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**FACEBOOK INTENSITY, COMMUNITY FACTORS, ACADEMIC
PERFORMANCE AND SOCIAL CAPITAL: THE MODERATING
ROLE OF INDIVIDUAL DIFFERENCES**

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Abstrak

Pencapaian akademik dan modal sosial bagi mahasiswa adalah dua isu yang saling berkait dan kritikal dalam menentukan keberkesanan aktiviti sosial dan akademik pelajar di universiti. Di samping itu, perbezaan individu adalah ciri peribadi yang dipercayai merupakan penentu kepada pandangan individu untuk mengambil bahagian dan terlibat dalam sesuatu hubungan. Walau bagaimanapun, hanya sedikit kajian yang telah menerima pakai pendekatan yang holistik untuk menentukan peranan langsung daripada aktiviti rangkaian sosial dalam talian seperti intensiti kepenggunaan *facebook* dan faktor komuniti terhadap pencapaian akademik dan modal sosial pelajar universiti. Malahan, amat kurang penemuan empirikal berkaitan peranan penyederhana oleh perbezaan individu terhadap hubungan berkenaan. Oleh itu, kajian ini menggunakan tinjauan keratan rentas melalui edaran soal selidik yang ditadbir sendiri kepada 518 pelajar ijazah Sarjana Muda di Universiti Sirte, Libya. Data kajian dianalisis menggunakan pelbagai teknik termasuk statistik deskriptif, analisis rintis dan analisis inferensi menggunakan SPSS dan PLS-SEM. Keputusan kajian ini mendedahkan bahawa intensiti kepenggunaan *facebook* dan faktor komuniti berkait secara signifikan dengan modal sosial. Walau bagaimanapun, terdapat hubungan yang tidak signifikan secara statistik antara intensiti kepenggunaan *facebook*, faktor komuniti dan pencapaian akademik. Keputusan kajian turut mendedahkan bahawa, perbezaan individu merupakan penyederhana yang signifikan dalam hubungan antara intensiti kepenggunaan *facebook*, faktor komuniti dan pencapaian akademik. Walau bagaimanapun, kajian ini tidak dapat membuktikan peranan penyederhana yang signifikan bagi perbezaan individu dalam hubungan antara intensiti kepenggunaan *facebook*, faktor komuniti dan modal sosial. Penemuan ini merumuskan bahawa intensiti kepenggunaan *facebook* dalam kalangan pelajar universiti dan interaksi oleh pelajar boleh digunakan untuk membangunkan modal sosial. Malahan juga, pelajar universiti yang memiliki kemahiran sosial dan penghargaan sendiri yang tinggi akan mendapat faedah daripada interaksi dengan pensyarah dan rakan sebaya dan ini boleh meningkatkan pencapaian akademik. Secara keseluruhannya, kajian ini bermaksud bahawa *facebook* bukan hanya platform media sosial yang boleh meningkatkan perbezaan individu tetapi juga mempunyai kesan positif terhadap prestasi akademik mereka.

Kata Kunci: Intensiti Kepenggunaan Facebook, Faktor Komuniti, Perbezaan Individu, Pencapaian Akademik, Modal Sosial

Abstract

Academic Performance and Social Capital of the undergraduates are two interrelated and critical issues which can define the efficacy of social and academic activities of students at their universities. Additionally, Individual Differences are personal traits that are believed to be the determinants of individuals' dispositions to participate in relationships and engagements. However, few studies have adopted a holistic approach to determine the direct role of online social network activities such as Facebook Intensity, and Community Factors on both Academic Performance and Social Capital of university students. Thus, this study attempted to conduct a cross-sectional survey using self-administered questionnaires which were distributed to 518 undergraduate students at the University of Sirte, Libya. The data was analyzed using various analytical techniques including descriptive statistics, preliminary and inferential analyses by using SPSS and PLS-SEM. The results revealed that Facebook Intensity and Community Factors significantly relate to Social Capital. However, there was no statistically significant relationship between Facebook Intensity, Community Factors and Academic Performance. The findings also revealed that Individual Differences significantly moderated the relationship between Facebook Intensity, Community Factors and Academic Performance. However, the findings of the study could not establish a significant moderating role of Individual Differences on the relationship between Facebook Intensity, Community Factors and Social Capital. This study concludes that the intensity of Facebook Usage among university students and the interactions maintained by students can be used to develop Social Capital. Also, university students with good social communications skills and high self-esteem will benefit from interactions with lecturers and peers and these benefits will certainly enhance their Academic Performance. In sum, this study implies that, Facebook despite being a social media platform can enhance students' Individual Differences and leaves a positive impact on their Academic Performance.

Keywords: Facebook Intensity, Community Factors, Individual Differences, Academic Performance, Social Capital

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Dedication

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is now obvious that social networking sites such as Facebook are exerting influence in the different areas of human lives (Kujath, 2011; Salem, 2017). For instance, in education and entertainment, social networks have assumed major tools for building Social Capital towards interacting and finding areas of common interest which are natural features of human life. Similarly, social networking sites are viewed as tools for supporting activities that are considered relevant to academic activities of students (Jacobsen, 2011). Additionally, social networking sites most especially Facebook is being used primarily as an expansion of the offline relationships and social networks (Hsu, Wang, & Tai, 2011). With a staggering 835 million users, as far back as 2012, Facebook has attained a community too visible to be ignored (Latib, Bolong & Ghazali, 2014). Therefore, SNSs has become popular among university students. With the advent of Facebook in 2004, the social behaviors and the practices of networking among college students have been transformed (Kalpidou, Dan Costin, & Jessica, 2011). Facebook has become a popular online social media network for students to interact with other users who have profiles on the same site (Nusair, Bilgihan, & Okumus, 2012).

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APPENDIX A , AQUESTIONNAIRE ENGLISH VERSION



Survey Questionnaire

Dear Respondents,

I am Mohamed Idries Ahmed, a doctoral student in the School of Multimedia Technology and Communication, Universiti Utara Malaysia. I am conducting a research on the “Moderating Influence of Individual Differences on the Relationship between Community Factors, Facebook Intensity, Social Capital and Academic Performance of University Students in Libya” Thus, I would like to seek your cooperation in filling this questionnaire. The research is part of the requirements for the award of PhD in communication, and therefore, purely academic.

Please be assured that your response will be kept strictly confidential and use for the purpose of the research. Individual identity is not required. So, feel free to answer the question as honestly as possible. If you have any enquiry or clarifications, you may contact the addresses below.

Thank you very much for your time and kind cooperation.

Yours faithfully,

Mohamed Idries Ahmed (93749)

School of Multi Media Technology and Communication,
Awang Had Saleh Graduate College of Arts and Sciences,
Universiti Utara,
06010, UUM, Sintok, Kedah, Darul Aman,
Malaysia.

Prof. Che Su Mustaffa (Thesis Supervisor)

School of Multi Media Technology and Communication,
Awang Had Saleh Graduate College of Arts and Sciences,
Universiti Utara, 06010, UUM, Sintok, Kedah, Darul Aman,
Malaysia.

SECTION A: General Information

Please tick ☒ in the blank box provided for most appropriate answers

S/N	Demographic Information
1	Gender ☐ Male ☐ Female
2	Age: Years
3	What year are you in college? ☐ 1 st year

	☐ 2 nd year ☐ 3 rd year ☐ 4 th year ☐ 5 th year ☐ Others (specify)
4	Where do you usually access/use the Internet? (Choose one only) ☐ Home ☐ University ☐ Internet Cafe ☐ Friend's House ☐ Public Place (e.g.: Shopping Mall or Cafe) ☐ Others (specify)
5	Do you have Facebook Account? ☐ Yes ☐ No
6	What is your area of specialization? ☐ Science/Engineering/Agriculture ☐ Business/ Economy ☐ Arts / Law /Education ☐ Human Medicine/Medical Technology ☐ Others (specify)
7	How will you estimate your Facebook friends? ☐ Less than 100 ☐ Between 101 to 300 ☐ Between 301 to 600 ☐ Between 601 to 900 ☐ Between 901 to 1200 ☐ More than 1200
8	The majority of your Facebook friends are from: ☐ Same College ☐ Old Friends ☐ Siblings ☐ Acquaintances

SECTION B: FACEBOOK INTENSITY

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion based on the intensity of your usage of Facebook.

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5= Strongly Agree.

S/N	Emotional Use of Facebook	SD	D	U	A	SA
1	I use Facebook to better understand the interests and activities of my friends	1	2	3	4	5

2	I use Facebook “Links” to create different level for friends such as “Close friends” and “Classmates”	1	2	3	4	5
3	Facebook help me feel closer to my friends	1	2	3	4	5
4	Facebook is part of my everyday activities	1	2	3	4	5
5	I am proud to tell people I am on Facebook	1	2	3	4	5
6	Facebook has become part of my daily routine	1	2	3	4	5
7	I feel out of touch when I haven’t log onto Facebook	1	2	3	4	5
8	I feel I am part of the Facebook community	1	2	3	4	5
9	I would be sorry if Facebook shutdown	1	2	3	4	5
Use of Facebook for Friendship						
10	Facebook facilitates my communication with people that I don’t know	1	2	3	4	5
11	Facebook open new channels of communication for me	1	2	3	4	5
12	My personal page on Facebook push my messages to all my followers	1	2	3	4	5
13	It is easy to make friends on Facebook	1	2	3	4	5
14	It is easy to keep in touch with old friends on Facebook	1	2	3	4	5
15	The chat facility on Facebook makes it easy to keep in touch with my friends	1	2	3	4	5

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion based on the intensity of your usage of Facebook.

1= Rare; 2= Seldom; 3= Sometimes; 4= Often; 5= Very Often.

Time Using Facebook						
16	Long time spent on Facebook	1	2	3	4	5
17	Regularly on Facebook	1	2	3	4	5
18	Every day on Facebook	1	2	3	4	5

SECTION C: COMMUNITY FACTORS

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion based on your interactions with peers, lecturers and student engagements

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5= Strongly Agree.

S/N	Interaction with Peers	SD	D	U	A	SA
1	Other students at school care about me	1	2	3	4	5
2	Students at my school are there for me when I need them	1	2	3	4	5
3	Other students in my university like me the way I am	1	2	3	4	5
4	I have some friends at university	1	2	3	4	5
5	Students in my university respect what I have to say	1	2	3	4	5
Interaction with Lecturers						
6	At my university, lectures care about students	1	2	3	4	5
7	Lecturers at my university listen to the students.	1	2	3	4	5
8	My lecturers are there for me when I need them	1	2	3	4	5
9	Overall, my lecturers are open and honest with me	1	2	3	4	5
Student Engagement						
10	I pay attention in class	1	2	3	4	5
11	When I'm in class, I just act like I'm working	1	2	3	4	5
12	In school, I do just enough to get by	1	2	3	4	5
13	When I'm in class, my mind wanders	1	2	3	4	5
14	If I have trouble understanding a problem, I go over it again until I understand it.	1	2	3	4	5
15	I am an active participant of school activities such as sport day and school picnic	1	2	3	4	5
16	I volunteer to help with school activities such as sport day and parent day	1	2	3	4	5

SECTION D: INDIVIDUAL DIFFERENCES

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion on individual differences.

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5= Strongly Agree.

S/N	Self-Esteem	SD	D	U	A	SA
1	I am a person of worth at least on an equal level with others	1	2	3	4	5
2	I have a number of good qualities	1	2	3	4	5
3	I am inclined to feel that I am successful	1	2	3	4	5
4	I am able to do things as well as most others	1	2	3	4	5
Social Communication Skills						
5	I am sensitive to inappropriate information on Facebook	1	2	3	4	5
6	I know when I should and shouldn't share information on Facebook	1	2	3	4	5
7	I am careful to make comments on Facebook	1	2	3	4	5

SECTION E: ACADEMIC PERFORMANCE

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion on your academic performance.

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5= Strongly Agree.

S/N	Academic Performance	SD	D	U	A	SA
1	I am able to manage my academic course load	1	2	3	4	5
2	I can easily understand course materials	1	2	3	4	5
3	I found my courses interesting	1	2	3	4	5
4	I am enjoying the classes offered	1	2	3	4	5
5	I always do my best to understand the course materials	1	2	3	4	5

SECTION F: SOCIAL CAPITAL

Please indicate your degree of agreement or disagreement with the following statements by making a tick ☒ at only one best appropriate number on the scale that reflects your opinion on social capital.

1= Strongly Disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5= Strongly Agree.

S/N	Social Capital	SD	D	U	A	SA
1	There are several people at the college I trust to solve my problems	1	2	3	4	5
2	If I needed an emergency loan of \$100, I know someone at college I can turn to	1	2	3	4	5
3	There is someone at the college I can turn to for advice about making very important decisions	1	2	3	4	5
4	The people I interact with at college would be good job references for me	1	2	3	4	5
5	I do not know the people at the college well enough to get them to do anything important	1	2	3	4	5

Thank you for your co-operations ☺

-Survey Ends –



APPENDIX B: ARABIC QUESTIONNAIRE



الملحق النسخة العربية للاستبيان

أعزائي المستجيبين،

أنا محمد إدريس أحمد، طالب دكتوراه في مدرسة الوسائط المتعددة للتكنولوجيا والاتصالات، جامعة أوتارا ماليزيا. أقوم بإجراء بحثا حول " تأثير الاعتدال في الفروق الفردية على العلاقة بين العوامل المجتمعية، مثل كثافة الفيسبوك، رأس المال المجتمعي والأداء الأكاديمي لطلاب الجامعات في ليبيا " لذلك، أود أن أسعى إلى تعاونكم في تعبئة هذا الاستبيان. البحث هو جزء من متطلبات منح الدكتوراه في الاتصالات، وبالتالي، فهو أكاديمي بحت.

يرجى التأكد من أن استجاباتكم سوف تبقى سرية للغاية وتستخدم في غرض البحث. الهوية الفردية غير مطلوبة. لذلك، لا تترددوا في الإجابة عن الأسئلة بأمانة قدر الإمكان. إذا كان لديكم أي استفسار أو توضيحات، يمكنكم الاتصال بالعناوين أدناه.

شكرا جزيلا على وقتكم وتعاونكم الجيد.

والسلام عليكم،

محمد إدريس أحمد (93749)

مدرسة الوسائط المتعددة لتكنولوجيا والاتصالات،

أوانج هاد صالح، كلية الدراسات العليا في الآداب والعلوم،

جامعة أوتارا ،

06010 UUM, Sitok, Kedah, Dural,Aman، ماليزيا.

البروفسور تشي سو مصطفى (مشرف الرسالة)

مدرسة الوسائط المتعددة للتكنولوجيا والاتصالات،

أوانج هاد صالح، كلية الدراسات العليا في الآداب والعلوم،

جامعة أوتارا ،

06010 UUM, Sitok, Kedah, Dural,Aman، ماليزيا.

القسم أ: معلومات عامة

يرجى وضع علامة ✓ في المربع الفارغ المقدم للأجوبة المناسبة

الرقم التسلسلي	معلومات سكانية
1	الجنس ☐ ذكر ☐ أنثى
2	العمر.....سنة
3	في أي سنة أنت بالكلية؟ ☐ السنة الأولى ☐ السنة الثانية ☐ السنة الثالثة ☐ السنة الرابعة ☐ السنة الخامسة ☐ غيرها (حدد.....)
4	عادة أين تصل /تستخدم الانترنت؟ (اختر واحدة فقط) ☐ في البيت ☐ في الجامعة ☐ في مقهى الانترنت ☐ في بيت صديق ☐ مكان عام (على سبيل المثال محل تسوق، مقهى) ☐ غيرها (حدد.....)
5	هل لديك حساب فيس بوك؟ ☐ نعم ☐ لا
6	ما مجال تخصصك؟ ☐ علوم / هندسة/ زراعة

	☐ أعمال / اقتصاد ☐ فنون ☐ طب بشري/ تقنية طبية ☐ غيرها (حدد.....)
7	كم تقدر عدد أصدقائك بالفيسبوك؟ ☐ أقل من 100 ☐ بين 101 إلى 300 ☐ بين 301 إلى 600 ☐ بين 601 إلى 900 ☐ بين 901 إلى 1200 ☐ أكثر من 1200
8	غالبية أصدقائك بالفيسبوك من: ☐ نفس الكلية ☐ أصدقاء قدامى ☐ أشقاء ☐ معارف

القسم ب: كثافة الفيسبوك

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية

بوضع علامة $\sqrt{\quad}$ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك استنادا إلى كثافة استخدامك للفيسبوك.

1 = لا أوافق بشدة، 2 = لا أوافق، 3 = غير محدد، 4 = أوافق، 5 = أوافق بشدة.

رقم تسلسلي	الاستخدام العاطفي للفيسبوك	SA	A	U	D	SD
1	أستخدم الفيسبوك لفهم أفضل لاهتمامات و أنشطة أصدقائي	5	4	3	2	1
2	أستخدم "روابط" الفيسبوك لخلق مستوى مختلف للأصدقاء مثل "الأصدقاء المقربين" و "زملاء الدراسة"	5	4	3	2	1
3	الفيسبوك يساعدني على أشعر اني أقرب إلى أصدقائي.	5	4	3	2	1
4	الفيسبوك هو جزء من أنشطتي اليومية .	5	4	3	2	1
5	أنا فخور بأن أخبر الناس بأنني على الفيسبوك	5	4	3	2	1
6	أصبح الفيسبوك جزءا من روتيني يومي	5	4	3	2	1
7	أشعر بأنه لا يمكن الوصول إلي عندما لم أقم بتسجيل الدخول إلى الفيسبوك	5	4	3	2	1
8	أشعر أنني جزء من مجتمع الفيسبوك	5	4	3	2	1
9	سأشعر بالأسف لإغلاق الفيسبوك	5	4	3	2	1
استخدام الفيسبوك لأجل الصداقة						
10	الفيسبوك يسهل اتصالاتي بالناس	5	4	3	2	1
11	الفيسبوك يفتح قنوات جديدة للاتصال بالنسبة لي	5	4	3	2	1
12	صفحتي الشخصية على الفيسبوك تدفع رسائلني إلى جميع أتباعي	5	4	3	2	1
13	من السهل تكوين صداقات في الفيسبوك	5	4	3	2	1
14	من السهل للبقاء على اتصال مع الأصدقاء القدامى في الفيسبوك	5	4	3	2	1
15	ميزة الدردشة في الفيسبوك تجعل من السهل البقاء على اتصال أصدقائي	5	4	3	2	1

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية

بوضع علامة $\sqrt{\quad}$ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك استنادا إلى كثافة استخدامك للفيسبوك..

1 = نادر، 2 = قلما، 3 = أحيانا، 4 = في كثير من الأحيان، 5 = في كثير من الأحيان.

وقت استخدام الفيسبوك						
15	قضاء وقت طويل على الفيسبوك	5	4	3	2	1
17	بانتظام على الفيسبوك	5	4	3	2	1
18	كل يوم على الفيسبوك	5	4	3	2	1

القسم ج: العوامل المجتمعية

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية
بوضع علامة √ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك استنادا إلى تفاعلك مع
نظرائك ومدرسيك وارتباطاتك مع الطلبة.
1 = لا أوافق بشدة، 2 = لا أوافق، 3 = غير محدد، 4 = أوافق، 5 = أوافق بشدة.

رقم تسلسلي	التفاعل مع النظراء	SA	A	U	D	SD
1	طلاب آخرين في المدرسة يهتمون بي	5	4	3	2	1
2	الطلاب في مدرستي موجودون لمساعدتي عندما أحتاجهم	5	4	3	2	1
3	الطلاب آخرون في جامعتي يحيونني كما أنا	5	4	3	2	1
4	لدي بعض الأصدقاء في الجامعة	5	4	3	2	1
5	الطلاب في جامعتي احترام ما أقول	5	4	3	2	1

التفاعل مع المحاضرين						
6	في جامعتي المدرسون يهتمون بالطلبة	5	4	3	2	1
7	المدرسون في جامعتي يستمعون إلى الطلبة	5	4	3	2	1
8	المدرسون في جامعتي موجودون لمساعدتي عندما أحتاجهم	5	4	3	2	1
9	بشكل عام مدرسي منفتحين ومخلصين معي	5	4	3	2	1
الارتباطات مع الطلبة						
10	أنتبه بالفصل	5	4	3	2	1
11	عندما أكون بالفصل أتصرف كما لو كنت أعمل	5	4	3	2	1
12	في المدرسة أعمل ما يكفي لأنجح	5	4	3	2	1
13	عندما أكون بالفصل يتجول	5	4	3	2	1
14	إن وجهتي مشكلة فهم أكرر حتى أفهم	5	4	3	2	1
15	أن مشاركتي نشط في الأنشطة المدرسية مثل اليوم الرياضي والرحلات المدرسية	5	4	3	2	1
16	أنا متبرع في الأنشطة المدرسية مثل اليوم الرياضي ويوم أولياء الأمور	5	4	3	2	1

القسم د - الاختلافات الفردية

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية
بوضع علامة √ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك حول الاختلافات الفردية
1 = لا أوافق بشدة، 2 = لا أوافق، 3 = غير محدد، 4 = أوافق، 5 = أوافق بشدة.

رقم تسلسلي	الاحترام الشخصي	SA	A	U	D	SD
1	أنا شخص يستحق على الأقل المساواة مع الآخرين	5	4	3	2	1
2	لدي عدد من الصفات الجيدة	5	4	3	2	1
3	أميل إلى الشعور بأنني شخص ناجح	5	4	3	2	1

4	أنا قادر على القيام الأشياء مثل معظم الآخرين	1	2	3	4	5
5	أأخذ موقفا إيجابيا تجاه نفسي	1	2	3	4	5

مهارات التواصل المجتمعي						
6	أتحسس للمعلومات غير المناسبة على ف الفيسبوك	1	2	3	4	5
7	أنا أعلم عندما ينبغي ولا ينبغي لي تبادل المعلومات الفيسبوك	1	2	3	4	5
8	أنا حريص على تقديم تعليقات على الفيسبوك	1	2	3	4	5

القسم هـ: الأداء الأكاديمي

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية
بوضع علامة √ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك حول الأداء الأكاديمي
1 = لا أوافق بشدة، 2 = لا أوافق، 3 = غير محدد، 4 = أوافق، 5 = أوافق بشدة.

رقم تسلسلي	الأداء الأكاديمي	SD	D	U	A	SA
1	أنا قادر على التعاطي الحمل الدراسي بدورتي الدراسية	1	2	3	4	5
2	أستطيع بسهولة فهم المواد الدراسية	1	2	3	4	5
3	لقد وجدت دوراتي الدراسية مثيرة للاهتمام	1	2	3	4	5
4	استمتع بالفصول المقدمة	1	2	3	4	5
5	أنا دائما أبذل قصارى جهدي لفهم المواد الدراسية	1	2	3	4	5

القسم و: رأس المال الاجتماعي

يرجى بيان درجة موافقتك أو عدم موافقتك على البيانات التالية
بوضع علامة √ في عدد واحد فقط هو الأفضل ملائمة بالمقياس والذي يعكس رأيك حول رأس المال المجتمعي
1 = لا أوافق بشدة، 2 = لا أوافق، 3 = غير محدد، 4 = أوافق، 5 = أوافق بشدة.

رقم تسلسلي	رأس المال الاجتماعي	SD	D	U	A	SA
1	هناك عدد كبير في الكلية يمكنني الوثوق بهم في حل مشاكلي	1	2	3	4	5
2	إذا احتجت إلى سلفة مستعجلة قدرها 100 دولار أعرف شخص في الكلية ألجأ إليه	1	2	3	4	5
3	يوجد شخص في الكلية يمكنني أن ألجأ إليه للحصول على نصيحة حول اتخاذ القرارات المهمة جدا	1	2	3	4	5
4	الأشخاص الذين أتفاعل معهم في الكلية هم مرجع وظيفي جيد بالنسبة إلي	1	2	3	4	5

5	4	3	2	1	لا أعرف أشخاصا في الكلية بشكل كاف لأجعلهم يقومون بأي شيء مهم	5
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شكرا لكم على تعاونكم
-انتهى المسح-



APPENDIX C: EXPLORATORY FACTOR ANALYSIS

Facebook Intensity

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.729
Approx. Chi-Square		743.326
Bartlett's Test of Sphericity	df	153
	Sig.	.000

Communalities

	Initial	Extraction
FBT1	1.000	.814
FBT2	1.000	.709
FBT3	1.000	.836
EMO2	1.000	.328
EMO5	1.000	.345
EMO6	1.000	.556
EMO7	1.000	.669
EMO8	1.000	.504
EMO9	1.000	.415
EMO10	1.000	.431
EMO11	1.000	.498
EMO12	1.000	.553
UFF1	1.000	.443
UFF3	1.000	.563
UFF4	1.000	.598
UFF5	1.000	.565
UFF6	1.000	.546
UFF7	1.000	.292

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.545	25.248	25.248	4.545	25.248	25.248	4.372
2	3.131	17.393	42.641	3.131	17.393	42.641	3.118
3	1.989	11.050	53.691	1.989	11.050	53.691	2.542
4	1.297	7.203	60.894				
5	1.168	6.489	67.383				
6	.892	4.958	72.341				
7	.749	4.159	76.500				
8	.649	3.606	80.106				
9	.613	3.407	83.513				
10	.487	2.708	86.221				
11	.459	2.548	88.770				
12	.418	2.321	91.091				
13	.368	2.045	93.136				
14	.361	2.003	95.139				
15	.303	1.684	96.823				
16	.217	1.206	98.029				
17	.200	1.113	99.142				
18	.154	.858	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Structure Matrix			
	Component		
	1	2	3
EMO7	.814		
EMO6	.737		
EMO12	.735		
EMO11	.703		
EMO8	.701		
EMO10	.637		
EMO9	.606		
EMO2	.572		
EMO5	.547		
UFF5		.748	
UFF3		.729	
UFF6		.728	
UFF4		.724	
UFF1		.626	
UFF7		.539	
FBT3			.906
FBT1			.896
FBT2			.838

Extraction Method: Principal Component

Analysis.

Rotation Method: Oblimin with Kaiser

Normalization.

Community Factors

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.763
Approx. Chi-Square		846.409
Bartlett's Test of Sphericity	df	120
	Sig.	.000

Communalities

	Initial	Extraction
IP1	1.000	.626
IP2	1.000	.679
IP3	1.000	.578
IP4	1.000	.560
IP6	1.000	.310
IL1	1.000	.752
IL2	1.000	.783
IL3	1.000	.784
IL4	1.000	.643
SDE1	1.000	.644
SDE2	1.000	.672
SDE3	1.000	.655
SDE4	1.000	.615
SDE5	1.000	.629
SDE6	1.000	.648
SDE7	1.000	.391

Extraction Method: Principal
Component Analysis.



Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	5.471	34.192	34.192	5.471	34.192	34.192	4.696
2	2.508	15.675	49.866	2.508	15.675	49.866	3.201
3	1.990	12.438	62.304	1.990	12.438	62.304	3.551
4	1.075	6.718	69.022				
5	.830	5.190	74.211				
6	.720	4.503	78.714				
7	.660	4.122	82.837				
8	.558	3.488	86.325				
9	.483	3.020	89.345				
10	.401	2.506	91.851				
11	.317	1.981	93.832				

12	.264	1.652	95.484				
13	.250	1.562	97.046				
14	.218	1.360	98.406				
15	.150	.941	99.346				
16	.105	.654	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Structure Matrix

	Component		
	1	2	3
SDE3	.804		.352
SDE6	.800		
SDE2	.794	.342	.381
SDE5	.785		
SDE4	.771		
SDE1	.764	.394	.352
SDE7	.603		
IP2		.817	
IP1		.783	
IP3		.753	
IP4		.741	
IP6		.542	
IL2			.884
IL3	.437		.860
IL1			.853
IL4	.389		.790

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Individual Differences

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.591
Approx. Chi-Square		168.065
Bartlett's Test of Sphericity	df	28
	Sig.	.000

Communalities

	Initial	Extraction
SFE1	1.000	.621
SFE2	1.000	.624
SFE3	1.000	.272
SFE4	1.000	.491
SFE6	1.000	.422
SCK1	1.000	.504
SCK2	1.000	.752
SCK3	1.000	.471

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	2.377	29.714	29.714	2.377	29.714	29.714	2.187
2	1.779	22.243	51.957	1.779	22.243	51.957	2.023
3	1.097	13.719	65.676				
4	.775	9.685	75.361				
5	.688	8.597	83.958				
6	.566	7.079	91.037				
7	.434	5.425	96.463				
8	.283	3.537	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Structure Matrix

	Component	
	1	2
SFE2	.784	
SFE1	.775	
SFE4	.697	
SFE6	.646	
SCK2		-.867
SCK1		-.701
SCK3		-.682
SFE3		.503

Extraction Method: Principal

Component Analysis.

Rotation Method: Oblimin with

Kaiser Normalization.

Dependent Variables

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.696
Approx. Chi-Square		287.758
Bartlett's Test of Sphericity	df	45
	Sig.	.000

Communalities

	Initial	Extraction
AP1	1.000	.548
AP2	1.000	.566
AP3	1.000	.638
AP4	1.000	.360
AP5	1.000	.523
SC1	1.000	.302
SC2	1.000	.480
SC3	1.000	.611
SC4	1.000	.618
SC5	1.000	.613

Extraction Method: Principal
Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.164	31.643	31.643	3.164	31.643	31.643	2.632	26.316	26.316
2	2.096	20.957	52.600	2.096	20.957	52.600	2.628	26.284	52.600
3	.986	9.860	62.460						
4	.907	9.072	71.532						
5	.733	7.333	78.865						
6	.572	5.721	84.585						
7	.539	5.392	89.978						
8	.387	3.870	93.847						
9	.352	3.522	97.370						
10	.263	2.630	100.000						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix^a

	Component	
	1	2
AP3	.778	
AP1	.740	
AP2	.739	
AP5	.721	
AP4	.600	
SC4		.785
SC5		.783
SC3		.782
SC2		.663
SC1		.542

Extraction Method: Principal

Component Analysis.

Rotation Method: Varimax with

Kaiser Normalization.

a. Rotation converged in 3

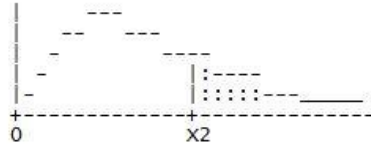
iterations.



APPENDIX D: CHI-SQUARE TABLE

5.8 Chi-Square Table

VALUES OF CHI-SQUARE (ALPHA) OF THE CHI-SQUARE DISTRIBUTION
(CHI-SQUARE TABLE)



DF	x2(.995)	x2(.99)	x2(.975)	x2(.95)	x2(.05)	x2(.025)	x2(.01)	x2(.005)
1	0.000	0.000	0.001	0.004	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	11.071	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	41.337	44.461	48.278	50.993
29	13.121	14.256	16.047	17.708	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	43.773	46.979	50.892	53.672
31	14.458	15.655	17.539	19.281	44.985	48.232	52.191	55.003
32	15.134	16.362	18.291	20.072	46.194	49.480	53.486	56.328
33	15.815	17.074	19.047	20.867	47.400	50.725	54.776	57.648
34	16.501	17.789	19.806	21.664	48.602	51.966	56.061	58.964
35	17.192	18.509	20.569	22.465	49.802	53.203	57.342	60.275
40	20.707	22.164	24.433	26.509	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	124.342	129.561	135.807	140.169
110	75.550	78.458	82.867	86.792	135.480	140.917	147.414	151.948
120	83.852	86.923	91.573	95.705	146.567	152.211	158.950	163.648

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APPENDIX E: RESULT OF NORMALITY TEST

5.9 Normality Test

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
FBEMT1	454	1	5	2.86	1.152	.026	.115	-.919	.229
FBEMT2	454	1	5	2.62	1.173	.248	.115	-1.029	.229
FBEMT3	454	1	5	2.41	1.106	.503	.115	-.616	.229
FBEMT4	454	1	5	2.94	1.130	-.228	.115	-.921	.229
FBEMT5	454	1	5	2.69	1.281	.197	.115	-1.148	.229
FBEMT6	454	1	5	2.70	1.152	.207	.115	-.949	.229
FBEMT7	454	1	5	3.58	1.080	-.787	.115	-.065	.229
FBEMT8	454	1	5	3.58	.911	-.317	.115	-.005	.229
FBEMT9	454	1	5	3.77	.881	-.611	.115	.315	.229
FBTIME1	454	1	5	3.78	.929	-.621	.115	.189	.229
FBTIME2	454	1	5	3.31	1.040	-.623	.115	-.356	.229
FBTIME3	454	1	5	3.28	1.015	-.556	.115	-.471	.229
FBFRDS1	454	1	5	3.02	1.068	-.194	.115	-.905	.229
FBFRDS2	454	1	5	3.89	.866	-1.080	.115	1.581	.229
FBFRDS3	454	1	5	2.95	1.057	-.110	.115	-.808	.229
FBFRDS4	454	1	5	3.51	1.022	-.715	.115	.091	.229
FBFRDS5	454	1	5	3.93	.783	-1.117	.115	2.528	.229
FBFRDS6	454	1	5	3.82	.868	-.863	.115	.895	.229
CFPEERS1	454	1	5	3.78	.874	-.872	.115	.796	.229
CFPEERS2	454	1	5	3.98	.783	-.911	.115	1.686	.229
CFPEERS3	454	1	5	3.56	.927	-.546	.115	.016	.229
CFPEERS4	454	1	5	3.43	.913	-.604	.115	.153	.229
CFPEERS5	454	1	5	3.43	.939	-.625	.115	.081	.229
CFLECT1	454	1	5	3.39	.947	-.510	.115	-.047	.229
CFLECT2	454	1	5	3.54	.921	-.742	.115	.350	.229
CFLECT3	454	1	5	3.89	.843	-1.068	.115	1.770	.229
CFLECT4	454	1	5	3.73	.927	-.778	.115	.394	.229
CFSCENG1	454	1	5	3.67	.919	-.688	.115	.489	.229
CFSCENG2	454	1	5	3.76	.864	-1.005	.115	1.478	.229

CFSCENG3	454	1	5	3.57	.881	-.735	.115	.580	.229
CFSCENG4	454	1	5	3.69	.885	-.802	.115	.820	.229
CFSCENG5	454	1	5	3.58	.882	-.802	.115	.720	.229
CFSCENG6	454	1	5	3.69	.888	-.725	.115	.464	.229
CFSCENG7	454	1	5	3.94	.779	-1.097	.115	2.258	.229
INDESTEEM1	454	1	5	3.67	.919	-.688	.115	.489	.229
INDESTEEM2	454	1	5	3.57	.881	-.735	.115	.580	.229
INDESTEEM3	454	1	5	3.69	.885	-.802	.115	.820	.229
INDESTEEM4	454	1	5	3.58	.882	-.802	.115	.720	.229
INDCOMSKILLS 1	454	1	5	3.94	.779	-1.097	.115	2.258	.229
INDOCOMSKILL 2	454	1	5	3.89	.832	-1.083	.115	1.812	.229
INDOCOMSKILL 3	454	1	5	3.89	.830	-1.101	.115	1.878	.229
ACADPEF1	454	1	5	3.69	.836	-.916	.115	1.247	.229
ACADPEF2	454	1	5	3.59	.893	-.605	.115	.327	.229
ACADPEF3	454	1	5	3.53	.910	-.478	.115	.135	.229
ACADPEF4	454	1	5	3.50	.910	-.496	.115	.138	.229
ACADPEF5	454	1	5	3.96	.851	-.942	.115	1.216	.229
SOCCAP1	454	1	5	3.56	.882	-.641	.115	.339	.229
SOCCAP2	454	1	5	3.48	.989	-.513	.115	-.165	.229
SOCCAP3	454	1	5	3.41	1.040	-.656	.115	-.219	.229
SOCCAP4	454	1	5	3.14	1.069	-.234	.115	-.518	.229
SOCCAP5	454	1	5	2.78	1.224	.070	.115	-1.028	.229
Valid N (listwise)	454								

APPENDIX F: ASSESSMENT OF MEASUREMENT MODEL

Outer Weights

	1	2	3	4	5	6	7	8	9
AcademicPerformance	1.000								
CommunityFactor * InduvidualDifference									1.000
CommunityFactor * InduvidualDifference			1.000						
FBEmotion				0.353					
FBFrienship				0.549					
FBTime				0.314					
FacebookIntensity * InduvidualDifference						1.000			
FacebookIntensity * InduvidualDifference					1.000				
Lecturers		0.351							
Peers		0.381							
SelfEsteem							0.773		
SocialCapital								1.000	
SocialComSkills							0.475		
StdntEngagement		0.385							

R Square

	R Square	R Square Adjusted
AcademicPerformance	0.161	0.152
SocialCapital	0.298	0.290

f Square

	AcademicPerformance	SocialCapital
AcademicPerformance		
CommunityFactor	0.003	0.040
CommunityFactors*IndividualDifference		0.009
FacebookIntensity	0.001	0.039
FacebookIntensity*IndividualDiff		0.009
FacebookIntensity*IndividualDifference	0.013	
InduvidualDifference	0.050	0.015
SocialCapital		
communityfactors*individualdifference	0.038	

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AcademicPerformance	1.000	1.000	1.000	1.000
CommunityFactor	0.878	0.878	0.925	0.804
CommunityFactors*IndividualDifference	1.000	1.000	1.000	1.000
FacebookIntensity	0.759	0.821	0.856	0.664
FacebookIntensity*IndividualDiff	1.000	1.000	1.000	1.000
FacebookIntensity*IndividualDifference	1.000	1.000	1.000	1.000
InduvidualDifference	0.389	0.445	0.756	0.613
SocialCapital	1.000	1.000	1.000	1.000
communityfactors*individualdifference	1.000	1.000	1.000	1.000

Fornell-Larcker Criterion

	1	2	3	4	5	6	7	8	9
AcademicPerformance	1.000								
CommunityFactor	0.303	0.897							
CommunityFactors*IndividualDifference	0.011	-0.328	1.000						
FacebookIntensity	0.198	0.509	-0.198	0.815					
FacebookIntensity*IndividualDiff	-0.080	-0.230	0.670	-0.224	1.000				
FacebookIntensity*IndividualDifference	-0.080	-0.230	0.670	-0.224	1.000	1.000			
InduvidualDifference	0.354	0.778	-0.341	0.431	-0.244	-0.244	0.783		
SocialCapital	0.269	0.497	-0.145	0.411	-0.180	-0.180	0.456	1.000	
communityfactors*individualdifference	0.011	-0.328	1.000	-0.198	0.670	0.670	-0.341	-0.145	1.000

Collinearity Statistics (VIF)

	AcademicPerformance	SocialCapital
AcademicPerformance		
CommunityFactor	2.826	2.826
CommunityFactors*IndividualDifference		1.953
FacebookIntensity	1.381	1.381
FacebookIntensity*IndividualDiff		1.848
FacebookIntensity*IndividualDifference	1.848	
InduvidualDifference	2.597	2.597
SocialCapital		
communityfactors*individualdifference	1.953	

Construct Crossvalidated Redundancy

	SSO	SSE	Q ² (=1-SSE/SSO)
AcademicPerformance	#####	#####	0.107
CommunityFactor	#####	#####	
FacebookIntensity	#####	#####	
InduvidualDifference	#####	#####	
SocialCapital	#####	#####	0.269

APPENDIX G: DIRECT AND MODERATING EFFECT

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Valu es
AcademicPerformance <- AcademicPerformance	1.000	1.000	0.000		
CommunityFactor * IndividualDifference <- communityfactors*individualdifference	1.000	1.000	0.000		
CommunityFactor * IndividualDifference <- CommunityFactors*IndividualDifference	1.000	1.000	0.000		
FBEmotion <- FacebookIntensity	0.353	0.352	0.035	10.242	0.00 0
FBFrienship <- FacebookIntensity	0.549	0.551	0.044	12.426	0.00 0
FBTime <- FacebookIntensity	0.314	0.313	0.033	9.445	0.00 0
FacebookIntensity * IndividualDifference <- FacebookIntensity*IndividualDifference	1.000	1.000	0.000		
FacebookIntensity * IndividualDifference <- FacebookIntensity*IndividualDiff	1.000	1.000	0.000		
Lecturers <- CommunityFactor	0.351	0.351	0.015	22.699	0.00 0
Peers <- CommunityFactor	0.381	0.381	0.018	21.440	0.00 0
SelfEsteem <- IndividualDifference	0.773	0.773	0.052	14.780	0.00 0
SocialCapital <- SocialCapital	1.000	1.000	0.000		
SocialComSkills <- IndividualDifference	0.475	0.471	0.060	7.878	0.00 0
StdntEngagement <- CommunityFactor	0.385	0.385	0.019	20.783	0.00 0