THE RELATIONSHIPS AMONG SOCIAL ENGAGEMENT IN OFFICIAL FACEBOOK, UNIVERSITY IDENTIFICATION, AND ACADEMIC PERFORMANCE AS PERCEIVED BY BANGKOK UNIVERSITY STUDENTS
THE RELATIONSHIPS AMONG SOCIAL ENGAGEMENT IN OFFICIAL FACEBOOK, UNIVERSITY IDENTIFICATION, AND ACADEMIC PERFORMANCE AS PERCEIVED BY BANGKOK UNIVERSITY STUDENTS

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ABSTRACT

The research aims to investigate the relationships among students’ social engagement in Official Facebook of Bangkok University, university identification, and their academic performance among Bangkok University students. Two hundred Bangkok University students who were Facebook users participated in the study using convenience sampling methods. The mean, standard deviation, and percentage were being tabulated, and Spearman Rank Correlation was employed to test the correlation with the significance level of .05. The findings were as follows:

1. Thirty-seven percent of students rarely visited BU Facebook and thirty-four percent of the samples sometimes visited BU Facebook in the past one-year period. Each time students didn’t spend too much time on exploring BU Facebook, usually less than 15 minutes.

2. Students had high level of identification with Bangkok University in
respect to loyalty, membership, and similarity respectively. They have a sense of
belongingness and strong feeling of attachment or emotional attraction with Bangkok
university, and they are loyal and supportive to Bangkok university and perceived
similar values or goals Bangkok University.

3. BU students’ frequency of social engagement in BU Official Facebook
page is positively correlated with their identification to BU including similarity,
membership, and loyalty at statistical significance of 0.05.

4. BU students’ frequency of social engagement in BU Facebook did not
significantly correlate with their academic performance. In addition, there was
non-significant correlation between samples’ identification with BU and their
academic performance. None of dimensions of identification with school including
membership, loyalty and similarity, was correlated with academic performance.

Keywords: Bangkok University, social engagement, Facebook page, identification
with university, academic performance
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CHAPTER 1
INTRODUCTION

1.1 Background and Problem Statement

With the rapid development in high technology, people now have access to media and popular culture in much quantities and in way that were not happened in past time. The research of social network use is becoming a significant area of study because of its popularity. A digital marketing agency called “We Are Social” (2017) stated that Facebook was the most popular social media network in Thailand followed by YouTube and Line. Almost each age groups gets access to social media, but teenage and university student use social media most frequently (Buffardi & Campbell, 2008). In fact, every young university student has been used to serve the Internet on a daily (Jones, 2008).

Except for the individual users, every company has the ability to create a Facebook page for their organization as many have already done. Facebook is used as a communication tool to develop and maintain relationship between corporations and customers more than simply providing information (Parsons, 2013). For universities while facing increasing competition, social media is believed as a new communication tool to present its image to students and constituents. (Peruta, Ryan, & Engelsman, 2013).
Facebook was perceived as “A great mechanism to communicate with students, because it allows us to approach them wherever they are; this is one of the students are already familiar with the environment” (Mack, Behler, Roberts, & Rimland, 2007). Universities use Facebook to communicate and market school events as well as activities to students and alumni. One university official explained the perceived benefit. “The group offers the school an easy, no-cost way to post school announcements, recruit for student organizations, and upload photos. In the future, the school may use Facebook to survey students on different topics. Facebook also makes faculty seem more approachable and opens up new avenues of communication” (Campbell, 2008). Facebook has been used to open the communication lines between students and universities by informing them of college events and other collegiate activities (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). The function of college official Facebook page becomes significant increasingly.

Therefore, it is important for higher education professionals to understand the implication of college official Facebook page usage. Two correlated factors including identification with university and learning performance are examined in this study.

It makes sense to examine the implication of students’ engagement in Facebook page on their school identification for three general reasons: (1) currently, university students use Facebook in high frequency and operating Facebook page for
communication is took significance in higher education as presented previously; (2) the sociability and interactivity of Facebook requires students to interact with peers or facilities in official pages; (3) colleges and universities tend to share positive school-related contents on Facebook pages in order to enhance the connection with students and facilities.

Based on the cultivation theory (Gerbner, Gross, Morgan, & Signorielli, 1986), television and media possessed a small but significant influence on the attitudes and beliefs of individuals about society, and it underlined that the cultural impact of media on individuals. From this theory, we can assume that students who engaged in Facebook will be exposed to school-related contents that shape their perceptual, psychological, and behavioral effects on students. And, one of the Facebook students’ psychological effect is school identification and their school performance is one aspect of behavioral impacts.

There has not been extensive academic research on the relationship between students and the college while students consume contents in respect to college in Facebook. Most of the past studies about Facebook examined the relationship between college students’ interaction and behaviors in Facebook and its effects from the marketing aspect rather than from the academic performance of the students. A few past studies have found that the relationship between students’ Facebook use and the social capital of students (Ellison, Steinfield, & Lampe, 2007; Valenzuela, Park, &
Kee, 2008, 2009). O'Brien (2011) investigated the Internet use and the learning performance of university students and found no significant relationship between Facebook usage patterns and academic performance which challenges previous claims about the negative relationship between Facebook use and grades as presented in preceding text. Valkenburg, Peter & Schouten (2006) found that adolescents using the friend networking site (e.g., Friendster, MySpace) had an indirect influence on self-esteem and well-being. Peruta, Ryan, and Engelsman (2013) compared Facebook pages and websites in purpose of understand brand strategy of higher education. Accordingly, this is the knowledge gap that will be filled in this study.

Bangkok University is the oldest and largest private university in Thailand. The official Facebook page has more than five hundred thousand followers and like totally and the contents are updated every day including posting school news, videos, and photos. The correlations among BU students consuming BU Facebook page, identification with school and behavior engagement are examined.

In the field of psychology, the concept of identification has been applied in many fields, because it is related to adolescents’ development. Identification can be described as a kind of attachment between individual and groups, such as religions, school or nation. Tajfel (1978) developed social identity theory, social identity was defined as “individual recognizes that he or she belongs to a specific group, and perceives value and affection from the group as a group member.” And, he suggested
there were three dimensions of social identity, including cognition, emotion, and evaluation. Accordingly, organization identification was discussed broadly. Based on the three dimensions’ social identity theory, the behavioral aspect of identification has added as fourth component to measure organization identification, such as “I support the in group” (Jackson, 1999).

In this study, BU students’ identification with university or school identification needs to be discussed. For higher education, students’ identification with college is an important issue that should be concerned. Based on the theory of social identity and organization identification, college as a specific organization, the identification effects the extent to intimacy with school, the level of satisfaction with school and students’ school performance.

Several scholars investigated identification with school. According to Steele (1997), identification with school is shaping a relationship between individual and the domains of schooling. Voelkl (1997) suggested that identification with school includes sense of belongingness and valuing of school and school related outcomes.

In current study, the measurement of identification with school is measured by three aspects based on the measurement of organization identification, including (1) a membership component, which is the knowledge of being a BU student, a feeling of belongingness, having strong sense of attachment or affective attraction with BU; (2) a loyalty dimension, loyalty to the BU and enthusiasm about Bangkok University’
visions and missions; (3) a similarity aspect, which describes perceived similarity in terms of shared characteristics and with respect to shared values or goals of Bangkok University.

Generally, academic performance is an important aspect of student behavior in school. School plays an important role for students’ development. It can be both positive and negative. Students’ adjustment to the school may motivate students achieve academic success (Bloom, 1976). Several studies have showed that the factors of school identification are correlated with school learning behaviors such as classroom and academic achievement (Finn, 1989; Steel, 1992). Grade Point Average (GPA) is used to measured academic achievement in this study. The GPA is a reasonable instrument because it provides a greater insight into the relative level of performance of individuals and different group of students (Masrom & Usat, 2015).

This research aims to examine the relationships among Bangkok University students’ social media engagement in BU Official Facebook and their identification with school and their academic performance. And a model of the effects was developed to show the relationship between variables. While the main variables under research focus on BU official Facebook page usage, identification with school and academic performance. Based on previous study, we propose the following problem statements:

1. Were social engagements in BU Official Facebook positively correlated
with their identification with university among BU students?

2. Were social engagements in BU Official Facebook positively correlated with their academic performance among BU students?

3. Were BU students’ identification with university positively correlated with their academic performance?

1.2 Objectives of the Study

The current study focuses on Bangkok University (BU) students. The purpose is to explore the relationship among students’ engagement in Bangkok University Official Facebook, their perceived identification to school, and school performance.

The objectives of this study are:

1. To investigate how students’ frequency of social media engagement in BU Official Facebook positively correlated with their identification to BU.

2. To explore how students’ frequency of social media engagement in BU Official Facebook positively correlated with their academic performance.

3. To examine the correlation between BU students’ identification with school and academic performance.

1.3 Research Questions

According to three variables which are frequency of social media engagement on BU official Facebook, identification with BU and academic performance. We come up with the following research questions:
1.3.1 Were social media engagements in BU Official Facebook positively correlated with their identification with university among BU students?

1.3.2 Were social media engagements in BU Official Facebook positively correlated with their academic performance among BU students?

1.3.3 Were BU students’ identification with university positively correlated with their academic performance?

1.4 Significance of the study

The findings of the study are significant for understanding the relationship among BU students’ usage of college Facebook page, identification with college and academic performance. This study increases the body of knowledge in the mass communication area which particularly concerning the young people using social media and its effect to youngsters’ psychology development and the perception to university.

The research might also be useful for Bangkok university and other universities to know about the importance of maintaining its own social media channel, and posting related college positive news to cultivate students’ attachments with college. In addition, the research findings may be a practical guideline or academic base for university to maintain or enhance the relationship between college and students as well as deal with students’ psychological problem.
1.5 Scope of the study

The survey research examines the relationships among young Thai students’ frequency of engage in BU official Facebook, identification with BU and academic performance

Two hundred undergraduate students of Bangkok University at Rangsit campus participated in the survey research. The mean age of participants is among 19-22 years’ old who were enrolled as full time students. The young BU students would be sampled by using convenience sampling. Quantitative methodology was used in this study.

1.6 Definitions of the terms

1.6.1 Bangkok University students are enrolled as full-time students studying the bachelor’s degree of Thai program at Rangsit campus. Students are studying in 12 schools, including School of Accounting, School of Business administration, School of Communication Arts, School of Law, School of Humanities and Tourism Management, School of Economic and Investment, School of Information Technology and Innovation, School of Fine and Applied Arts, School of Engineering, School of Entrepreneurship and Management, School of Digital Media and Cinematic Arts and school of Engineering.

1.6.2 Social media engagement measures the public shares, likes and comments for an online business' social media efforts (Big Commerce, 2018).
1.6.3 **Facebook** is an online social platform that facilitate communication in more efficient way (Facebook, 2010).

1.6.4 **Official Facebook page** is a page users can create on Facebook for own business, organization and brand to share interesting content and connect with people (Socialbakers, 2012).

1.6.5 **Identification with school** refers to a feeling of group solidarity, attitude and behavior of supporting the organization and the perception of group characteristics shared with other members (Patchen, 1970). Identification with school is measured by 3 dimensions, including membership, loyalty and similarity. (Cheney, 1983).

1.6.5.1 **Membership** is the knowledge of being a BU student, a feeling of belongingness, having strong sense of attachment or affection with BU.

1.6.5.2 **Loyalty** is the faithfulness to the BU and enthusiasm about Bangkok University’ visions and missions;

1.6.5.3 **Similarity** describes perceived similarity with respect to shared values or goals of Bangkok University.

1.6.6 **Social identity** refers to an individual recognize that he or she belongs to a specific group, and perceive value and affection from the group as a group member (Tajfel, 1978).

1.6.7 **Academic performance** refers to the extent to which a student has
achieved their short or long-term educational objectives. The dominant measure of academic performance is self-reported Grade Point Average (GPA) (Masrom & Usat, 2015).
CHAPTER 2

LITERATURE REVIEW

This chapter summarizes definitions and concept of organizational identification and related studies of college Facebook, university identification and academic performance. The following topics are explored:

2.1 Synthesis of Past Studies

2.1.1 College Facebook page

2.1.2 Identification with school and academic performance

2.1.3 Facebook and academic performance

2.2 Concepts and Assumptions of Related Theories

2.2.1 College Facebook page exposure

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2.2.4.3. Assumption of Cultivation Theory

2.3 Research Hypotheses

2.4 Theoretical framework

2.1 Synthesis of Past Studies

Yet there haven’t been previous studies examined the implication of college Facebook page usage in university identification and academic performance. Nevertheless, some literatures which are related one or two variables in this study provide correlated information to do the research.

2.1.1 College Facebook page

Pre-existing studies related to college Facebook page concentrated on marketing analysis. College Facebook page is believed as a communication channel to communicate with stakeholders including students, graduates, parents or other stakeholders.

Reuben (2008) conducted a survey to examine the different forms of social media use of 148 colleges and universities for communication and marketing in four different countries: Canada, Australia, United States and New Zealand. The results showed that these social media platforms are maintained by their marketing/communications/public relations office. Communicating with students, reaching out to alumni, and for recruitment are the main functions of social media. Most of them
spend 1-4 hours a week managing their Facebook Page.

Additionally, Peruta, et.al. (2013) employed the content analysis approach to explore social media branding strategies for higher education through comparing Facebook pages and websites. The study indicated that institutions of colleges or universities were taking steps to make Facebook a priority and extend the brand experience into a social media platform. Institutions of higher education seen as desirable and progressive are presented on Facebook.

2.1.2 Identification with school and academic performance

Steele's (1992) argued that racial differences in identification leading to racial differences in learning performance are plausible. The African Americans tend to “disidentify” with school easily and poor performance in academic.

Osborne (1997) investigated that the relationship between school identification and academic performance. The results showed that the students who identify with school tend to spend time and effort on activities that improve self-esteem, which was the reason result in correlation. Thanks to positive self-appraisals occur with high self-esteem while low self-esteem will typically elicit negative self-image.

Based on the previous suggestion, Walker, Green and Mansell (2006) argued students who have identification with school should be more motivated to pursuit academic achievement, and thus more possible to gain positive academic success such
as higher grades. Those who become unidentified were predicted with lower motivation, lower GPA, higher absentee rate and much possibility to drop out.

2.1.3 Facebook and academic performance

Few study examined the implication of Facebook page usage in students’ academic performance, relatively, the links between Facebook and academic performance were discussed in some previous studies.

The first study to present the relationship between Facebook use and academic performance was conducted by Kirschner and Karpinski (2009). The differences existing in the learning performance of college students Facebook users and nonusers of students of Midwestern university were investigated. Self-reported Grade Point Average (GPA) and hours spent studying per week are used to measure learning performance. They found that there was a significant negative relationship between Facebook use and academic performance. The students who used Facebook reported lower GPA and less study time per week than who did not use Facebook.

O’Brien (2011) examined Temple university undergraduates’ (n= 160) use of Facebook as well as usage patterns and academic performance. A regression analysis showed no significant relationship between the Internet and Facebook usage patterns and learning performance, which challenged previous claims about the negative relationship between Facebook use and grades as presented in preceding text.

Relatively, the academic value of Facebook in terms of Facebook as an
innovative web-based communication tool was illustrated as well in previous study. Hurt, Moss, Bradley, Larson, Lovelace, Riley, Domizi, Prevost, and Camus (2012) investigated the potential of Facebook for engaging students in academic discussions. Pre-test and post-test method was used to analyze students’ (n = 107) perceptions of attitudes toward, and perceived learning associated with two different online discussion tools. By comparing Facebook to a conventional online discussion tool, they discussed several key factors regarding the potential academic value of the Facebook. The finding suggested that, Facebook may be applied to improve college students’ engagement in specific learning context by cultivating classroom community and stimulating intellectual discourse in a way.

In summary, college Facebook pages are used as a communication channels for universities to reach students or faculties, and to implement brand strategy for marketing purpose. The campus-related events or news are posted in Facebook pages frequently, especially the positive content. Base on the media effect theory and cultivation theory, we assume that the more BUI students explore the college Facebook pages, they gain more attachment sense with BU, which described as university identification or identification with school.

Moreover, the students who identity with school should be more motivated in academic success while motivation is considered as one of the non-cognitive factors to predict academic performance. identification to BU is predicted to influence BU
youngster’s academic performance.

Additionally, the relationship between Facebook and academic performance is also discussed in previous studies. Facebook pages, as one component of Facebook, are presumed to have impact on students’ academic achievement.

Consequently, from the previous study and related theory, the theoretical framework among BU Facebook pages usage, identification to BU and academic performance is proposed.

2.2 Concepts and Assumptions of Related Theories

2.2.1 College Facebook page exposure

2.2.1.1 Facebook page

The current study focuses on the media effect and the media refers to Facebook specifically. Facebook was originally launched in 2004, which was limited to use in Harvard students. At present, Facebook is assessed to have approximately 1.28 billion daily active users on average for March 2017. Facebook allows individual to create a profile, made friends, post pictures and videos, send and receive messages, make comments, join groups and networks, and advertise events.

Facebook page is one of the functions that developed by Facebook, which is public profile that allows public figures, businesses, brands or institutions to create a presence on Facebook and connect with the Facebook community. When users like a Page, they can see all updates related that Page. When users like or comment on a
Page post, that activity may be shared with their friends, increasing the Page’s exposure and reach. Facebook is a place for people to connect and share.

2.2.1.2 Facebook page in higher education

When Facebook first launched the fan pages’ concept in November 2007, many universities took the opportunity to create their official Facebook pages. There were 420 universities taking advantage of this new feature in January 2008 (Cheater 2008). Mack, Behler, Roberts and Rimland (2007) described college Facebook page as “A great mechanism to communicate with students, because it allows us to approach them wherever they are; this is one of the students are already familiar with the environment”.

One university official explained the perceived benefit. “The group offers the school an easy, no-cost way to post school announcements, recruit for student organizations, and upload photos. In the future, the school may use Facebook to survey students on different topics. Facebook also makes faculty seem more approachable and opens up new avenues of communication” (“Reaching Students Where They Live,” 2008) Facebook, as well as other SNSs, have been used to open the communication lines between students and universities by informing them of college events and other collegiate activities.

Reuben (2008) explored the social media usage in university education for marketing and communications by conducting survey in 148 colleges and universities
of different countries: United States, Australia, Canada, and New Zealand. He found that their pages were managed by one or more individuals in their marketing, communications or public relations office. These social media including Facebook pages were used as a tool for communicating with current students, to reach out to alumni, and for recruitment.

BU Official Facebook was established in 2010 and develops into a mutual university’s social media account. As presented previously, today’s college students use Facebook at high rates so that it is easier to reach BU-related contents by Facebook compared to the official website. From the aspect of social media, the reason why to examine Facebook rather than Twitter is the activity of Facebook far exceed Twitter. By the October 2017, BU Facebook has more than five hundred thousand followers while there are less than 9000 followers in Twitter.

According to the official statics indicated in BU Facebook page, there are approximately 541 thousand total likes and 361 thousand total visits by October 2017. The posts of BU Facebook were updated by daily with at least hundreds of reactions including likes and other emotions. In addition, more than three hundred users messaged the page weekly. BU Facebook page is an active and interactive page that provides an online communication community.
2.2.2 University Identification

2.2.2.1 Identity and Identification in psychology

The term of identity and identification are widely used in philosophy, psychology, sociology, anthropology, political science and other fields. Identification is a related term of identity. Identity is the sameness some individuals share to make up the same kind or universal while identification is the act of identifying, or proving to be the same. Identification is mainly interpreted from the psychological point that identification subject form understanding sense to identity objects, which more emphasis on the feeling of the subject to the object, can also be seen as sense of identity (Wang, 2006). Indeed, we will use sense of identity and identification interchangeably.

2.2.2.2 Social Identity Theory

Psychologists most commonly use the term identity to describe personal identity, or the idiosyncratic things that make a person unique. Meanwhile, term identity was used to describe social identity, or the collection of group memberships that define the individual in sociology.

Social identity theory originally occurred in research of ethnocentrism among intergroup behaviors. Ethnocentrism refers to in-group favoritism and out-group derogation (Eysenck, 1998). In the early 1970s, Minimal-Group paradigm was employed in an experiment to investigate psychological basis of intergroup

Based on this research, Tajfel (1978) developed social identity theory. They defined social identity as “individual recognize he or she belongs to a specific group, and perceive value and affection from the group as a group member.” Group members of an in-group will seek to find negative aspects of an out-group, thus enhancing their self-image. Social identity theory proposed that there are three imperative processes involved in evaluating others as in-group or out-group members, which are categorization, identification and comparison. Categorization is a way to categorize people and identify them by employing specific standard in order to understand the social environment. Identification is the second process that individual adopt the identity of the group after categorization which includes group membership identification and acting in the group ways by conforming the norms of the group. Once individual has categorized self and others as part of a group and have identified with that group, group members tend to compare that group with other groups. The difference between groups is exaggerated and in-group members are given more positive evaluation in order to maintain the superiority and enhance the self-esteem.

**2.2.2.3 Organization Identification (OI)**

Organization identification is a sociologic concept developed based on social identity and used in investigating the relationship between individual member and a specific organization. It researches the dynamic process that members maintain
consistency with the organization from the terms of members’ emotion and evaluation to the organization. There is lack of consensus in scholar study in respect to the definition of OI. The researchers defined it from various aspects combining with its own research.

An early description of organizational identification was provided by Patchen (1970) who defined it as a feeling of group solidarity, attitude and behavior of supporting the organization and the perception of group characteristics shared with other members. Other authors have defined OI as an alignment of individual and organizational values (Pratt, 1998), as well as the perception of oneness with and belongingness to the organization (Ashforth & Mael, 1989).

There were many previous measure scales and dimensions in respect to organization identification. Cheney (1983) investigated individuals’ linkages with an organization and characterized identification as “an active process by which individual link themselves to elements in the social scene”. And he developed an Organizational Identification Questionnaire (OIQ) that contains 25 items. Cheney suggested that organizational identification consists of 3 dimensions: membership, loyalty and similarity. These 3 components are not “strictly distinct”. Membership or “sense of solidarity”—a sense of belonging, strong feeling of attachment or emotional attraction, reference to self in organizational membership, and pride in organizational membership; loyalty or “support of the organization” —loyalty to the organization
and enthusiasm about organizational goals; and similarity or “perceptions of shared characteristics”—perceived similarity in terms of shared characteristics and with respect to shared values or goals.

2.2.2.4 School Identification

During the late adolescence (age 19-21), when school plays such a dominate role in youngsters’ development, school may become the central to the individual self-view and bonds often were formed between students and school (Voelkl, 1997). School identification or identification with school is similar to attachments formed between individual and institutions. Several scholars investigated identification with school directly or indirectly.

Finn (1989) defined identification with school was a sense of belonging combined with valuing of school-relevant goals. He came up with Identification-Participation model to study the school dropout, which focused on students’ “involvement in schooling.” Finn suggested identification with school led to an increase in the quality, as well as the quantity of students' participation in school activities. And, successful students developed a sense of identification with school while less successful students do not, or not to the same extent.

Voelkl (1997) suggested that identification with school includes sense of belongingness and valuing of school and school related outcomes. According to her investigation, belongingness involves a sense that the student is an integral part of the
school, a feeling of being accepted, valued, and included, a feeling of being proud of being a part of the school. In contrast, the students who misidentify from school are not closely related with school and lack of sense of loneliness.

Additionally, according to Steele (1997), identification with school shaped a relationship between individual and the domains of schooling. Identification with school also was defined as “the extent to which academic pursuits and outcomes form the basis for global self-evaluation” (Osborne, 1997).

In this study, BU students’ school identification is measured based on Cheney’s OIQ scale, which includes 3 components—membership, loyalty and similarity. OIQ scales is a mutual scale to measure identification with high reliability with the Cronbach Alph of 0.94 was reported by Cheney (1983) and reported an alpha of .96 in three different organizations by Potvin (1991). Moreover, three dimensions including membership, loyalty and similarity comprehensively synthesize other scholars’ claims with respect to identification with school. For example, membership and similarity are coincided with statement of “identification with school was a sense of belonging combined with valuing of school-relevant goals” defined by Finn (1989); loyalty is considered similar with the statement of “a feeling of group solidarity, attitude and behavior of supporting the organization”, which was defined by Patchen (1970). Hence, OIQ(Cheney, 1983) was employed in this scale.
2.2.3 Academic Performance

Academic performance is the extent to which a student has achieved their short or long-term educational purpose. Academic performance has become the important index for higher education, shaping career paths and individual life trajectories. Accordingly, to identify predictors of academic performance is a noteworthy area for researchers.

Von Stumm, Hell and Chamorro-Premuzic (2011) suggested that intelligence is the single most significant predictor of academic performance; the effects of intelligence on academic performance are not mediated by personality traits; intelligence, conscientiousness as marker of effort.

In addition, both cognitive factors and non-cognitive factors influence academic performance were verified.

Cognitive factors or learning factors, are the extent to which a person’s individual capabilities can effect their learning performance. Hannon (2014) found spectacular and significant contributions of academic self-efficacy, epistemic belief of learning and high-knowledge integrated to grades.

Non-cognitive factors or skills, are a serious of attitudes, behaviors, and strategies that promotes academic and professional achievement (Gutman & Schoon, 2013).

For the students, the dominant measures of academic performance are grades
and especially GPA, as attested by their frequent use as criterion variables in related research. The common use of GPA is understandable thanks to its importance. Grades are widely used for making hiring decisions about students who are just out of college or as the consideration while institutions are recruiting the fresh university graduates (Kuncel, Crede, & Thomas, 2005).

2.2.4 Related theories

2.2.4.1 Assumptions of Media Dependency Theory

The impacts of college Facebook page on users’ psychology and behavior are discussed in this article, which involves media effect. Media effect refers to “what types of content, in what type of medium, affect which people, in what situations” (Lang, 2013). Media effect was described as a formidable power to shape people's beliefs, cognition, and behaviors in the earliest correlated studies (Valkenburg, Peter, & Walther, 2016).

Media dependency theory is theory to study dependency on media from three relationships, which are the relationship between the society and the media, the media and the audience and the society and the audience (Ball-Rokeach & Defleur, 1976). A main focus of the theory is the relationship between media and audiences. Individuals have a variety of needs need to be satisfied by consuming media message.

Media needs and media dependency are highlighted in this theory. Three media needs determine how important media is to a person at any given moment: (1)
The need to understand one's social world, (2) The need to act meaningfully and effectively in communities, (3) The need to escape from that world while facing pressure. The level of dependency on media determined the importance of media for a person.

There are three terms of influences may be caused from media dependency, which are cognitive, affective, and behavioral. Cognitive affects in an audience’s attitudes, beliefs, and value. Affective effects include changing individual emotional factors. An example of a behavioral effect is “deactivation,” which occurs when individual members of an audience refrain from taking certain actions that they would have taken had they not been exposed to certain messages from the media.

Apply to this study, BU students have cognitive needs to understand the surrounding social environment, which means they might achieve the information about BU by exploring the BU Facebook and engage on it. Consequently, media dependency between BU students and BU Facebook occurs. The message and content posted on BU Facebook may effect BU students’ cognition and affection, which are shown in terms of the identification with school.

2.2.4.2 Assumptions of Uses and Gratifications Theory (UGT)

Uses and Gratifications Theory(UGT) is an audience-centered approach to understand the reasons and ways of audience consuming media actively to meet a variety of needs. The basic assumptions are as follows: (1) the audience is active and
use media in purpose; (2) the initiative in linking need gratification to a specific medium choice rests with the audience member; (3) audience have enough self-awareness of their media use, interests; (4) audience is able to made comment towards content

UGT was applied to investigated modern applications commutations widely in past decade. For instance, uses and gratifications of mobile phones were studied by Leung and Wei (2000) Stafford, Stafford and Schkade (2004) examined uses and gratifications for the Internet. They believed that three main categories of gratifications including content gratification, process gratification and social gratification are involved in the internet use.

With the emergence of social media, UGT were concentrated on social media usage. Raacke, & Bonds-Raacke (2008) applied UGT to explore MySpace and Facebook. They found college student used these friend-networking sites to meet the needs of finding old friends, making new friends, learning about events, creating social functions, and feeling connected.

Additionally, Park, Kee and Valenzuela (2009) explored the relationship among Facebook groups, uses and gratifications and social outcomes with 1715 college students participating the study. They found students were enjoying to interact with others to have a belongingness to group and peer support in some situation and obtained information with respect to school events via group actively.
Based on the previous study in respect to UGT, we assume that BU youngsters use BU Facebook page to meet the needs of sense of connection with school and seeking information about BU.

2.2.4.3 Assumptions of Cultivation Theory

Cultivation theory was developed by George Gerbner. At a basic level, it is the theory which predicts and explains the long-term formation and shaping of perceptions, understandings, and values about the world as a result of consumption of media message. The conception originated from comprehensive project entitled Cultural Indicators, which focused on the relationship between the violence content on TV band social criminal as well the impact of violence content on people’s perception of the world. They found that watching a plenty of TV will be related with a tendency to hold specific and distinct conceptions of reality. The central hypothesis guiding cultivation research is that comparing to people who watch less television, those who spend more time watching TV are tend to perceive the real world in ways that reflect the most common and recurrent messages of the television world (Gerbner, 1996; Gerbner, Gross, Morgan, Signorielli, 2001; Gerbner & Gross, 1976)

Mainstreaming and resonance are the two process of cultivation that explains how media contribute to viewers’ conceptions of social reality.

The development of cultivation theory described the effect of consuming TV content. At a board level, however, it is reasonable that exploring whether the same
process occurs in other mediums (Severin & Tankard, 2001). As a result, the theory has been widely used in interpretation of cultivation effect of mass media on media consumers.

College Facebook page tends to post plenty of positive college related news or other messages. Cultivation theory applied to current study is that cultivations approach suggests when BU students consuming the content of BU official Facebook pages continuously, the cultivation effects occur, which reflected in a sense of identification to BU.

Based on the past related studies and literature review, the researcher found that most of the studies found that college Facebook have an effect on the students’ academic or learning performance, because students’ exposure and social engagement with University Facebook influenced their perception and attitude toward their university and school (Hannon, 2014; Kuncel, Crede, & Thomas, 2005; O’Brien, 2011). However, very limited studies examine whether the media exposure and social engagement promote their university identification or not and whether their identification was associated with their learning performance or not. Hence, this study will increase the knowledge in the linkage between social engagement in FACEBOOK, identification, and learning performance, where there is a knowledge gap in the educational institution. The findings will contribute to the new knowledge on the implication of social media especially FACEBOOK to the academic
performance of the students and promote the social media strategy of educational institution.

2.3 Research hypotheses:

Hypothesis 1: BU students’ frequency of social media engagement in BU Official Facebook page is positively correlated with their identification to BU including membership, loyalty, and similarity.

Hypothesis 2: BU students’ frequency of social media engagement in BU Official Facebook page is positively correlated with their academic performance.

Hypothesis 3: BU students’ identification to BU including membership, loyalty and similarity is positively correlated with their academic performance.
2.4 Theoretical framework

Bangkok University students’ frequency of social media engagement in BU Official Facebook in the past one-year period.

H1

Bangkok University students’ identification to Bangkok University in relations to membership, loyalty, and similarity

H2

Bangkok University students’ academic performance

H3

Figure 1: Theoretical Framework
CHAPTER 3
METHODOLOGY

This chapter summarizes the research methodology to investigate the relationships among students’ engagement in BU official Facebook, university identification and their academic performance. The sampling process and instruments were involved. Data collection procedure was described in the final section of this chapter. The research methodology includes the following topics:

3.1 Research Design
3.2 Population and Sample Solution
3.3 Research Instrument
3.3.1 Interpretation of the scale
3.4 Instrument Pretest
3.5 Data Collection Procedure
3.6 Data Analysis
3.7 Summary of Demographic and Background Data on Facebook Usage

3.1 Research Design

The main objectives of this study is to investigate the implication of BU students’ engagement on university’s Facebook pages on their school identification and academic performance and to examine the relationship between their perceived school identification and academic performance. A quantitative research design is
employed to this study. The survey would be applied to collect the data in order to examine correlation among three variables.

3.2 Population and Sample Selection

The population of the study is the BU full-time undergraduate students who are able to read Thai, thanks to the official language of BU Facebook page is Thai. Currently, there are more than 28 thousand students studying in BU (Bangkok University, 2018). Two hundred students who have Facebook accounts were recruited to participate in the study, which were sampled by using convenience sampling methods. The data were collected though an online survey administered through Google Forms. The sample consisted of 80 male participants, and 120 female participants. The majority of participants identified themselves as second-year students.

3.3 Research Instrument

The questionnaires composed of four sections to investigate the implication of BU students’ engagement on BU Facebook on their university identification and academic performance. Organizational Identification Questionnaire (OIQ) is employed to measure students’ university identification. The Cronbach Alph of 0.94 was reported by Cheney (1983) and Potvin (1991) reported an alpha of .96 in three different organizations.

Cheney suggested that organizational identification consists of 3 dimensions:
membership, loyalty and similarity. These 3 components are not “analytically
distinct”. Membership refers to “feelings of solidarity”—a sense of belonging,
strong feeling of attachment or emotional attraction, reference to self in organizational
membership, and pride in organizational membership; loyalty refers to “support of
the organization” and loyalty to the organization and enthusiasm about organizational
goals; and similarity refers to “perceptions of shared characteristics”—perceived
similarity in terms of shared characteristics and with respect to shared values or goals
(Cheney, 1983).

The first part of questionnaire aims to examine participants’ personal
information including gender, major of study, and year of school (Item 1 to Item 3).

The second section aims to examine the participants’ engagement on BU
Facebook (item 4 to item 10). For this part, the frequency of visiting BU Facebook
page and the amount of time spent on exploring are investigated. Moreover, the
subjects are requested to share their online behaviors. The questions are based on the
functions of Facebook, which users can like, comment, share, and check in on
Facebook page.

The third section of questionnaire aims to investigate BU students’ university
identification. According to OIQ, university identification is divided into 3
dimensions. in this study.

The original QIQ consisted of 30 items, the current version contains 25 items,
which are measured with 7 point Likert scale ranging from very strong agreement (7) to very strong disagreement (1).

Table 3.1: 25-item Cheney organizational identification questionnaire (Cheney, 1983)

C1. I would probably continue working for ____ even if I didn’t need the money.
C2. In general, the people employed by ____ are working toward the same goals.
C3. I am very proud to be an employee of ____.
C4. ____ ’s image in the community represents me as well.
C5. I often describe myself to others by saying, “I work for ____” or I am from ____.
C6. I try to make on-the-job decisions by considering the consequences of my action for ____.
C7. We at ____ are different from others in the field.
C8. I am glad to chose to work for ____ rather than another company.
C9. I talk up ____ to my friend as a great company to work for.
C10. In general, I view ____ ’s problems as my own.
C11. I am willing to put in a great deal of ____
C12. I become irritated when I hear others outside ____ criticize the company.
C13. I have warm feeling toward ____ as a place to work.
C14. I would be quite willing to spend the rest of my career with ____.
C15. I feel that ____ cares about me.
C16. The record of ____ is am example of what dedicated people can achieve.
C17. I have a lot in common with others employed by ____.
C18. I find it difficult to agree with ____ ’s policies on important matters relating to me.

(Continued)
Table 3.1 (Continued): 25-item Cheney organizational identification questionnaire  
(Cheney, 1983)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C19.</td>
<td>My association with _____ is only a small part of who I am.</td>
</tr>
<tr>
<td>C20.</td>
<td>I like to tell others about projects that _____ is working on.</td>
</tr>
<tr>
<td>C21.</td>
<td>I find that my values and the values of _____ are very similar.</td>
</tr>
<tr>
<td>C22.</td>
<td>I feel very little loyalty to _____ .</td>
</tr>
<tr>
<td>C23.</td>
<td>I would describe _____ as a large “family” in which most members feel a sense of belonging.</td>
</tr>
<tr>
<td>C24.</td>
<td>I find it easy to identify with _____ .</td>
</tr>
<tr>
<td>C25.</td>
<td>I really care about the fate of _____ .</td>
</tr>
</tbody>
</table>

*Note.* Items 18, 19, and 22 are reverse-scored.

The QIQ focuses on company, so the content of items would be adjusted to be consistent with Bangkok university context. Three items are not suitable to measure university identification, which would be edited to work with university context. Such as C1 “I would probably continue working for _____ even if I didn’t need the money” would be edited to “I would probably further my study in higher level at Bangkok even if I have an opportunity.” C2 “In general, the people employed by _____ are working toward the same goals” would be edited to “In general, the people graduated from Bangkok University have similar goals in their life.” C6 “I try to make on-the-job decisions by considering the consequences of my action for _____.” is edited to “I try to make on-the-school decisions by considering the consequences of my action for Bangkok University.” And item C14 “I would be quite willing to spend the rest of my career with _____ ” and C16 “The record of _____ is an example of what
dedicated people can achieve” are deleted which are not able to be edited to adjust the university context. Consequently, 23 items were kept to measure university identification, including three dimensions—membership (C1, C3, C5, C15, C25), loyalty (C8, C9, C11, C12, C13, C20, C22), and similarity (C2, C4, C7, C10, C17, C18, C19, C21, C23, C24). To be mentioned, items C18, C19 and C22 are reverse-scored, so these items need to be recorded while analyzing the data.

The fourth section aims to gather students’ GPA. Participants are requested to submit the average GPA grade of the past semesters.

3.3.1 Interpretation of the scale

The researcher used the following criteria to interpret the frequency of social engagement in BU official Facebook and university identification as indicated in Table 3.2-Table 3.3. The mean of the variable is interpreted by using the criteria of 0.80. The mean to interpret the perception of the customers, using the formula highest score minus lowest divided by 5 levels (5-1/5). In addition, to examine the researcher examined the high-medium-low level the frequency of social engagement in BU official Facebook and university identification were further interpreted by using the criteria using 1.33, which derived from the formula-- highest score minus lowest divided by 3 levels (5-1/3= 1.33) for each level in the Table 3.4.
Table 3.2: Criteria for degree of frequency of social engagement in BU Official Facebook among Thai BU students

<table>
<thead>
<tr>
<th>Opinion toward the statement</th>
<th>Score</th>
<th>Criteria</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most frequently</td>
<td>5</td>
<td>4.21 - 5.00</td>
<td>Most frequently</td>
</tr>
<tr>
<td>Frequently</td>
<td>4</td>
<td>3.41 - 4.20</td>
<td>Frequently</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>2.61 - 3.40</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1.81 - 2.60</td>
<td>Rarely</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>1.00 - 1.80</td>
<td>Never</td>
</tr>
</tbody>
</table>

Table 3.3: Criteria for degree of identification dimension

<table>
<thead>
<tr>
<th>Opinion toward the statement</th>
<th>Score</th>
<th>Criteria</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree with the statement</td>
<td>5</td>
<td>4.21 - 5.00</td>
<td>Strongly agreeable</td>
</tr>
<tr>
<td>Agree with the statement</td>
<td>4</td>
<td>3.41 - 4.20</td>
<td>Agreeable</td>
</tr>
<tr>
<td>Neither agree or disagree with the statement</td>
<td>3</td>
<td>2.61 - 3.40</td>
<td>Neutral</td>
</tr>
<tr>
<td>Disagree with the statement</td>
<td>2</td>
<td>1.81 - 2.60</td>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree with the statement</td>
<td>1</td>
<td>1.00 - 1.80</td>
<td>Disagree</td>
</tr>
</tbody>
</table>

To interpret the level of frequency of social engagement and identification whether it is high, medium, or low level, the criteria for interpretation were developed
having 1.33 for each level as shown in Table 3.4.

Table 3.4: Data Interpretation for the level of social engagement and university identification among BU students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 – 2.33</td>
<td>Low level</td>
</tr>
<tr>
<td>2.34 – 3.67</td>
<td>Medium level</td>
</tr>
<tr>
<td>3.68 – 5.00</td>
<td>High level</td>
</tr>
</tbody>
</table>

To interpret the academic performance of BU students, the criteria for interpretation is indicated in Table 3.5

Table 3.5: Data Interpretation for the level of academic performance among BU students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower than 2.00</td>
<td>Low academic performance</td>
</tr>
<tr>
<td>2.01-3.00</td>
<td>Medium academic performance</td>
</tr>
<tr>
<td>3.01 – 4.00</td>
<td>High academic performance</td>
</tr>
</tbody>
</table>

3.4 Instrument Pretest

The original questionnaire was created in English. Then it was translated into Thai language and the bilingual professor who is fluent in both Thai and English language have translated the Thai version into English version to check the accuracy of the questionnaire. The researcher went to Bangkok University at Rangsit Campus
to distribute to 30 BU students to participate in the pretest. The results of the variables of students’ frequency of social engagement in BU official Facebook page and identification with university which were measured by the Cronbach Alpha Coefficient were presented as followers:

Table 3.6: The reliability of instrument

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s Alpha</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of Students’ social engagement in Bangkok University Official Facebook</td>
<td>.959</td>
<td>9</td>
</tr>
<tr>
<td>Students’ identification to Bangkok University</td>
<td>.956</td>
<td>23</td>
</tr>
<tr>
<td>A sense of membership</td>
<td>.908</td>
<td>6</td>
</tr>
<tr>
<td>A sense of loyalty</td>
<td>.902</td>
<td>10</td>
</tr>
<tr>
<td>A feeling of similarity</td>
<td>.904</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>.957</td>
<td>32</td>
</tr>
</tbody>
</table>

According to Nunnaly (1978 as cited in Hong, 2005), Cronbach alpha should be at least 0.7 to be considered as acceptable reliability coefficient. As presented, the overall Cronbach’s Alpha is 0.957, which is higher than the standard level ($\alpha = 0.7$). The reliability of each part of the questionnaire is acceptable as suggested by, including frequency of students’ social engagement in Bangkok University Official Facebook ($\alpha = 0.959$); overall of students’ identification to Bangkok University ($\alpha = 0.956$); A sense of membership ($\alpha = 0.908$); A sense of loyalty ($\alpha = 0.902$); A feeling of similarity ($\alpha = 0.904$).
0.956); A sense of membership ($\alpha = 0.908$); A sense of loyalty ($\alpha = 0.902$); A feeling of similarity ($\alpha = 0.904$).

3.5 Data Collection Procedure

3.5.1 The original questionnaire was translated into Thai by using method of back translation before it is running on Google Forms, which is a professional survey platform. That is original questionnaire items are English, which would be translated into Thai and then translated back to English by a Thai person who is fluent in Thai and English.

3.5.2 The translated questionnaires were distributed via Facebook. The researcher went to the Bangkok university (Rangsit Campus) and invite BU students to participate the survey randomly, then they distributed the questionnaires to their BU friends. 200 completed questionnaires were collected finally.

3.6 Data Analysis

**Hypothesis 1:** BU students’ frequency of social media engagement in BU Official Facebook page is positively correlated with their identification to BU including membership, loyalty, and similarity.

Independent variable: BU students’ frequency of social media engagement in BU official Facebook page. (Interval scale)

Dependent variable: BU students’ identification to BU including membership, loyalty and similarity (Interval scale)
Statistics: Spearman Rank Correlation Analysis

The independent variable is BU students’ frequency of social engagement in BU official Facebook page. The interval scale was used to discover the frequency of visiting BU Facebook page and the amount of time spent on exploring are investigated, and students’ Facebook online behaviors. The dependent variable is BU students’ identification to BU. BU students’ identification is measured by three components which are membership, loyalty and similarity based on the Organizational Identification Questionnaire (OIQ) (Cheney, 1983). The interval scales of membership, loyalty and similarity were used to discover university identification. Therefore, Spearman Correlation Analysis was used to test weather the variation in BU students’ engagement in BU official Facebook page is positively correlated with their identification to BU including membership, loyalty and similarity.

**Hypothesis 2**: BU students’ frequency of social media engagement in BU Official Facebook page is positively correlated with their academic performance.

Independent variable: BU students’ frequency of social engagement in BU official Facebook page (Interval scale)

Dependent variable: Academic performance (Ordinal scale)

Statistics: Spearman Rank Correlation Analysis

The independent variable is BU students’ frequency of social engagement in
BU official Facebook page. The interval scale was used to discover the frequency of visiting BU Facebook page and the amount of time spent on exploring are investigated, and students’ Facebook online behaviors. The dependent variable is academic performance. The list of ratio scale is used to measure the academic performance. Accordingly, Spearman Correlation Analysis was employed to test if BU students’ frequency of social media engagement in BU Official Facebook page is positively correlated with their academic performance.

**Hypothesis 3**: BU students’ identification to BU including membership, loyalty and similarity are positively correlated with their academic performance.

**Independent variables**: BU students’ identification to BU (Interval scale)

**Dependent variables**: academic performance (Ordinal scale)

**Statistics**: Spearman Rank Correlation Analysis

The independent variable is BU students’ identification to BU. The interval scales of membership, loyalty and similarity were used to discover university identification. The dependent variable is academic performance. The list of ratio scale is used to measure the academic performance. Spearman Correlation Analysis is utilized to test whether BU students’ identification to BU is positively correlated with their academic performance.

### 3.7 Summary of Demographic and Background Data on Facebook usage

As shown in Table 3.7, the descriptive findings revealed that majority of the
respondents are female (60%, n = 120) and male (40%, n = 40).

Table 3.7: The frequency and percentage of gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 3.8, the descriptive statistics indicated that majority of respondents are currently studying in School of Humanities and Tourism Management (40.5%, n = 81), followed by Communication Arts (19%, n =38), Business Administration (15.5%, n =31), Engineering (6%, n =12), Digital Media and Cinematic Arts (5%, n =10) and Accounting (5%, n =10), Law (4%, n =8), Fine and Applied Arts (2.5%, n =5), Information Technology and Innovation (2%, n=4), Entrepreneurship and Management (0.5%, n =1), respectively.

Table 3.8: The frequency and percentage of school enrolled by samples

<table>
<thead>
<tr>
<th>School</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accounting</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td>2. Business administration</td>
<td>31</td>
<td>15.5</td>
</tr>
<tr>
<td>3. Communication Arts</td>
<td>38</td>
<td>19.0</td>
</tr>
</tbody>
</table>

(Continued)
Table 3.8 (Continued): The frequency and percentage of school enrolled by samples

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>Humanities and Tourism Management</td>
<td>81</td>
<td>40.5</td>
</tr>
<tr>
<td>Economic and Investment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Information Technology and Innovation</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>Entrepreneurship and Management</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Digital Media and Cinematic Arts</td>
<td>10</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As Table 3.9 shown, the descriptive statistics revealed that the most respondents are from Second Year (42%, n=84), followed by Third Year (28%, n=56), First Year (17.5%, n=35), and Forth Year (12.5%, n=25), respectively.

Table 3.9: The frequency and percentage of year of university

<table>
<thead>
<tr>
<th>Year of University</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>35</td>
<td>17.5</td>
</tr>
<tr>
<td>Second Year</td>
<td>84</td>
<td>42.0</td>
</tr>
</tbody>
</table>

(Continued)
Table 3.9 (Continued): The frequency and percentage of year of university

<table>
<thead>
<tr>
<th>Year</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Year</td>
<td>56</td>
<td>28.0</td>
</tr>
<tr>
<td>Forth Year</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 3.9.1, the descriptive findings revealed that the highest frequency of exploring BU Facebook was “rarely” (1-2 times per month) (37%, n=74), and the second-high frequency was “sometimes” (3-4 times per month) (34%, n=68), then followed by “frequently” (5-8 times per month) (13%, n=26), “most frequently” (more than 9 times per month) (10.5%, n=21), “never” (never visit) (5.5%, n=11).

Table 3.9.1: The frequency of respondents exploring the BU Facebook

<table>
<thead>
<tr>
<th>Frequency of Exploring</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>Rarely</td>
<td>74</td>
<td>37.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>68</td>
<td>34.0</td>
</tr>
<tr>
<td>Frequently</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>Most frequently</td>
<td>21</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 3.9.2, the descriptive statistics revealed that the time which majority of the samples spent on exploring BU Facebook were “5-15 minutes” (49.5%, n=99), and then followed by “less than 5 minutes” (33%, n=66), “15-30
minutes” (8%, n= 16), “45-60 minutes” (6%, n= 12), “more than 60 minutes” (3.5%, n=7).

Table 3.9.2: The time of respondents exploring the BU Facebook each time

<table>
<thead>
<tr>
<th>Time of Exploring</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 minutes</td>
<td>66</td>
<td>33.0</td>
</tr>
<tr>
<td>5-15 minutes</td>
<td>99</td>
<td>49.5</td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>16</td>
<td>8.0</td>
</tr>
<tr>
<td>45-60 minutes</td>
<td>12</td>
<td>6.0</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 3.9.3, the descriptive statistics revealed that the highest frequency of GPA was 3.01-3.10 (35.5%, n= 71), the second-high frequency was 2.51-2.50 (32.5%, n= 65), then followed by 3.51-4.00 (19.5%, n= 39), 2.00-2.50 (9.0%, n= 18), less than 2.00 (3.5%, n= 7).

Table 3.9.3: The frequency and percent of GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2.00</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>2.00- 2.50</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>2.51- 3.00</td>
<td>65</td>
<td>32.5</td>
</tr>
<tr>
<td>3.01-3.50</td>
<td>71</td>
<td>35.5</td>
</tr>
<tr>
<td>3.51-4.00</td>
<td>39</td>
<td>19.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
CHAPTER 4
FINDINGS

This chapter summarized the findings of quantitative data, which collected from 200 Bangkok University’s undergraduate students. SPSS program was employed to analyze the data in this study. Spearman Analysis was used to test all the hypotheses. The following topics are presented in this chapter:

4.1 Summary of findings of descriptive analysis
4.2 Summary on Hypotheses Testing

4.1 Summary of findings of descriptive analysis

As Table 4.1 shown, the descriptive findings of the mean and standard deviation of the frequency of respondents engage on BU Facebook revealed that samples sometimes engage in BU Facebook (Mean= 2.85, SD=.940). When examining each statement, the sample responded that they sometimes engaged in BU Facebook in following ways as described in most the statements, including “I clicked ‘Like’ or choose ‘Emotion’ to express my viewpoint toward the contents” has the highest mean (Mean=3.20, SD=1.152), followed by the statement “I looked through BU Facebooks photo albums to check coming events happening at Bangkok University” (Mean=3.09, SD=1.076), “I shared the posts to my Facebook friends on
contents that I like while exploring BU Facebook page” (Mean=3.07, SD=1.130), I checked in location on BU Facebook page” (Mean=3.06, SD=1.185), “I made positive comments to express my opinions on the posted contents” (Mean=2.93, SD=1.223), “I downloaded the contents for future use” (Mean=2.83, SD=1.144), “I made comments on contents when I was exploring BU Facebook page” (Mean=2.65, SD=1.214), respectively. However, the statements of “I posted when I was exploring BU Facebook page” (Mean=2.49, SD=1.195) and “I made negative comments to express my opinions on the posted contents” (Mean=2.36, SD=1.252) were in frequency of rarely.

Table 4.1: The Mean and standard deviation of the frequency of respondents’ engagement in BU Facebook

<table>
<thead>
<tr>
<th>The Frequency of Respondents’ Engagement in BU Facebook</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Posted contents</td>
<td>2.49</td>
<td>1.195</td>
<td>Rarely</td>
</tr>
<tr>
<td>2. Made comments</td>
<td>2.65</td>
<td>1.214</td>
<td>Sometimes</td>
</tr>
<tr>
<td>3. Shared the posts</td>
<td>3.07</td>
<td>1.130</td>
<td>Sometimes</td>
</tr>
<tr>
<td>4. Checked in location</td>
<td>3.06</td>
<td>1.185</td>
<td>Sometimes</td>
</tr>
<tr>
<td>5. Looked through albums</td>
<td>3.09</td>
<td>1.076</td>
<td>Sometimes</td>
</tr>
<tr>
<td>6. Clicked “Like” or “Emotion”</td>
<td>3.20</td>
<td>1.152</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

(Continued)
Table 4.1 (Continued): The Mean and standard deviation of the frequency of respondents’ engagement in BU Facebook

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mean</th>
<th>SD</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Made positive comments</td>
<td>2.93</td>
<td>1.223</td>
<td>Sometimes</td>
</tr>
<tr>
<td>8. Made negative comments</td>
<td>2.36</td>
<td>1.252</td>
<td>Rarely</td>
</tr>
<tr>
<td>9. Downloaded the contents</td>
<td>2.83</td>
<td>1.144</td>
<td>Sometimes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.85</td>
<td>.0940</td>
<td>Medium level</td>
</tr>
</tbody>
</table>

As shown in Table 4.2, the descriptive findings of the mean and standard deviation of respondents’ identification indicated that samples have medium level identification (Mean = 3.64, SD = 0.541). When testing each dimensions, sense of loyalty has the highest mean (Mean = 3.67, SD = 0.663) which meant samples have high level loyalty, followed by membership with medium level (Mean = 3.64, SD = 0.556) and similarity with medium level (Mean = 3.53, SD = 0.541), respectively.

When examining each dimension, the descriptive findings on membership found the statement of “I am very proud to be student of Bangkok University” has the highest mean (Mean = 4.15, SD = 0.819), followed by the statement “I often describe myself to others by saying ‘I study in Bangkok university’ or ‘I am from Bangkok University’ (Mean = 3.90, SD = 0.940). “I would describe Bangkok University as a large “family” in which most members feel a sense of belonging” (Mean = 3.79, SD = 0.940), “I find it easy to identify with Bangkok University” (Mean = 3.78, SD = 0.940).
0.951), “I try to make on-the-school decisions by considering the consequents of my action for Bangkok University” (Mean = 3.73, SD= 0.863) and “My association with Bangkok University is only a small part of who I am” (Mean = 2.54, SD= 0.819), respectively.

In respect to sense of loyalty, the statement of “I talk up Bangkok University to friends as a great university to study in” has the highest mean (Mean =3.96, SD= 0.923), followed by “I am willing to put in a great deal of effort beyond the normally expected in order to help Bangkok University be successful” (Mean = 3.94, SD= 0.809), “I am glad to choose to study in Bangkok University rather than another university” (Mean = 3.91, SD= 0.954), “I have warm feeling toward Bangkok University as a place to study” (Mean = 3.86, SD= 0.876), “I like to tell others about projects that Bangkok University is working on” (Mean = 3.79, SD= 0.851), “I would probably further my study in higher level at Bangkok university even if I have an opportunity” (Mean = 3.77, SD= 0.950), “I become irritated when I heard others outside criticize Bangkok University” (Mean =3.76, SD=0.952), “I really care about the fate of Bangkok university” (Mean =3.75, SD=0.952), I feel that Bangkok university cares about me (Mean =3.74, SD=0.887) and “I feel very little loyalty to Bangkok University” (Mean =3.15, SD=1.38), respectively.

In respect to sense of similarity, the statement of “Bangkok University’s image in the community represents me as well” has the highest mean (Mean =3.86,
SD=0.863), followed by “We at Bangkok University are different from others in the fields” (Mean =3.71, SD=0.895), “I find that my values and the values of Bangkok University are very similar” (Mean =3.68, SD=0.856), “In general, the people graduated from Bangkok University have similar goals in their life” (Mean =3.66, SD=0.895), In general, I view Bangkok University’s problem as my own (Mean =3.54, SD=1.003), “I have a lot in common with others who study in Bangkok University” (Mean =3.52, SD=0.924) and “I find it difficult to agree with Bangkok University’s policies on important matters relating to me” (Mean =2.73, SD=1.11), respectively.

Table 4.2: The mean and standard deviation of the level of respondents’ identification

<table>
<thead>
<tr>
<th>Identification to University as perceived by Bangkok University students</th>
<th>Mean</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Sense of Membership</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I am very proud to be student of Bangkok University.</td>
<td>4.15</td>
<td>.819</td>
<td>High Identification</td>
</tr>
<tr>
<td>2. I often describe myself to others by saying ‘I study in Bangkok university’ or ‘I am from Bangkok University’.</td>
<td>3.90</td>
<td>.940</td>
<td>High Identification</td>
</tr>
<tr>
<td>3. My association with Bangkok University is only a small part of who l am.</td>
<td>2.54</td>
<td>1.04</td>
<td>Medium Identification</td>
</tr>
<tr>
<td>4. I would describe Bangkok University as a large “family” in which most members feel a sense of belonging.</td>
<td>3.79</td>
<td>.940</td>
<td>High Identification</td>
</tr>
</tbody>
</table>
Table 4.2 (Continued): The mean and standard deviation of the level of respondents’ identification

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Identification Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I try to make on-the-school decisions by considering the consequents of my action for Bangkok University.</td>
<td>3.73</td>
<td>.863</td>
<td>High Identification</td>
</tr>
<tr>
<td>6</td>
<td>I find it easy to identify with Bangkok University.</td>
<td>3.78</td>
<td>.951</td>
<td>High Identification</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.64</td>
<td>.556</td>
<td>Medium Identification</td>
</tr>
</tbody>
</table>

**A Sense of Loyalty**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Identification Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I am glad to choose to study in Bangkok University rather than another university.</td>
<td>3.91</td>
<td>.954</td>
<td>High Identification</td>
</tr>
<tr>
<td>8</td>
<td>I talk up Bangkok University to friends as a great university to study in.</td>
<td>3.96</td>
<td>.923</td>
<td>High Identification</td>
</tr>
<tr>
<td>9</td>
<td>I am willing to put in a great deal of effort beyond the normally expected in order to help Bangkok University be successful.</td>
<td>3.94</td>
<td>.809</td>
<td>High Identification</td>
</tr>
<tr>
<td>10</td>
<td>I become irritated when I heard others outside criticize Bangkok University.</td>
<td>3.76</td>
<td>.952</td>
<td>High Identification</td>
</tr>
<tr>
<td>11</td>
<td>I have warm feeling toward Bangkok University as a place to study.</td>
<td>3.86</td>
<td>.876</td>
<td>High Identification</td>
</tr>
<tr>
<td>12</td>
<td>I like to tell others about projects that Bangkok University is working on.</td>
<td>3.79</td>
<td>.851</td>
<td>High Identification</td>
</tr>
<tr>
<td>13</td>
<td>I feel very little loyalty to Bangkok University.</td>
<td>3.15</td>
<td>1.38</td>
<td>Medium Identification</td>
</tr>
<tr>
<td>14</td>
<td>I really care about the fate of Bangkok university.</td>
<td>3.75</td>
<td>.920</td>
<td>High Identification</td>
</tr>
<tr>
<td>15</td>
<td>I would probably further my study in higher level at Bangkok university even if I have an opportunity.</td>
<td>3.77</td>
<td>.950</td>
<td>High Identification</td>
</tr>
</tbody>
</table>
Table 4.2 (Continued): The mean and standard deviation of the level of respondents’ identification

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>I feel that Bangkok university cares about me.</td>
<td>3.74</td>
<td>.887</td>
<td>High Identification</td>
</tr>
<tr>
<td>17.</td>
<td>Bangkok University’s image in the community represents me as well.</td>
<td>3.86</td>
<td>.863</td>
<td>High Identification</td>
</tr>
<tr>
<td>18.</td>
<td>We at Bangkok University are different from others in the fields.</td>
<td>3.71</td>
<td>.895</td>
<td>High Identification</td>
</tr>
<tr>
<td>19.</td>
<td>In general, I view Bangkok University’s problem as my own.</td>
<td>3.54</td>
<td>1.003</td>
<td>Medium Identification</td>
</tr>
<tr>
<td>20.</td>
<td>I have a lot in common with others who study in Bangkok University.</td>
<td>3.52</td>
<td>.924</td>
<td>Medium Identification</td>
</tr>
<tr>
<td>21.</td>
<td>I find it difficult to agree with Bangkok University’s policies on important matters relating to me.</td>
<td>2.73</td>
<td>1.11</td>
<td>Medium Identification</td>
</tr>
<tr>
<td>22.</td>
<td>I find that my values and the values of Bangkok University are very similar.</td>
<td>3.68</td>
<td>.856</td>
<td>High Identification</td>
</tr>
<tr>
<td>23.</td>
<td>In general, the people graduated from Bangkok University have similar goals in their life.</td>
<td>3.66</td>
<td>.895</td>
<td>Medium Identification</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.76</td>
<td>.663</td>
<td>High Identification</td>
</tr>
<tr>
<td></td>
<td>Total mean of Identification</td>
<td>3.64</td>
<td>.541</td>
<td>Medium Level</td>
</tr>
</tbody>
</table>

4.2 Summary on Hypotheses Findings and Other Findings

In order to interpret the Correlation Coefficient, the criteria for degree of correlation is presented as following table:
Table 4.3: Criteria for Interpreting the Size of a Correlation Coefficient

(Cohen, 1988; Sawilowsky, 2009)

<table>
<thead>
<tr>
<th>Size of Correlation</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00 to .09 (.00 to −.09)</td>
<td>Very low positive (negative) correlation</td>
</tr>
<tr>
<td>.10 to .29 (−.10 to −.29)</td>
<td>Low (negative) correlation</td>
</tr>
<tr>
<td>.30 to .49 (−.30 to −.49)</td>
<td>Middle positive (negative) correlation</td>
</tr>
<tr>
<td>.50 to .80 (−.50 to −0.80)</td>
<td>High positive (negative) correlation</td>
</tr>
<tr>
<td>.80 to 1.00 (−.80 to −1.00)</td>
<td>Very high positive (negative) correlation</td>
</tr>
</tbody>
</table>

Based on the objectives and research questions of this study, researcher has developed the following hypotheses:

**Hypothesis 1:** BU students’ frequency of social media engagement in BU official Facebook page is positively correlated with their identification to BU including membership, loyalty, and similarity.

As shown in Table 4.5 and 4.6, the analysis of Spearman Rank Correlation Coefficient statistic revealed that Hypothesis 1 was supported. There was middle positive correlation between samples’ frequency of engagement in BU Facebook and university identification ($r = 0.312^{**}, p < .01$).

When analyzing the correlation between Facebook engagement and each
dimension of identification, the Spearman Rank Correlation revealed that samples’
frequency of BU Facebook engagement is positively correlated with their similarity (r
=0.371**, p<.01) in middle level, membership (r =0.211**, p<.01), loyalty (r
=0.189**, p<.01) in low level, respectively.

As shown in Table 4.7, when analyzing detailed correlations between
dimensions of Facebook engagement and identification, the Spearman Rank
Correlation revealed that there was low positive correlation between posting contents
and university identification (r =0.188**, p<.01), and posting contents is positively
correlated with similarity (r =0.302**, p<.01) in middle level, but did not
significantly correlate with membership (r =0.100, p>.01) and loyalty (r =0.091,
p>.05).

When examining the relationship between frequency of Facebook
engagement and identification and each dimension, the results found that in respect to
making comments, a low correlation was found with identification (r =0.147**, p<.01). And, it is positively correlated with similarity in low level. (r =0.229**, p<.01). However, there was non-significant correlation with membership (r =0.062, p>.05) and loyalty (r =0.049, p>.05).

In respect to sharing posts, a middle positively correlation was found with
identification (r =0.360**, p<.01). While, sharing posts is positively correlate with
similarity (r =0.305**, p<.01) in middle level, loyalty (r =0.291**, p<.01)
membership \((r =0.246**, p<.01)\) in low level, respectively.

In respect to checking in locations, a middle positively correlation was found with identification \((r =0.367**, p<.01)\), and it is correlated with similarity \((r =0.415**, p<.01)\) in moderate level, as well as loyalty \((r =0.276**, p<.01)\) and membership \((r =0.248**, p<.01)\) in low level.

In respect to looking through the photo albums, a low positively correlation was found with identification \((r =0.281**, p<.01)\), and it is positively correlated with similarity \((r =0.318**, p<.01)\) in middle level, loyalty \((r =0.177**, p<.01)\) and membership \((r =0.264**, p<.01)\) in low level.

In respect to clicking “likes” or choosing emotions to express the views, a low positively correlation was found with identification \((r =0.290**, p<.01)\), and it is positively correlated with similarity \((r =0.283**, p<.01)\), membership \((r =0.284**, p<.01)\) and loyalty \((r =0.211**, p<.01)\) in low level.

In respect to making positive comments, a low positively correlation was found with identification \((r =0.284**, p<.01)\), and it is positively correlated with similarity \((r =0.344**, p<.01)\) moderately, loyalty \((r =0.185**, p<.01)\) and membership \((r =0.160**, p<.05)\) in low level.

In respect to making negative comments, it is non-significantly correlate with identification \((r =-0.019, p>.05)\), as well as loyalty \((r =0.089, p>.05)\), membership \((r =-0.037, p>.05)\) and similarity \((r =0.141, p>.05)\).
In respect to downloading the contents, a low positively correlation was found with identification \((r = 0.266^{**}, p < .05)\), and it is positively correlated with similarity \((r = 0.298^{**}, p < .05)\), membership \((r = 0.212^{**}, p < .05)\) and loyalty \((r = 0.158^{**}, p < .05)\) in low level.

Table 4.4: Correlation among BU students’ frequency Facebook engagement, identification with school, and academic performance

<table>
<thead>
<tr>
<th></th>
<th>FB Engagement</th>
<th>Identification</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FB Engagement</strong></td>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.312**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>Correlation Coefficient</td>
<td>.312**</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.</td>
</tr>
</tbody>
</table>

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

Table 4.5: Correlation among BU students’ frequency Facebook engagement, membership, loyalty, similarity, and academic performance

<table>
<thead>
<tr>
<th></th>
<th>FB Engagement</th>
<th>Membership</th>
<th>Loyalty</th>
<th>Similarity</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FB Engagement</strong></td>
<td>Correlation Coefficient</td>
<td>1.000</td>
<td>.211**</td>
<td>.189**</td>
<td>.371**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.003</td>
<td>.008</td>
<td>.000</td>
</tr>
<tr>
<td><strong>Membership</strong></td>
<td>Correlation Coefficient</td>
<td>.211**</td>
<td>1.000</td>
<td>.762**</td>
<td>.595**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td>.</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

(Continued)
Table 4.5 (Continued): Correlation among BU students’ frequency Facebook engagement, membership, loyalty, similarity, and academic performance

<table>
<thead>
<tr>
<th>Loyalty</th>
<th>Correlation Coefficient</th>
<th>Membership</th>
<th>Loyalty</th>
<th>Similarity</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>.189**</td>
<td>.762**</td>
<td>1.000</td>
<td>.720**</td>
<td>.020</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.008</td>
<td>.000</td>
<td>.000</td>
<td>.785</td>
</tr>
<tr>
<td>Similarity</td>
<td>Correlation Coefficient</td>
<td>.371**</td>
<td>.595**</td>
<td>.720**</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.733</td>
</tr>
</tbody>
</table>

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

Table 4.6: Correlations among BU students’ frequency Facebook engagement and identification with school

<table>
<thead>
<tr>
<th>Membership</th>
<th>Loyalty</th>
<th>Similarity</th>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Posted contents</td>
<td>Correlation Coefficient</td>
<td>.100</td>
<td>.091</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.162</td>
<td>.211</td>
<td>.000</td>
</tr>
<tr>
<td>2.Made comments</td>
<td>Correlation Coefficient</td>
<td>.062</td>
<td>.049</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.386</td>
<td>.497</td>
<td>.001</td>
</tr>
<tr>
<td>3. Shared the posts</td>
<td>Correlation Coefficient</td>
<td>.246**</td>
<td>.291**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>4.Checked in location</td>
<td>Correlation Coefficient</td>
<td>.248**</td>
<td>.276**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

(Continued)
Table 4.6 (Continued): Correlations among BU students’ frequency Facebook engagement and identification with school

<table>
<thead>
<tr>
<th>Activity</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Looked through photo albums</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>.264**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.177*</td>
<td>.014</td>
</tr>
<tr>
<td></td>
<td>.318**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.281**</td>
<td>.000</td>
</tr>
<tr>
<td>6. Clicked “Like or “Emotion”</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>.248**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.211**</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>.283**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.290**</td>
<td>.000</td>
</tr>
<tr>
<td>7. Made positive comments</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>.160*</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>.185*</td>
<td>.010</td>
</tr>
<tr>
<td></td>
<td>.344**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.284**</td>
<td>.000</td>
</tr>
<tr>
<td>8. Made negative comments</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>-.037</td>
<td>.606</td>
</tr>
<tr>
<td></td>
<td>-.089</td>
<td>.218</td>
</tr>
<tr>
<td></td>
<td>.141*</td>
<td>.059</td>
</tr>
<tr>
<td></td>
<td>.019</td>
<td>.798</td>
</tr>
<tr>
<td>9. Downloaded the contents</td>
<td>Correlation Coefficient</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>.212**</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>.158*</td>
<td>.028</td>
</tr>
<tr>
<td></td>
<td>.298**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>.266**</td>
<td>.000</td>
</tr>
</tbody>
</table>

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

**Hypothesis 2**: BU students’ frequency of social media engagement in BU official Facebook page is positively correlated with their academic performance.

The analysis of Spearman Rank Correlation Coefficient statistic revealed that Hypothesis 2 was not supported.

As shown in Table 4.5, respondents’ frequency of social media engagement in BU official Facebook page did not significantly correlate with their GPA (r=-.027, p>.05). In respects to detailed Facebook engagement, Table 4.8 dedicated that none of
item of Facebook engagement significantly correlated with GPA (p > .05). Hypothesis

Table 4.7: Correlations between BU students’ frequency Facebook engagement and GPA

<table>
<thead>
<tr>
<th>FB Engagement</th>
<th>Correlation Coefficient</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Posted contents</td>
<td>Correlation Coefficient</td>
<td>.129</td>
</tr>
<tr>
<td>2. Made comments</td>
<td>Correlation Coefficient</td>
<td>.073</td>
</tr>
<tr>
<td>3. Shared the posts</td>
<td>Correlation Coefficient</td>
<td>.031</td>
</tr>
<tr>
<td>4. Checked in location</td>
<td>Correlation Coefficient</td>
<td>-.043</td>
</tr>
<tr>
<td>5. Looked through photo albums</td>
<td>Correlation Coefficient</td>
<td>.021</td>
</tr>
<tr>
<td>6. Clicked “Like or “Emotion”</td>
<td>Correlation Coefficient</td>
<td>-.107</td>
</tr>
<tr>
<td>7. Made positive comments</td>
<td>Correlation Coefficient</td>
<td>.026</td>
</tr>
<tr>
<td>8. Made negative comments</td>
<td>Correlation Coefficient</td>
<td>.116</td>
</tr>
<tr>
<td>9. Downloaded the contents</td>
<td>Correlation Coefficient</td>
<td>.052</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.01 level (2-tailed).*
**Hypothesis 3:** BU students’ identification with BU including membership, loyalty and similarity are positively correlated with their academic performance.

The analysis of Spearman Rank Correlation Coefficient statistic revealed that hypothesis 3 was not supported.

As shown in Table 4.5, the analysis of Spearman Rank Correlation Coefficient statistic revealed that samples’ identification with university was not significantly correlated with academic performance (GPA) (r=-.062, p>.05). According to Table 4.6, membership (r=-.050, p>.05), loyalty (r=-.020, p>.05) and similarity (r=-.025, p>.05) were not significantly correlated with academic performance.
CHAPTER 5
DISCUSSION

This chapter provides the summary and discussion on the findings found from 200 Bangkok university students along with the theoretical explanation. This chapter aims to reveal the quantitative findings of the hypothesis 1, hypothesis 2, and hypothesis 3 as well as stating the limitations of the study and offering recommendations for the research and recommendations for the further application. This chapter also includes the following components:

5.1 Summary of Descriptive Findings and Discussion
5.2 Hypotheses Summary and Discussion
5.3 Conclusion of Study
5.4 Limitations of the Study
5.5 Recommendations for Further Application
5.6 Recommendations for Further Research

5.1 Summary of Descriptive Findings and Discussion

The personal data of 200 Bangkok university students were summarized, including gender, major of the study, and year of university, as well as social engagement in BU Facebook usage such as time of exploring, and frequency of engagements.

The descriptive findings revealed that the majority of the samples who have
responded the survey were female students. The ratio of female students to male students is 6 to 4. Furthermore, the majority of the samples are from School of Humanities and Tourism Management (40.5%, n=81) and study in the second year (42%, n=84).

The descriptive finding also found that majority of the samples rarely visited BU Facebook (37%, n=74), and second most respondents sometimes visited BU Facebook (34%, n=68). These two portions are more than half of the samples, which indicated that Bangkok university students didn’t visit BU Facebook page often.

When analyzing the time that spent on exploring, the descriptive findings showed that almost half students spent 5-15 minutes (49.5%, n=99), which followed by less than 5 minutes (33%, n=66). And only 19 students spent more than 30 minutes on it (9.5%, n=19). That can be concluded that students didn’t spend too much time on exploring BU Facebook, usually less than 15 minutes.

The descriptive findings showed that the means of sharing posts (Mean=3.07, SD=1.130), checking in location (Mean= 3.06, SD=1.185), looking at the albums (Mean= 3.09, SD= 1.076) and clicking “Like” or choosing “Emotion” (Mean= 3.20, SD= 1.152) are between 2.61 and 3.40, which mean the samples sometimes shared posts, checked in location, looking at the albums and click “Like” or chose “Emotion”, making positive comments (Mean= 2.93, SD= 1.223), downloading the contents (Mean= 2.83, SD= 1.144), and making comments (Mean= 2.65, SD= 1.214), while the
mean of posting content (Mean= 2.49, SD=1.195), making negative comments (Mean= 2.36, SD= 1.252) are between 1.81 and 2.60, which mean that samples rarely downloaded the contents, made positive comments to express their views but rarely post contents and made negative comments. In overall, it can be concluded that students prefer engaging in BU Facebook in effortless and fast way without deeper interactions.

Facebook has been used to open the communication channels between students and universities by informing them of college events and other collegiate activities. (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). According to uses and gratifications theory (UGT), people actively choose media to satisfy specific needs. Content gratification, process gratification and social gratification were believed as three main categories of gratifications for internet use (Stafford, Stafford & Schkade, 2004). BU students have needs in terms of obtaining messages about college and engaging in BU Facebook which was social behavior to connect with schoolmates and college. Accordingly, they would react to the contents in BU Facebook actively such as posting, sharing, making comments and so on.

While, according to the criteria, the descriptive finding revealed that samples have quite high level of identification with Bangkok university (Mean= 3.64, SD =0.541) including membership (Mean= 3.64, SD =0.556), loyalty (Mean= 3.76, SD =0.553), similarity (Mean= 3.53, SD =0.541) in high level. Membership is a sense of
belonging, strong feeling of attachment or emotional attraction; loyalty is loyalty to organization and being supportive; similarity is perceived similarity in terms of shared characteristics and with respect to shared values or goals (Cheney, 1983). It can be concluded that Bangkok university students have a sense of belongingness and strong feeling of attachment or emotional attraction with Bangkok university, are loyal and supportive to Bangkok university and perceived similar values or goals of Bangkok University.

5.2 Hypotheses Summary and Discussion

The samples’ frequency of social engagement in BU Facebook was positively correlated with their identification with BU in weak level, including similarity, membership and loyalty. However, the samples’ frequency of social engagement in BU Facebook did not significantly correlate with their academic performance. Whereas, there were non-significant correlations between samples’ identification with BU and academic performance. None of dimensions of identification with school including membership, loyalty and similarity, was correlated with academic performance. In conclusion, hypothesis 1 was supported but hypothesis 2 and hypothesis 3 were not supported.

**Hypothesis 1:** BU students’ frequency of social engagement in BU official Facebook page is positively correlated with their identification to BU including membership, loyalty, and similarity.
To test Hypothesis 1, the analysis of Spearman Rank Correlation Coefficient statistic revealed that BU students’ frequency of social media engagement in BU official Facebook page is positively correlated with their identification to BU ($r = 0.312^{**}, p < .01$), which correlated with 3 key factors, including similarity ($r = 0.311^{**}, p < .01$), membership ($r = 0.211^{**}, p < .01$), loyalty ($r = 0.189^{**}, p < .01$), and respectively. Thus, this hypothesis was fully supported.

There was no past study which examined the relationship between social engagement in Facebook page and university identification. The results coincided with the cultivation theory, which posited the long-term formation and shaping of perceptions, understandings, and values about the world as a result of consumption of media message (Gerbner & Gross, 1976). Membership is a sense of belonging, strong feeling of attachment or emotional attraction; loyalty is loyalty to organization and being supportive; similarity is perceived similarity in terms of shared characteristics and with respect to shared values or goals (Cheney, 1983). BU Facebook as a communication tool or promotion channel, positive contents with respect to university were posted everyday. The value and goal of BU were involved in the contents. Students engaged in BU Facebook. Accordingly, the higher frequency of engagement, the stronger sense of attachments between students and BU, the higher similarity they perceived in respects to shared characteristics, the more supports towards BU’s career. In other words, the higher frequency of social media engagement, the higher level of
identification students will have to their university including membership, similarity and loyalty.

The resulted showed that BU administration have invested a lot of effort on managing the Facebook page, attracting more engagement and interaction to enhance the sense of attachments and loyalty of BU students to the university.

**Hypothesis 2: BU students’ frequency of social engagement in BU official Facebook page is positively correlated with their academic performance.**

To test hypothesis 2, the analysis of Spearman Rank Correlation Coefficient statistic revealed that BU students’ frequency of social media engagement in BU official Facebook page was not significantly correlated with their GPA ($r=-.027$, $p>.05$). In respects to detailed Facebook engagement, as shown in Table 5.1, none of item of Facebook engagement was significantly correlated with GPA($p>.05$).

Accordingly, hypothesis 2 was not supported.

The relationship between engaging in social media of university and learning performance has not been examined directly. The similar researches were conducted, for example, Kirschner and Karpinski (2010) found that there was a significant negative relationship between Facebook use and academic performance. FB users reported lower mean GPAs and reported spending fewer hours per week studying on average than FB nonusers. However, O’Brien (2011) revealed no significant relationship between the Internet and Facebook usage patterns and academic
performance. Hypothesis 2 results coincided with O’Brian (2011) because there was no significant relationship found between social engagement in Facebook and academic performance. Intelligence is the single most powerful predictor of academic performance, cognitive and non-cognitive factors are significant to academic performance (Von Stumm, Hell, Chamorro-Premuzic, 2011; Hannon, 2004; Gutman & Schoon, 2013).

According to the Uses and Gratification theory (UGT), the contents in BU Facebook did not support needs of students in content gratification that aim to promote cognitive skills of students which is an important component of their studying performance. BU Facebook did not provide essential contents that promote the intelligence, cognitive skills, and non-cognitive skills such self-efficacy Academic performance. Hence, there is no significant relationship between social engagement in Facebook and academic performance.

Hypothesis 3: BU students’ identification with BU including membership, loyalty and similarity are positively correlated with their academic performance.

The analysis of Spearman Rank Correlation Coefficient statistic revealed that BU students’ identification with university was not significantly correlated with academic performance (GPA) ($r= -0.062$, $p > 0.05$). When examining each dimensions of identification, the results found that their perceived membership ($r = -0.050$, $p > 0.05$),
loyalty (r=-.020, p>.05) and similarity (r=-.025, p>.05) also did not significantly correlated with academic performance as well (see Table 4.9). Thus, hypothesis 3 was not supported.

The results challenge the previous studies which claimed students who were identified with school should be more motivated to success academically, and thus more likely to experience positive academic outcomes such as higher grades (Osborne, 1997); Walker, Green & Mansell, 2006). When analyzing the reasons causing differences, the reason of factors predict the academic performance was considered. The factors predict the academic performance. Intelligence is the single most powerful predictor of academic performance, cognitive and non-cognitive factors are significant to academic performance. Cognitive factors refer to the extent to which a person’s individual capabilities can influence their academic performance, such as self-efficacy. Non-cognitive factors or skills refer to a set of attitudes, behaviors, and strategies that promotes academic and professional success (Von Stumm, Hell, Chamorro-Premuzic ,2011; Hannon,2004; Gutman & Schoon ,2013). For this study, Bangkok University students who have higher level of identification with university may be more interested in participant in university activities (Finn,1989), but do not transform into motivation or positive attitude, which are predictors to academic performance.
5.3 Conclusion of Study

This study contributes to the understanding of college students’ social media engagement, their identification with university, and their learning performance. Since Facebook has played significant role in terms of opening the communication lines between students and universities by informing them of college events and other collegiate activities (Roblyer, McDaniel, Webb, Herman, & Witty, 2010). It is necessary to investigated students’ online engagement in their Facebook page and its related influence. Section of Facebook engagement of questionnaire considered the online behaviors would occur in an official page, such as posting content, making comments, checking in the location and looking through the photos and so on. Use and gratification theory and media dependency were employed to understand the motivation of BU students to engage in BU Facebook page. They have information needs to process the information or news about university.

Identification with university is the key variable that was examined as a correlated factor with social media engagement. Identification with school is defined in this study as a sense of belongingness, having strong feeling of attachment or emotional attraction with university, loyalty and perceived or sharing similar values or goals with university. It was considered as three dimension, including membership, loyalty and similarity (Cheney, 1983). Cultivation theory was used to understand the positive correlation between BU students’ frequency of Facebook engagement and
their identification with school. A long-term media consuming would shape and effect the value of consumers (Gerbner & Gross, 1976). The hypothesis 1 confirmed that more engagement in BU Facebook page, the higher identification of students has with BU. Identification with school led to an increase in the quality, as well as the quantity of students' participation in school activities (Finn, 1989). Accordingly, BU could take advantage of Facebook as a communication channel in order to connect with students as well as improving their identification with BU.

However, in respect to the correlations between students' engagement in BU Facebook and academic performance and identification with university and learning performance, there was no significant correlation found. Hypothesis 2 and hypothesis 3 were not supported. The findings reveal that there are other factors predicting academic performance. Accordingly, BU administrators may consider post the contents that support the contents needs of students, which aim to improve the cognitive factors, such as self-efficacy, that are the important components for academic performance.

5.4 Limitations of Study

Despite the study contributes to the knowledge gap, there are research limitations need to be discussed as follows:

1. Since academic performance is considered to be confidential information, they might not respond honestly. In addition, for this study, almost half samples were from
same major. More respondents might be recruited in order to make sure the diversity of major.

2. The frequency of BU students engaging in their personal accounts or interacting with Facebook friends should be considered in the section of Facebook engagement. Comparing the frequency or time spending on their personal accounts with BU Facebook page might make the outcome more argumentatively.

5.5 Recommendations for Further Application

5.5.1 Finding for Hypothesis 1 revealed that BU students’ frequency of social engagement in BU official Facebook page is positively correlated with their identification to BU, which means students who have higher frequency of engaging in Facebook page, the higher level of identification they have with BU, including senses of similarity, membership and loyalty. The greatest advantage of the social media is the provision of two-way communication. The students are able to make response actively with posts in BU Facebook page. The main purpose of students visiting BU Facebook is to satisfy the needs of seeking news and information about BU. Accordingly, BU management department should attach importance to Facebook daily operation. There should be a responsible admin to interact with users. News with literal, photos or videos need to be updated in real-time. In addition, contents should be edited to be more attractive in order to call in more engagement.

5.5.2 Finding for hypothesis 2 revealed that there was no significant
correlation between social engagement in BU Facebook and academic performance.

There are following recommendation for improving BU academy. BU administrators may consider posting content which meet the content needs of students that are beneficial to the learning skill in order to improve academic performance. Such as inviting students sharing their learning skills in BU Facebook so that students learn from each other.

5.5.3 For hypothesis 3, the finding showed identification to BU did was significantly correlated with academic performance. Finn (1989) suggested identification with school led to an increase in the quality, as well as the quantity of students' participation in school activities. BU students who are identify to BU may have higher enthusiasm in participating school events. Accordingly, BU administrator may consider organize the events that aims to promote the learning skills in order to improve students’ academic performance.

5.6 Recommendations for Further Research

These are some recommendations for the future research and study as follows:

5.6.1 A similar study can be conducted in other universities rather than Bangkok University. Whose social media platforms are used as communication channels to spread information and news of college-related events.

5.6.2 There are more than one scales can be used to measure the dimensions
of identifications with university. The different instruments might result in outcome differently.

5.6.3 This kind of research also can be applied in organizations, such as corporate commutations. The relationship among Employees’ engagement in their official Facebook, organization identification and working performance is worth to study.

5.6.4 This kind of research requires more time in order to collect the data properly because some of respondents are not in the ready condition to fulfill the questionnaire with high number of questions.

5.6.5 The functions of university’s official social media platforms play significant role increasingly. More related studies could be conducted to examine the roles of official Facebook page.
BLIBLIOGRAPHY


O'Brien, S. J. (2011). *Facebook and other Internet use and the academic performance*


and uses in the mass media. London: Pearson College Division.


This survey is a partial requirement for the course ICA 701 Independent Study, Master’s Degree Program in Global Communication, Bangkok University. The objective of survey aims to investigate the implication of students’ social engagement in Bangkok University Official Facebook on their university identification and their academic performance among Bangkok University students. Please choose the answer that can best represent your opinion. Your responses will remain anonymous. Thank you in advance for your time and effort. The results of the survey will be used for educational purpose only.

Ms. Cong Luo
Graduate Student
Email: luo.cong@bumail.com
Section 1: Personal information. Please place a check mark (✓) next to the answer that can best represent your personal data.

1. What is your gender?
   - [ ] 1. Male
   - [ ] 2. Female

2. You are currently studying which major?
   - [ ] 1. Accounting
   - [ ] 2. Business Administration
   - [ ] 3. Communication Arts
   - [ ] 4. Law
   - [ ] 5. Humanities and Tourism Management
   - [ ] 6. Economic and Investment
   - [ ] 7. Information Technology and Innovation
   - [ ] 8. Fine and Applied Arts
   - [ ] 9. Engineering
   - [ ] 10. Architecture
   - [ ] 11. Entrepreneurship and Management
   - [ ] 12. Digital Media and cinematic Arts

3. You are currently studying in which year?
   - [ ] 1. First year
Section 2: Bangkok University Facebook page usage. This section aims to examine the participants’ social engagement in BU Official Facebook.

1. How often do you explore BU Facebook page during the past one-year period?
   - 1. Never (I have never visit BU Official Facebook)
   - 2. Rarely (1-2 times per month)
   - 3. Sometimes (3-4 times per month)
   - 4. Frequently (5-8 times per month)
   - 5. Most frequently (more 9 times per month)

2. On a typical month, how long would you spend your time on engaging in Bangkok University Facebook page each time of your visit?
   - 1. Less 5 minutes
   - 2. 5-15 minutes
   - 3. 15-30 minutes
   - 4. 45-60 minutes
   - 5. More than 60 minutes
You can select the following choice that can describe your engagement in Bangkok University Facebook during year 2017-2018.

- 5- Most frequently (more than 30 times per month)
- 4- Frequently (20-30 times per month)
- 3- Sometimes (10-20 times per month)
- 2- Rarely (less than 10 times per month)
- 1- Never (I have never done)

<table>
<thead>
<tr>
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<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I posted when I was exploring BU Facebook page.</td>
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<tr>
<td>2.</td>
<td>I made comments on contents when I was exploring BU Facebook page.</td>
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<td>3.</td>
<td>I shared the posts to my Facebook friends on contents that I like while exploring BU Facebook page.</td>
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<tr>
<td>4.</td>
<td>I checked in location on BU Facebook page.</td>
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<td>5.</td>
<td>I looked through BU Facebooks photo albums to check coming events happening at Bangkok University.</td>
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<tr>
<td>6.</td>
<td>I clicked “Like or choose</td>
<td></td>
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</table>
“Emotion” to express my viewpoint toward the contents.

7. I made positive comments to express my opinions on the posted contents.

8. I made negative comments to express my opinions on the posted contents.

9. I downloaded the contents for future use.

Section 3: The third section will examine your identification to Bangkok University after engaging in Bangkok University Official Facebook. Please choose the items that can best represent your perception.

5- I strongly agree with the statement.

4- I agree with the statement.

3- I neither agree nor disagree with the statement.

2- I disagree with the statement.

1- I strongly disagree with the statement.
1. I am very proud to be a student of Bangkok University.

2. I often describe myself to others by saying ‘I study in Bangkok University’ or ‘I am from Bangkok University.’

3. My association with Bangkok University is only a small part of who I am.

4. I would describe Bangkok University as a large “family” in which most members feel a sense of belonging.

5. I try to make on-the-school decisions by considering the consequents of my action for Bangkok University.

6. I find it easy to identify with Bangkok University.

**A Sense of Loyalty**

7. I am glad to choose to study in Bangkok University rather than another university.

8. I talk up Bangkok University to friends as a great university to study in.
9. I am willing to put in a great deal of effort beyond the normally expected in order to help Bangkok University be successful.

10. I become irritated when I heard others outside criticize Bangkok University.

11. I have warm feeling toward Bangkok University as a place to study.

12. I like to tell others about projects that Bangkok University is working on.

13. I feel very little loyalty to Bangkok University.


15. I would probably further my study in higher level at Bangkok university even if I have an opportunity.

16. I feel that Bangkok university cares about me.

**A Sense of Similarity**

17. Bangkok University’s
image in the community represents me as well.

18. We at Bangkok University are different from others in the fields.

19. In general, I view Bangkok University’s problem as my own.

20. I have a lot in common with others who study in Bangkok University.

21. I find it difficult to agree with Bangkok University’s policies on important matters relating to me.

22. I find that my values and the values of Bangkok University are very similar.

23. In general, the people graduated from Bangkok University have similar goals in their life.

Section 4: Please indicate your study performance (Average Grade Point Average: GPA) in the past semester.

1. What is your average GPA in the previous semester?
☐ 1. GPA  3.51- 4.00

☐ 2. GPA  3.01- 3.50

☐ 3. GPA  2.51- 3.00

☐ 4. GPA  2.00- 2.50

☐ 5. GPA  Lower than 2.00

Thank you very much for your genuine cooperation in answering this online survey!
BIODATA

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