

Religious and Social Behaviour: Study on Internet Surfing Trend among Students of KKTm Rembau

¹Mariam Abdul Majid, ²Abd. Rahman Maarof, ¹Syarul Azman Shaharuddin and ¹Abur Hamdi Usman
¹Faculty of Islamic Civilisation Studies, International Islamic University College (KUIS),
Selangor, Kajang, Malaysia
²Department of General Studies, Kolej Kemahiran Tinggi Mara Rembau,
Negeri Sembilan, Malaysia

Abstract: This study aims to identify how often the students surf the internet and its correlation with their religious and social behaviour. The data were analysed by Statistical Package for Social Science (SPSS) Version 19 in which the sample students were chosen by a purposive sampling. We included 220 students (80 men, 140 women) answering the questionnaire from five diploma programs in the Department of General Studies in Kolej Kemahiran Tinggi MARA (KKTm) Rembau, Negeri Sembilan, Malaysia from January 2015 to December 2015. As the results, it was found that more than 15 times a day students login the internet which is 41.4%. In the other hand, those who surfing the internet more than 6 h a day are 32.3%. Students tend to surf the internet between 7 pm to 12 am there are 37.7% while from 12-4 am there are 31.4% with the value of mean altogether is 2.744. Some of the factors that encourage students use the internet is to spend their free time with interaction using the social media, entertainment, looking for information and downloading media from the internet with a value of the mean is 3.323. Softwares which are often used by students such WhatsApp, Instagram, WeChat, Facebook, e-mail and YouTube with a value of the mean is 2.521. As a result, there is a significant correlation between internet surfing and student's religious and social behaviour isolated and having problem with their study. As a sum, the use of the internet freely and uncontrollable can cause the waste of time and expose to the negative impact on student's religious practice. This can be seen through their complacent attitude toward prayer time even some of them thus, ignore it totally. Not surprisingly, their souls become withered and easy to think negatively of parent's advice. In relation to this, it shows that KKTm students are anti social, internet abuse and did not care of their health. However, the result is low to average but still needs to be taken care of by all parties to overcome and improve.

Key words: Internet, social, religious, trend, student, behaviour, Malaysia

INTRODUCTION

The advancement of science and technology has provided convenience to the users. All requirements and information can be reached quickly and easily in a short time. All these easinesses have made every information is at our fingertips and can be accessed by all groups and ages. The internet is able to provide communication links regardless of time and place despite being in different places. The ability of internet technology has made the world much smaller and is referred to as "A world without borders" through cyberspace because someone will be connected to the global information network (Goolsbee, 1998).

In Malaysia, the dependence of the country's population of the internet is also quite high. Malaysia's population spends nearly 20 h per week to surf the

internet (Ayub *et al.*, 2014). The majority of active internet users in Malaysia is made up of youths aged 15-24 years where the amount is approaching 3.9 million. Moreover, Malaysia, one of the Asia countries was among the top 10 highest number of internet users in year 2009 (Foon and Fah, 2011). The statement was supported by the statistics in the first quarter of 2015 issued by the Malaysian communications and multimedia commission. The commission reports, the highest percentage of internet users are aged 20-24 years which mean they are students in higher education institutions. Therefore, the most internet users are made up of groups of students.

Citizens, particularly students in higher education are the most heavily exposed to the use of the internet. All kinds of information and knowledge that cannot be distributed by the teachers in a short time can be simply obtained via. internet. Furthermore, students can also

interact with others, discuss and reach a variety of information quickly. In May 2014 reports monthly users in Malaysia, surfing social networking sites as one of the most popular internet branch as much as 14 billion times. 87.9% of them accessed Facebook and 67% watch YouTube as 89% of them were surfing the internet to access social media. This means, besides access to the internet for the purpose of seeking information, the probability of students uses the internet for entertainment purposes is also high. Regardless that the internet is easy to access (Borzekowski *et al.*, 2006) which affecting anyone, especially young people who are able to explore any kind of information limitless with their fingertips without custody and reference to anyone. This was even more worrying for high curious teens who will to try something new.

Arising of various types of social media application has affected the lifestyle of today's students. Therefore, the study of correlation between the frequencies of using social media applications is necessary to identify the changes in student's religious and social behaviour. Some behaviour theories had been discussed to help parents and educators to understand the behaviour changes which caused by the frequency of using the internet and how to deal with the internet disorder. To see on how internet disorder had been focused by the scholars, recently, the American Psychiatric Association recommended including Internet addiction in its forthcoming 5th edition of the diagnostic and statistical manual of mental disorders but only as an appendix and not in the main body of the addictive disorders. This appears to be a fairly balanced and cautious approach which can hopefully give rise to more meaningful research in this important but controversial area (Chakraborty *et al.*, 2010).

Hence, the aim of the study to identify whether there is a significant correlation between variable factors of students consuming the Internet and its relation to the changes in student's behaviour in terms of feelings, social life, educational, sexual, religious practices and health care. This is important to control and shape their behaviour towards more positive value. Other than that this study tries to give some inputs regarding the trend factors of internet users and their practice of Islamic teachings. Since, the internet gives people the permission to act freely in almost everything. However, they are responsible for how they manage their freedom. Freedom and choice relate to responsibility and everyone is responsible for his freedom and choice. The best filtering tool is having faith and virtue (Hosseini *et al.*, 2014).

This study helps the institution to monitor and control the internet usage among students of KKTM

Rembau. Further, several steps may be suggested to overcome the influence of internet among students either externally or even internally. The Malaysian government also may use this study to control and monitor internet users to tackle the problem of moral decadence. It can be done with the re-discussed of the act relating to multimedia or implement appropriate regulations.

Human behaviour; Review of related factors: Personality refers to the attitude of someone to think to act and to feel, especially when the person is in touch with other people or respond to a situation (Ajzen, 2005). Variation changes in the nature of people occur because of the experience gained during the socialization process is different. The behaviour is complex and every aspect of behaviour is determined by various factors and among these factors are (Mahyuddin *et al.*, 2001):

Race and environment: Personality and behaviour influenced exclusively by the environment alone. This contrasts with the view of Galton and Jensen were defined that personality and abilities depend on the race (Marof, 2001). The activities of two identical twins raised in separate families and different environments found correlations that are not much different, they believe that the influence of the environment and culture play a minimal role in intelligence. Nowadays, psychologists argue races and experience affect intelligence, personality and heritage of disease (Caspi and Shiner, 2006). Success occurs consistently in a family because high intelligence passed from generation to generation through genetic inheritance. However, most of the time the theorists believe that heredity and environment play an important role in the human development (Mahyuddin *et al.*, 2001).

Instinct: Social behaviour resulted from the natural tendency or instinct and influenced by other individuals as well (Marof, 2001). Biological experts are interested in seeing most of the animals unlearned behaviour or so, called natural behaviour. Natural behaviour is instinctive that does not need to be studied or through impersonation. For example, all cats chasing mice or all spiders build similar form nests. Also, the nature of motherhood animals will defend their children if they feel there is a danger follow. It is called by experts as behavioural instinct.

A psychologist says, even though a human is intelligent and clever but does not always behave nobly. Human is not merely reasonable but moved from the body and the natural inner-mover. Instinct was listed such as follows (Mahyuddin *et al.*, 2001):

- Parenting instinct, the response is compassion
- Instinct to eat, the response is hungry
- Instinct to run, the response is fear
- Instinct to help, the response is weak
- Instinct for sex, the response is orgasm

Environment: Social behaviour is due to several factors, including the influence of the environment and others. Every day human life is affected and affects the environment, socially and physically where we stand. Sometimes human affects people around and the other way around affected by the actions of others (Marof, 2001). For example when a beautiful woman is smiling at a man, then it will affect the feelings of the man. At least the man would return the smile or the smile will bring first step approaching which may lead to the friendship or serious relationship. Similarly, employers who know how to win the worker's heart will increase productivity, compared to the contrary (Mahyuddin *et al.*, 2001).

Cognitive: According to experts on cognitive, man is a rational animal and actively solve their problems (Kenrick and Griskevicius, 2013). Cognitive psychology emphasizes the importance of human thought. People often create the conditions for a given specific response. People can choose the conditions that allow them to give specific responses (Mahyuddin *et al.*, 2004). They are thinking, analysing data and deriving stimuli from the outside world before competing against him. Among those involved figures are Jean Piaget, Gagne, Kohler and John Dewey (Mahmood, 2005).

Culture: Someone's cultural background more or less influenced his behaviour. Culture is the customs, beliefs, values, norms, institutions and products that are inherited to the next generation. It gives impact to the above thoughts, feelings and behaviour. The majority of human life and personality are influenced by the culture of the community. Whether, the weather is cold or hot, lives in the city or countryside, noise and silence are the factors influencing human behaviour (Marof, 2001). Onwards appear study of the normal social which is a person's behaviour or habits that may be accepted by the society.

Member of a group: The effect of a group or its member becomes a factor for behavioural changes. Human being shaped by learning experiences with other members in the society. Size may give impact on degrees of adaptation (Mahyuddin *et al.*, 2004). Typically the larger the size of a group, the more likely a person to accepted the norms of the dominant group. Human beliefs about right and wrong, food choices and others obtained through his association with members of the community in which they

are standing. The person may feel ashamed and guilty if most of the members realize his/her behaviour against the norms. Indeed, human beings can only be fully understood in the context of cultural, ethnic and gender identity. Besides, humans do not like something that is contrary to their personality and attempt to equalize the inequalities (Marof, 2001).

Biological aspect: The nature of the human body is quite important in influencing their behaviour. Human behaves to meet the biological needs such eat, drink or sexual things. Behavioural also limited by their physiological characteristics such as body size and muscle strength. Needs and wants of human have a significant role in human behaviour (Marof, 2001).

Human subconscious: The power in the nature of human subconscious plays a key role in shaping the personality and individual behaviour. Soul is a battlefield where unequal psychic powers are fighting among each other to dominate place in the individual's personality (Mahyuddin *et al.*, 2004). Therefore, human behaviour is a conciliation spot between the struggle psychic powers. The human personality consists of three systems that interacts each other. These systems called Id, ego and superego (Hartmann and Loewenstein, 1962). Id is the will of human instinct. The superego is the opposite of Id because it is a moral and ethical of individual. Ego is the driving force of human personality and it implements the requirements of the Id and the superego. Thus, as we see in the act, behaviour and human personality are censorship and disputes between those instincts that stored in the unconscious where highlighted by the ego to the external environment (Mahmood, 2005).

Behaviourism: Human behaviour can be determined by past experiences and circumstances surround them. In the early stages of a human being was born with an empty soul. Then, the human soul is filled through experiences with the environment. Watson through emotional conditioning studies using classical conditioning principles. A little boy who loves soft furry animals such cat and rabbit was manipulated behaviour. When the boy approached the animal and then issued a loud and noisy sound. This act was repeated several times in the same situation. Over time the child is afraid of cats even to other furry animals (Mahyuddin *et al.*, 2001). This occurs without any mental process. B.F. Skinner also introduced the concept of pass conditioning. He explained the causes and consequences of human behaviour lies outside their souls. Therefore, human behaviour can be influenced by manipulation of positive and negative reinforcement (Sang, 2003).

Humanitarian and existence: People have always tried to achieve success in life and strive to reach the highest level of existence (Mahmood, 2005). Humans are social creatures who can create civilization as they live in groups which enables the cooperation and help each other. Living together with others is also one of the needs of human psychology. Human life is a process of constant change. Human behaviour is driven to achieve or meet a need. The goal of life is to be achieved needs that drive behaviour even harder to do something for the sake of self or others (Sang, 2003). A figure like may, boss, rogers, maslow and others suggest that in every human being, there is an active power that will always move them toward perfection. The theory of Rollo May, A. Giorgi, R.D. Laing and others emphasize that people have chosen to establish themselves. The existence and the meaning of life of a person are in their hands and only themselves can decide the shape character and behaviour itself (Mahmood, 2005).

In general, experts of social learning theory see human as an active creature to make choices and use symbolic processes to describe events as well as communication with others. They do not accept the proposition that says human behaviour is determined by internal forces as well as a passive response to environmental influences (Mahmood, 2005). So, the trend of student's tendency who regularly surf the internet are highly worrying which eventually will effect to their social behaviour. The Berita Harian (4 October 2016) a Malaysian newspaper also implies the tendency of university students on their attitudes that have affected their lives due to the syndrome of 4K (Kuliah/Lecture, Kafe/Cafeteria, Katil/Bed and Komputer/Computer). One of these K is a computer, surfing the internet and playing online games.

MATERIALS AND METHODS

This study of a quantitative study describes how each objective of this study will be achieved. It was also provided enough detail to enable the reader can make an informed assessment of the methods being used to obtain results associated with the research problem and divided in three main parts.

Study population and sampling: This study has collected the data and information from the sample population of Rembau KKTU students by questionnaire instrument. We included 220 students (80 men, 140 women) to answering the questionnaire papers from five diploma programs in KKTU Rembau, Malaysia. The total sample population based on Krejcie and Morgan (1970) population table with a total population of 510 people, thus, the appropriate number of samples is 220 students.

Data collection: The requirement data and information had been collected through books, journals and other related materials to provide inputs in writing. This method is used to study the latest information from the various forms of documents related to the topics studied.

This study used a quantitative approach which takes place on a large number of individuals using the questions in the enclosed form (Yusof, 2004). The purpose is to get data or information quickly (Chua, 2006). The questions are divided into four sections, part A frequency of students uses the internet, Part B: reason why students use internet, Part C: application to use internet and D: correlation factors in using internet with the student's behaviour shifting. In the questionnaire, researchers had obtained the information required. Researchers had designed two variables, namely independent and dependent variable. The independent variable is the frequency of using the internet and include factors using the internet. While dependent variable is what is affected by the independent variable, effects or outcomes and in this case are religious and social behaviour. Therefore, to simplify the process of analysis questionnaire data, Likert scale dimensions were used. Likert scale is suitable for measuring the particular perspective about a change in attitudes and practices (Cohen *et al.*, 2000). A survey also used as a specific way to gather information about the population (Konting, 2004) and its high reliability and low cost (Ahmad, 1992).

Data analysis: The data collections have been analysed using SPSS program Version 19 and translated in the form of numbers (numerical) based on the scale or statistical techniques to measure the situation. The data has been analysed in the form of a percentage, mean, standard deviation and frequency that covers the demographic background of respondents. The frequency and pattern of internet browsing that is often used by students is an independent variable. While the changes student's religious and social behaviour is dependent variable. Here, pearson correlation analysis is used to look at the relationship between these two variables. Hence, the internet uses among technical students KKTU Rembau and its relationship to change their behaviour could be reviewed.

RESULTS AND DISCUSSION

Internet surfing frequency among students: result and analysis: Descriptive analysis was used to find the frequency and mean value of intensity of using internet which shown in Table 1.

Table 1: Frequency of internet login per day

Amount/Items	N	Percent
Q1		
Frequency of internet login a day (Times)		S4
1-5	59	26.8
6-10	51	23.2
11-15	19	8.6
>15	91	41.4
Mean		2.65

Table 2: Total hours of surfing Internet per day

Amount/Items	N	Percent
Q3		
Total hours internet surfing per day (h)		
<1	13	5.90
1-2	65	29.50
3-5	71	32.30
>6	71	32.30
Mean		2.91

Table 1 shows that most of respondents regularly access the internet in a day for more than 15 times login per day with a total of 91 respondents 41.4% followed by 1-5 times login per day with 59 respondents 26.8%, 6-10 times login of 51 respondents 23.2% and the lowest is 11-15 times with 19 respondents 8.6%. The level of daily internet login frequency among students KKTM Rembau is categorized moderate with a mean score of 2.65. In relation to this (Van *et al.*, 2009) examined the associations between adolescent's daily internet use and low well-being (i.e., loneliness, low self-esteem and depressive moods). Their results showed that daily Internet use was indirectly related to low well-being through Compulsive Internet Use (CIU). In addition, daily internet use was found to be more strongly related to CIU in introverted, low-agreeable and emotionally less-stable adolescents. Beside of this, Table 2 in the following shows the number of hours a day of surfing the internet.

Table 2 shows the number of hours a day surfing the internet, 3-5 h and more than 6 h are at the same rate with a total of 142 respondents 64.6%, followed by 1-2 h with 65 respondents 29.5%. This table describes that number of hours students use the internet at a moderate level with a mean value of 2.91. In relation to this investigated problematic internet use among young adult university students and examines the correlation between problematic internet use and loneliness and dating anxiety. And the results showed a significantly high level of problematic Internet use was observed among those going online for more than 5 h a day compared to other users. While (Annamalai and Muniandy, 2013) research showed that polytechnic students spent a considerable amount of time on surfing internet per day. A total of 28.6% of the students surf between 1-2 h per day, meanwhile 25.2% of the respondents surf <1h and

Table 3: Time ranges surfing the internet

Amount/Items	N	Percent
Q4		
Surfing internet range of time		
8am-12pm	37	16.8
12pm-7pm	31	14.1
7pm-12am	83	37.7
12am-4am	69	31.4
Mean		2.85

26.1% surf for 2-3 h. In addition, to know the time range of students to surfing the internet could be seen in Table 3.

Table 3 describes how often students surf the internet. The 83 respondents 37.7% surf the internet at 7 pm to 12 am as many as 69 respondents 31.4% still active on the internet at 12-4 am where internet speed access is quite fast. While in the early morning to noon, there were 37 respondents (16.8%). Only 14.1% or as many as 31 students surf the internet as their official time to learn using internet. The overall mean value is at a moderate level with 2.85.

Based on the above results, it can be concluded that the frequency of internet daily login, the time duration each day, the number of hours, particular time to surf the internet and regular monthly WiFi payment among students KKTM Rembau is moderate with an overall mean score of 2,744. Meanwhile, Table 4 shows the factors of the students to surf internet.

Table 4 shows an analysis of factors internet used among students base on percentage of agree and disagree and mean for each item. The highest score is to search information (Q7) with 212 respondents 96.4% with a mean value of 3.61, then followed by learning objectives (Q6) with 206 respondents 93.7% with a mean value of 3.50. Downloading factor was at the third place (Q11) with a total of 197 respondents 89.5% with a mean score of 3.48. All these three mean scores mentioned are the highest represent their intention to use internet. Meanwhile, social activities in social networks (Q8) as many as 191 respondents 86.8% with a mean score of 3.23 and the internet used for entertainment (Q9) chosen by 163 respondents 74.1% with a mean value of 2.95. And to spend their time getting rid of boredom (Q10) as many as 175 respondents 79.5% with a mean value of 17.3. Thus, the findings in Table 4 can be summed up that all factors of internet usage are moderate to high with an overall mean score is 3.323. Other than that, Table 5 shows the pattern of internet application.

From Table 5, the data shows a pattern of usage internet software application based on mean score and percentage, especially, the use of social media as a channel of communication between peers. The study found that WhatsApp application has the highest users

Table 4: Factors for using internet

Variables	Strongly disagree	Disagree	Agree	Strongly agree	Mean	SD
Q6: Learning objectives	3 (1.4%)	11 (5.0%)	78 (35.5%)	128 (58.2%)	3.50	0.659
Q7: Searching information	4 (1.8%)	4 (1.8%)	66 (30%)	146 (66.4%)	3.61	0.621
Q8: Communicate using social media	4 (1.8%)	25 (11.4%)	108 (49.1%)	83 (37.7%)	3.23	0.717
Q9: Leisure time with movie and song	8 (3.6%)	49 (22.3%)	109 (49.5%)	54 (24.5%)	2.95	0.784
Q10: Wasting time (avoid boredom)	10 (4.5%)	35 (15.9%)	83 (37.7%)	92 (41.8%)	3.17	0.857
Q11: Download files	9 (4.1%)	14 (6.4%)	59 (26.8%)	138 (62.7%)	3.48	0.791
Overall mean	3.323					

Table 5: Surfing pattern of internet application

Variables	Never	Rarely	Often	Consistently	Mean	SD
12-1 Facebook	38 (17.3%)	107 (48.6%)	41 (18.6%)	34 (15.5%)	2.32	0.937
12-2 WhatsApp	4 (1.8%)	8 (3.6%)	41 (18.6%)	167 (75.9)	3.69	0.632
12-3 Instagram	31 (14.1%)	51 (23.2%)	54 (24.5%)	84 (38.2%)	2.87	1.079
12-4 WeChat	45 (20.5%)	45 (45%)	63 (28.6%)	67 (30.5%)	2.69	1.112
12-5 YouTube	8 (3.6%)	76 (34.5%)	71 (32.3%)	65 (29.5%)	2.88	0.880
12-6 Games	71 (32.3%)	76 (34.5%)	35 (15.9%)	38 (17.3%)	2.18	1.070
12-7 e-mail	60 (27.3%)	94 (42.7%)	42 (19.1%)	24 (10.9%)	2.14	0.941
12-8 Blog	63 (28.6%)	90 (40.9%)	47 (21.4%)	20 (9.1%)	2.11	0.925
12-9 Website/adult video 18+	143 (65%)	59 (26.8%)	10 (4.5%)	8 (3.6%)	1.47	0.749
13-1 Watching religious speech/download	16 (7.3%)	95 (43.2%)	76 (34.5%)	33 (15%)	2.57	0.833
13-2 Blogging/sharing Islamic knowledge on media social	12 (5.5%)	84 (38.2%)	90 (40.9%)	34 (15.5%)	2.66	0.803
13-3 Enjoying Islamic entertainment	13 (5.9%)	81 (36.8%)	91 (41.4%)	35 (15.9%)	2.67	0.812
Overall mean	2.521					

among students. It is represented with mean score 3.69 or 208 students 94.5%. This also describes that the popular trending chatroom at the time among smartphone users, especially students KKTMM Rembau during this study was WhatsApp. In line with that finding, a total of 120 students 54.5% surf the internet using a smartphone. On the use of social media communication such like Instagram and WeChat are still on the list at medium level and with a mean value of 2.87 and 2.69, respectively. A total of 138 students 62.7% and 130 students 59.1% often use both these applications, Instagram and WeChat.

However, the use of Facebook relatively low with a mean value of 2.32 or a total of 75 students 34.1% was still using Facebook and 107 students 48.6% no longer used frequently, while remaining 38 students 17.3% never use it again. On the other hand, the use of e-mail among students was significantly decreased with a mean score of 2.14 or a total of 66 students 30% were still frequently used.

Analysis in Table 5 also describes the use of entertainment applications such YouTube is the second highest after WhatsApp with a mean score of 2.88 or as many as 136 students 61.8%. While online gaming applications are at a medium mean score of 2.18 or as many as 73 students 33.2%. The analysis found that the boys often dominate the virtual gaming activity 52.5% compared with female students 22%.

In line with the analysis on blogging, Table 5 shows the number of users who frequently surf rather low with a mean value of 2.11 or a total of 67 students 30.5% while the rest of 153 students 69.5% were seldom or no more visited any blog. The findings also show that numbers of

student admitted sometimes login to adult sites as many as 18 students 8.2% with a mean score of 1.47. While the rest of 143 students 65% said never done it and 59 students 26.8% said rarely or seldom to visit sites such kind.

Table 5 also analyses the frequency of students KKTMM visit religious websites on the items 13-1, 13-2 and 13-3. The study found that half of the respondents regularly listen to Islamic entertainment with a mean score of 2.67, stalk the blog or share information on social media with a mean score of 2.66 and then listen to religious speech with a mean score of 2.57. This means that the frequency of surfing internet on Muslim elements in a modest level with a total mean value of 2.636. Not surprisingly, the relationship between technology adoption and religion has received scant research attention. The complicated process of internet use among contemporary religious people is affected by the tension between technological developments and religious beliefs. As a study by Sanaktekin *et al.* (2013) that explore the effects of religiosity on internet consumption in Turkey. Their findings revealed that the level of religiosity has a significant effect on the patterns of internet consumption. In addition, an interesting study was also conducted by Lovheim (2008) who assess on internet implications for the future of religion. With its high levels of internet use and low levels of religious practice by Swedish teenagers. And his results show that more young people seem to come into contact with religion via the internet than through local religious communities. However, the findings also challenge several earlier expectations about the internet as a new arena for religion in contemporary society.

Table 6: Correlation of internet surfing intensity and behaviour shifting from a social aspect

Correlations	Q25: Like being alone	Q26: Less social interaction	Q27: Dislike social interaction	Q30: Less family interaction
Frequency				
Pearson correlation	0.104	0.166*	0.194**	0.006
Sig. (2-tailed)	0.124	0.014	0.004	0.929
S12_1:				
Facebook				
Pearson correlation	0.094	0.131	0.116	0.146*
Sig. (2-tailed)	0.165	0.052	0.085	0.031
S12_2:				
WhatsApp				
Pearson correlation	-0.030	-0.011	0.084	0.021
Sig. (2-tailed)	0.655	0.871	0.214	0.758
S12_5:				
YouTube				
Pearson correlation	0.187**	0.159*	0.142*	0.148*
Sig. (2-tailed)	0.005	0.018	0.035	0.028
S12_6:				
Games				
Pearson correlation	0.153*	0.138*	0.162*	0.153*
Sig. (2-tailed)	0.023	0.041	0.016	0.023
S12_9:				
Adult Category				
Pearson correlation	0.246**	0.250**	0.227**	0.277**
Sig. (2-tailed)	0.000	0.000	0.001	0.000
N	220	220	220	220
Min	2.23	2.05	1.96	1.76

**Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)

Moreover, Table 6 in following shows the correlation of internet surfing intensity and behaviour shifting from a social aspect.

The internet has changed the way of people to interact and communicate with others. The Information and Communication Technology (ICT) development can cause the consumer tendency to socialize in cyberspace with the emergence of social media applications such as Whatsapp, Instagram, YouTube, Facebook, etc. Based on data analysis Table 6 above, the significant correlation between the intensity of using YouTube with behaviour tend to be alone is $r = 0.187$, $p = 0.005$ (at the level of $p = 0.01$). In fact, the correlation between the intensity of playing game with behaviour tend to be alone is $r = 0.153$, $p = 0.023$ (at the level of $p < 0.05$) and also the significant relationship between browsing adult category with behaviour like tend to be alone with the correlation $r = 0.246$, $p = 0.000$ (at the level of $p < 0.01$), indicates the frequency of surfing YouTube, playing games and browsing the adults video materials positively encourage changes in behaviour tend to be alone when surfing the Internet. Hence, a study by Valkenburg *et al.* which investigated the consequences of friend networking sites (e.g., Friendster, MySpace) for adolescent's self-esteem and well-being. They found that the frequency with which adolescents used the site had an indirect effect on their social self-esteem and well-being. The use of the friend networking site stimulated the number of relationships formed on the site, the frequency with which adolescents received feedback on their profiles and the tone (i.e.,

positive vs. negative) of this feedback. Positive feedback on the profiles enhanced adolescent's social self-esteem and well-being whereas negative feedback decreased their self esteem and well-being.

The findings also noted a significant correlation between the frequency of access internet with changing the behaviour of students to interact less with friends is $r = 0.166$, $p = 0.014$ (at the level of $p < 0.05$). Besides, there is also a significant relationship between the frequency of internet access and do not like to socialize with others, the correlation $r = 0.194$, $p = 0.004$ (at the level of $p < 0.01$). The study also indicates that there is a significant correlation between the frequency of viewing YouTube and students less interaction with $r = 0.159$, $p = 0.018$ (at the level of $p < 0.01$). While playing online games and behaviour does not like socializing have a significant relationship with correlation $r = 0.142$, $p = 0.035$ (at the level of $p < 0.05$). All these findings indicate that the frequency of internet access to view YouTube and online games has influenced significantly the behaviour of students to become anti-social in their real life. As supported by Morgan and Cotten (2003) who determined the impact of internet activities on social support and well-being. Results obtained from the survey allow examination of the impact of amount of time performing different types of internet activities on depressive symptoms. Their results indicate that increased e-mail and chat room/Instant Messaging (IM) hours are associated with decreased depressive symptoms while increased internet hours for shopping, playing games or research is associated with increased depressive symptoms.

Even worse, there was a significant correlation between viewing YouTube, play games and use Facebook with degrading interaction with family members, including with the parents with the respective correlation $r = 0.146$, $p = 0.028$ (YouTube), $r = 0.153$, $p = 0.023$ (games) and $r = 0.146$, $p = 0.031$ (Facebook) at the level of $p < 0.05$. According to another conducted study shows that the majority of teenagers uses Facebook as the main medium for chatting 78.0%, followed by Twitter 9.5%, e-mail 7.0%, Yahoo Messenger 3.0%, Skype 1.5%, tagged and Myspace 0.5% for each (Mustaffa *et al.*, 2013). Hence, social media has changed the use of internet information to become a socializing facility and become more interesting due to users are able to be interactively implemented (Destiana *et al.*, 2013). These findings are also supported by Shaw and Gant (2004) who examined In contrast, a study released by Kraut and colleagues in 1998 which concluded that internet use is positively correlated with depression, loneliness and stress, public opinion about the internet has been decidedly negative. As more people connect to the internet, researchers are beginning to examine the effects of Internet use on user's psychological health. Their study was designed to test the hypothesis that internet usage can affect users beneficially. And finally internet use was found to decrease loneliness and depression significantly, while perceived social support and self-esteem increased significantly.

In other hand whatsapp application is the most popular among students KKTm Rembau by 94.5% compared to the number of Facebook users ever hit before. This is because WhatsApp application easier to use, low cost and can be accessed anytime spontaneously when a mobile phone signal available. It is also a matter which accounted for 41.4% of the students frequently login internet more than 15 times a day in KKTm Rembau but now Facebook is used only about 48.6%.

In relation to internet surfing trend among students of KKTm Rembau and their religious and social behaviour, one of the important theories of human behaviour is Bandura's theory (Atan, 1978). According to Bandura *et al.* (1977) a psychologist who is the David Starr Jordan Professor Emeritus of Social Science in Psychology at Stanford University, people can learn through imitation and observation of other behaviour. Children are able to learn a pattern of behaviour from friends, parents, teachers and others. Therefore, it is important for parents, teachers and friends to show good behaviour to follow-up by the child (Mahyuddin *et al.*,

2001). Bandura also emphasized that cognitive process also influencing the learning process of behaviour (Bandura *et al.*, 1977). A human will not directly imitate the behaviour of others before thinking what will be the impact for imitating other behaviour. When a person's attitude is not accepted by the surround then other people can choose whether they want to copy or not. Peoples around are the source of attitudes, habits and behaviour learning. Praise or condemnation influences a person to continue or change their attitudes and behaviour. An individual will choose and establish behaviours that can bring rewards and prevent it from fines (Yahaya *et al.*, 2012).

In that regard, previous studies have been done by Rikkers *et al.* (2016) who concern on raised about a potential connection between excessive online activity outside the academic realm and increased levels of psychological distress in young people. And their results show there are links between problem behaviours associated with internet use and electronic gaming and mental disorders and risk-taking behaviour in young people.

CONCLUSION

The frequency of surfing the internet without control will cause some of side effects like changes in mood and behaviour. A student who depends much with internet to interact in social media, entertainment or playing games will be prone to internet problematic disorder. Which causes problems in learning as there is no time to re-study and always late to submit assignments. This kind of way is going to decrease their academic achievement. Similarly for students who surf the internet overwhelmingly will be more anti-social like less interacting with people surround, include their own family members. Another effect is that they are not interested in society, preferring to surf the internet alone for long periods. Behaviour such like being alone when surfing the internet led them reluctant to engage in sports or physical activities. These raise health problems in the long term. Furthermore, students who like to surf the internet alone will also be tempted to misuse the internet for instance surfing pornographic sites and immoral video clips. This will be an adverse impact on their religious and social behaviour and the future of the country. With the solidifying of the internet as an influential form of mediated communication has come a surge of activity among media scholars looking into what leads individuals to use this emerging technology. This study concludes religiosity as a potential predictor of

internet activity. Past studies have demonstrated an inverse relationship between religiosity and addictive behaviours such as pornographic. Hence, religiosity may act as a buffer against such behaviours. In sum, all parties whether users themselves, parents, educational institutions and governments should control the use of the internet advancedly as discussed.

REFERENCES

- Ahmad, M.A., 1992. Socioeconomic Research Methods. Macmillan Publishers, Kuala Lumpur, Malaysia.
- Ajzen, I., 2005. Attitudes, Personality and Behaviour. McGraw-Hill Education, New York, USA.,
- Annamalai, S. and B. Muniandy, 2013. Reading habit and attitude among Malaysian polytechnic students. *Int. Online J. Educ. Sci.*, 5: 32-41.
- Atan, L., 1978. Educational Psychology. Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia.,
- Ayub, A.F.M., W.H.W. Hamid and M.H. Nawawi, 2014. Use of internet for academic purposes among students in Malaysian institutions of higher education. *TOJET. The Turkish Online J. Educ. Technol.*, 13: 232-241.
- Bandura, A., N.E. Adams and J. Beyer, 1977. Cognitive processes mediating behavioral change. *J. Personality Soc. Psychol.*, 35: 125-139.
- Borzekowski, D.L., J.N. Fobil and K.O. Asante, 2006. Online access by adolescents in Accra: Ghanaian teens use of the internet for health information. *Dev. Psychol.*, 42: 450-458.
- Caspi, A. and R.L. Shiner, 2006. Personality Development. In: *Handbook of Child Psychology*, Damon, W. and R. M. Lerner (Eds.). John Wiley & Sons, New York, USA., ISBN:0-471-27290-6, pp: 1061-1062.
- Chakraborty, K., D. Basu and K.V. Kumar, 2010. Internet addiction: Consensus, controversies and the way ahead. *East Asian Arch. Psychiatry*, 20: 123-132.
- Chua, Y.P., 2006. *Methods and Statistics Research 1*. McGraw-Hill, New York, USA.,
- Cohen, L., L. Manion and K. Morrison, 2000. *Research Methods in Education*. Routledge, London, England.
- Destiana, I., A. Salman and M.H.A. Rahim, 2013. Social media: A study among university students in Palembang. *J. Komunikasi Malaysian J. Commun.*, 29: 125-140.
- Foon, Y.S. and B.C.Y. Fah, 2011. Internet banking adoption in Kuala Lumpur: An application of UTAUT model. *Int. J. Bus. Manage.*, 6: 161-167.
- Goolsbee, A., 1998. In a world without borders: The impact of taxes on internet commerce (No. w6863). The National Bureau of Economic Research, Riverside, California.
- Hartmann, H. and R.M. Loewenstein, 1962. Notes on the Superego. *Psychoanalytic Stud. Child*, 17: 42-81.
- Hosseini, S.E., A.A. Ramchahi and R.J.R. Yusuf, 2014. The impact of information technology on islamic behaviour. *J. Multidiscip. Eng. Sci. Technol.*, 1: 135-141.
- Kenrick, D.T. and V. Griskevicius, 2013. *The Rational Animal: How Evolution Made us Smarter than we Think*. Basic Books Publishing Company, New York, USA.,
- Konting, M., 2004. *Research Methods in Education*. Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia.,
- Krejcie, R.V. and D.W. Morgan, 1970. Determining sample size for research activities. *Educ. Psychol. Meas.*, 30: 607-610.
- Lovheim, M., 2008. Rethinking cyberreligion. *Nordicom Rev.*, 29: 205-217.
- Mahmood, N.M., 2005. *Introduction to Psychology, a basic Introduction to the Life and Human Behavior*. Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia.,
- Mahyuddin, R., H. Elias and M.A. Chong, 2001. *Psychology Children and Youth*. Universiti Putera Malaysia, Selangor, Malaysia.
- Marof, R., 2001. *Social Psychology*. Universiti Putra Malaysia, Selangor, Malaysian.,
- Morgan, C. and S.R. Cotten, 2003. The relationship between internet activities and depressive symptoms in a sample of college freshmen. *Cyber Psychology Behav.*, 6: 133-142.
- Mustaffa, N., W.A.W. Mahmud and F. Ahmad, 2013. Online activities of internet dependency and adolescents in Klang Valley. *Malaysian J. Commun.*, 29: 199-212.
- Rikkers, W., D. Lawrence, J. Hafekost and S.R. Zubrick, 2016. Internet use and electronic gaming by children and adolescents with emotional and behavioural problems in Australia-results from the second child and adolescent survey of mental health and wellbeing. *BMC. Public Health*, Vol. 16.

- Sanaktekin, O.H., Y. Aslanbay and V. Gorgulu, 2013. The effects of religiosity on internet consumption: A study on a muslim country. *Inf. Commun. Soc.*, 16: 1553-1573.
- Sang, S.M., 2003. Educational Psychology Education Diploma Course Semester 3. Group Budiman Sdn. Bhd, Selangor, Malaysia.
- Shaw, L.H. and L.M. Gant, 2002. In defense of the internet: The relationship between internet communication and depression, loneliness, self-esteem and perceived social support. *Cyberpsychology Behav.*, 5: 157-171.
- Van, D.A.N., G. Overbeek, R.C. Engels, R.H. Scholte and G.J. Meerkerk *et al.*, 2009. Daily and compulsive internet use and well-being in adolescence: A diathesis-stress model based on big five personality traits. *J. Youth Adolescence*, 38: 765-776.
- Yahaya, A., H. Shahrin, B. Yusof, R. Jamaludin and A.N. Ezzati, 2012. Adolescent Behavioral Malpractice: Causes and Treatment. UTM Press, Johor Baharu, Malaysia.
- Yusof, R., 2004. Penyelidikan Sains Sosial. PTS Publications, Kuala Lumpur, Malaysia.