. Different elements in the use of the internet such as the length of use, the frequency of use and the preferred applications could play a role in finding the information required for civic engagements. Accordingly, the research asked: What is the relationship between internet use by Malaysian university students and their civic engagement? Is there any relationship between the length of time of internet use and civic engagement preferred by these students?

Among all media offerings, world news isa significant source of information. Also, as Baker (2012: 47) argues "if there is one topic that meets many of the goals and objectives of media literacy, it is advertising... Advertising wants to get our attention, make us remember, and make an impact; it wants to create an emotional connection so that we won't forget the product, candidate, issue, or service". Advertisements are remarkable during the general election in a given country or for recalling people for a special ceremony or for a specific purpose. Therefore, the research hypothesized that:

H1: There is a significant relationship between internet news and civic indicators of engagement among Malaysian university students.
H2: A significant relationship is supposed between internet advertisements and indicators of civic engagement among Malaysian university students.
H3: The time length of internet use and civic indicators of engagement preferred by Malaysian university students have a significant inter-relationship.

RESULTS AND FINDINGS

In terms of internet use patterns, accumulatively 96.5% of the students claim that they use email services. The data indicates that Indian female students are more active than the rest of the sample. Apart from that, 72.00% of the students are interested in chatting (Chinese and female students at the top), and 53.3% of them (mainly from the "others" group and Malay male students) use the internet to play internet games. In addition, 89.3% of the students surf the news, and 90.3% of them use it to search for information. In both cases, Indian and female students are more active than the others. Furthermore, 75.0% of the students (mainly Malay and female students) use the internet to download information while just 60.5% of them use it to upload information; 80.3% of the students read e-materials (Indian and male students more than the rest). Surfing Internet advertisement could attract 62.35% of the

students (mostly Malay and female students). 50.3% of the respondents are also interested in using the internet for communication purposes (mostly from the "others" group and male students). Owning a personal weblog and social network membership are two other items the students were asked about. A mere 4.5% of the students have a weblog (students of "others" group and females are more interested in it compared to the rest of the population) and over 85% of the students enjoyed social networking memberships (mainly female Indian and Chinese students).

In terms of the time length involved for internet use per day, 19.5% of the students spend less than an hour, 26.8% of them up to one hour and 53.7% of them for more than an hour a day.

In total, Malay and Chinese students spent more time on the internet than the other groups. It is also observed that the male students used internet longer than the female ones. Findings about the frequency of internet use reveal the following figures for four options: 69.8% for "always", 24.3% for "often", 4.8% for "sometimes" and 0.8% for "rarely" use the internet services; while 0.3% of the respondents left the question with no reply. Generally, Chinese and female students use the internet more often than the rest.

The second part of the questionnaire profiled the students' engagement in civic activities within the last 12 months or before that as indicated in Table 1.

Table 1: Extent of Activities in Civic Indicators of Engagement

Civic Activities	Last 12 months	Not last 12 months	Never	Maximum	Gender
Community problem solving	33%	32%	34.0%	Indians	M=F
Volunteering for community services	30.5%	42.5%	27.5%	Chinese & Indians	F>M
Participation in Religious Groups	26.8%	26.8%	46%	Indians and Others	F>M
Participation in Environment Activities	23.5%	17.8%	58.8%	Others	F=M
Participation in Civic Activities	22.8%	20.0%	57.2%	Others	M>F
Participation in Educational Activities	24.0%	20.5%	55.5%	Chinese	F>M
Participation in Group Activities	29.3%	20.5%	50.3%	Chinese	F>M
Participation in Run/Walk/ Ride	18.5%	28.5%	53.0%	Chinese	F>M
Donating to a Charity	23.5%	31.0%	45.0%	Malay	F>M

Based on the survey data and the analysis of semi-structured interviews, the students' participation in the civic indicator "community problem solving" shows no remarkable change within the last 12 months, while around one-third of them admit their lack of interest in this field. In "volunteering for community services", the students have significantly decreased their participation during the last 12 months (12%). It is interesting to note that

nearly one-third of the students have never participated in this form of activity due to the lack of time and interest. Likewise, students' "participation in religious groups" has declined remarkably within the last 12 months (19.2%) and around half of them claim that their non-engagement in these activities is because of the lack of time and interest.

In the "group activities" field, nearly half of the students express their lack of interest in group activities; while the rest were members of groups though not active ones. Instead, they prefer to donate money for group activities without any active participation, a phenomenon Putnam (2000) calls "bonding". In such a context, it was natural to expect a low level of participation in organization-based activities. As a result, data analysis confirms a significantly low level of participation in these activities at the university level. Just one-third of the students taken part in group activities related to environmental issues; while more than half of them had never participated in fields such as environmental, civic, and educational organizations as well as in group activities. The lack of participation is again due to the lack of time and interest. The study witnessed a ten-percent decrease in running/walking/ riding within the last 12 months. However, more than half of the students have never participated in these activities. They confirmed the lack of interest as the reason. As far as donating to a charity which in practice does not take so much time, the data shows a decreased level of participation during the last 12 months (from 31.0% to 23.5%); while about half of them had never participated in this field at all.

The third part of the research analyzed the dichotomous and categorical data in a nominal scale using Chi-square and the Pearson correlation coefficient to reject or accept the hypotheses. H1 supposed a significant relationship between internet news and civic indicators of engagement by Malaysian university students. The results failed to reject the null hypothesis and did not indicate a significant relationship between these two variables ($X2 = 228.8$, $p > .05$). However, the results revealed a significant inter-relationship between advertisements and the civic indicators of engagement by the students and rejected the null hypothesis ($X2 = 433.6$, $p < .05$) as H2 had hypothesized. The H3 supposed the time Malaysian university students used to spend on the internet had a significant relationship with their engagement with the civic indicators. The null hypothesis was not rejected by the results and a significant relationship was not found, ($X2 = 833.3$, $p > .05$).

DISCUSSION

Based on the uses and gratification theory, the research initially attempts to profile the internet use patterns of selected Malaysian university students and the extent of their civic participations. In general, the participants were surfing internet news more than its advertisements (89.3% > 62.35%) in comparison to other applications. While nearly half of them were spending more than an hour a day on the internet; the present research findings did not confirm Weiss's (2012) claims that the internet is used primarily for entertainment compared to politics, but it confirmed the findings of Wok et al., (2011) that Malaysian youths use the internet to get political information. It also confirmed the findings of Hamzeh and Yassin (2009), that Malaysian youths have a remarkable level of awareness about the country's events and issues. On the other hand, the students had decreased participation in civic activities within the last 12 months. The data analyzed also revealed that just half of the students engaged in out-of-campus participation in civic activities such as meeting patients in hospitals, charity work for schools or low-income families, helping disabled students in their academic work, and helping to cleane mosques. On the other hand, the others preferred to be members in group activities. Having said that, they mainly preferred to contribute financially for charitable purposes rather than be an active member. The study agreed with

the findings of McCourt (2010) who referred to a low level and limited framework of civic engagement among Malaysian youth.

In general, although the students were spending considerable time surfing internet news and information and they were also aware of national and international events and happenings. They were willing to participate in civic activities when they were requested to through advertisements and recruitments. The question that requires answering is why such is the case? The findings from the interviews with the selected students revealed that they did not participate in civic activities due to the lack of time and interest (non-media factors) and lack of knowledge about civic issues (media factors). The first two reasons could be discussed in the context of sociology or psychology while the latter could be discussed in terms of internet access and use. Malaysia is excellent at providing wired technology, and new media is accessible even in rural areas. Participants in the study referred to internet news and social network sites as the main sources of information although did not necessarily lead to a high level of participation.

It cannot be denied that any participation involves acquiring the relevant skills and knowledge. Thus, the students were asked about the relevant skills and knowledge required for civic participation. Surfing the internet to get the necessary information, convincing people to participate, expressing ideas and making decisions, judging the ideas, analyzing, and interpreting the media messages, being self-confident and having high self-esteem, having communication skills, critical thinking and discussions were the skills the respondents pointed out. The skills required for any kinds of participation could be learned informally in a familial setting or at school in a formal manner. The students were asked about the necessity of teaching the skills or how they can acquire knowledge about issues and events in the community. According to the respondents who agreed with a necessity of teaching the skills, joining an organization to gain knowledge and to learn the skills is necessary for participation in real life situations. Passing optional university classes or workshops, to be open minded about political issues, having experience in real life situation, and surfing on the internet to get information about the events at the national or international level could also be helpful to them. Nevertheless, a few of the respondents believed that teaching the skills for civic engagements may not be practical due to the teachers' own biases and the lack of analytical education in the country.

CONCLUSION

The Malaysian government has some programmes for citizenship education in its educational system. The government has also increased accessibility to digital services and the possibility of accessing different sources of information at international, national, regional as well as local levels. It has also promoted the possibility of membership in Social Network Sites (SNS) for everyone. However, it can be argued that it has not focused on media literacy education from the early stages of education. Media literacy education in Malaysia could develop skills in analysis and evaluation as well as policies to increase the competencies of students to understand media content, media function and media context as well as to have a sound judgment about the media in general. Education experts in the country should introduce a curriculum to develop media literacy competencies among students to promote their engagement in all aspects of real life including social engagement and communication to exchange ideas. It should focus on the use of the internet to extend social interaction and minimize the digital divide, and it should also consider various courses to train and evaluate media literacy educators.

Currently, due to educational challenges in this country, such as the methodology of teaching; lack of time and space, as well as the lack of experienced teachers to carry out media literacy education at schools, it is possible to execute a short-term programme to include media literacy education in the university curriculum system. Such a move could maximize the potential of universities to inspire the social capital of Malaysian society to face real life issues.

REFERENCES

Baker, F. W., (2012). Media Literacy in the k-12 Classroom. International Society for Technology in Education. First Edition. Published in Eugene, The United States.

Balraj, S., Zin Nordin, M., Ismail, J., & Yi, L. J. (2010). Young people and new media: social uses, social shaping and social consequences. University Sains Malaysia. Published in Media Matters, Networked Media Content Research Summary. Vol.1.

Civic Engagement Survey (2006). The Center for Information and Research on Civic Learning and Engagement. Lincoln Filene Hall, Medford, MA 02155, Tufts University, Jonathan M. Tisch College of Citizenship and Public Service, retrieved 1 May 2013: www. civicyouth.org.popups/final_civic_inds_qyiz_2006.pdf.

Gong, R. (2009). Internet Politics and State Media Control: Candidate Weblogs in Malaysia, Political Effects of Blogs in Malaysia, Stanford University. Paper read at CPRsouth4 (Communication Policy Research South), 7 December 2009, at Negombo, Sri Lanka.

Gonzalez, N. (2010). Facebook Marketing Statistics, Demographics, Reports and News. Viewed 25 May 2010. http://www.checkfacebook.com, in Mun, W. F., Meili, L., & Fernandez, P. R. (2011). Social Life Connects the World: Malaysian Youth's Usage Behavior of Social Network Sites. International Journal of Arts and Sciences, CD-ROM. ISSN: 1944-6934: 4 (3), 157-178.

Hamzah, M., and Yassin, Y. M. (2009). Exploring the Political Behaviors of Young Voters in the Higher Institutions in Malaysia. Institute Pengurusan Penyelidikan, University Teknologi Malaysia. Retrieved from http://ir.uitm.edu.my/id/eprint/5476.

Islam, R., (2009). Prioritizing the Nine Challenges of Malaysian Vision 2020. Department of Business Administration, Kulliyyah of Economics and Management Sciences, Malaysia International Islamic University. International Journal of Economics, Management and Accounting, 19 (1), 27-62.

Kahne, J., Lee, N. J. & Feezell, J. T. (2012). Digital Media Literacy Education and Online Civic Political Participation. International Journal of Communication. 6, 1-24.

Katz, E. (1959). Mass Communications Research and the Study of Popular Culture: An Editorial Note on a Possible Future for this Journal. Departmental Papers (ASC): 1.

Leung, L., & Wei, R. (2000). More than just talk on the move: A use-and-gratification study of the cellular phone. Journalism & Mass Communication Quarterly, 77 (2), 308–320.

Leung, L. (2013). Generational Differences in Content Generation in Social Media: The Roles of the Gratifications Sought and of Narcissism. Computers in Human Behavior, 29 (3), 997–1006.

Luskin, R. C. (1990), Explaining Political Sophistication, Political Behaviors, 12 (4), 331-61, in O'Neil, B. (2009). The Media's Role in Shaping Canadian Civic and Political Engagement, (University of Calgary), The Canadian Political Science, Review 3 (2) June 2009.

McCourt, W. (2010). Civic Non-engagement in Malaysia. Center for Organizations in Development. Working Papers- No.2/2010, Institute for Development Policy and Management School of Environment and Development, Manchester/UK. ISBN: 978-1-905469-20-8.

Mc Quail, D. (2010). Mc Quail's Mass Communication Theory (pp. 248-269). (6th Ed.). London, Thousand Oaks, New Delhi: Sage Publications.

Mohd Sani, M. A. (2009). The Emergence of New Politics in Malaysia, from Consociational to Deliberative Democracy. Taiwan Journal of Democracy, 5 (2), 97-125.

Nguyen, J. (2010). The States of Social Networks: Worldwide, US, Asia, Pacific and Malaysia, Comscore, INC., Viewed on 7 July 2010, in Mun, W. F., Meili, L., & Fernandez, M. L. (2011). Social Life Connects the World: Malaysian Youth's Usage Behavior of Social Network Sites. International Journal of Arts and Sciences, ISSN: 1944-6934: 4 (3), 157-178.

PEW Research Center for the People and the Press (2006). Available at: http://www.people-press.org/.

Rahim, A. S., Pawanteh, L., & Salman, A. (2012). Citizenship Norms and the Participation of Young and Adults in a Democracy. World Academy of Science, Engineering and Technology, International Journal of Social, Human Science and Engineering, 6 (4), 2012.

Stafford, T., F., Stafford, M., R., Lawrence, L., S. (2004). Determining Uses and Gratifications for the Internet. Decision Sciences, 35 (2): 259–288.

Surborg, B. (2008). Online with the People in line: Internet Development and Flexible Control of the Net in Vietnam. Geoforum, 39,344-357. Retrieved from Direct Science Database, in Wui, K. L. T. (2008). Determinants of Voting Behavior in 2008 Malaysian General Election, University Tunku Abdul Rahman.

Tankard, J., & James, W. (2000). New Media Theory, Communication Theories: Origins, Methods and Uses in the Mass Media. Addison Wesley Longman.

UNESCO. (2010). "Media and Information Literacy Curriculum for Teachers". United Nations Educational, Scientific and Cultural Organization.

UNICEF. (2008). Innovations in Civic Participation Country Profile for Service News Worldwide., cited in Young People's Civic Engagement in East Asia and the Pacific, a Regional Study Conducted by Innovations in Civic Participation. UNICEF. EAPRO, Bangkok.

Verba, S., Schlozman, K. L., & Brady, H. (1995). Voice and Equality: Civic Voluntarism in American Politics. Cambridge, MA: Harvard University Press.

Wagstaff, J. (2010). Southeast Asian Media: Patterns of Production and Consumption, a Survey of National Media in 10 countries of Southeast Asia. Open Society Foundation. Retrieved from: www.opensocietyfoundations.org.

Weiss, L. M. (2012). Politics in Cyberspace: New Media in Malaysia. Media Asia Series. Germany: Friedrich Ebert Stiftung.

West, R., & Turner, H., L. (2007). Introducing Communication Theory. McGraw-Hill. pp. 392–409.

Wok, S., Tamam, E., Bolong, J., and Abdul Mutani, Z. (2011). Pattern of News Media Consumption and News Discussion among Youth: a Test of Agenda Setting Theory. Paper Prepared for International Communication and Media Conference (ICOME'10) Communication and Society: Challenges and Engagement, 18-20 June 2010.

Yin, Y. (2005). Assessing the Level of Unity and Integration in Malaysia using the System Dynamics Simulation Model. yappunyayin@yahoo.com. Retrieved from:

http://www.systemdynamics.org/conferences/2008/proceed/papers/YAP455.pdf.