New Media Literacy and its Impact on Moral Behaviour among Generation Z in Klang Valley

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Abstract

In today's information age, it's more important than ever to appreciate how information may shape behaviours. Since members of Generation Z are constantly exposed to media on the internet, it is crucial to stress the need to cultivate media literacy in order to encourage the development of well-informed perspectives on the complexity of the global environment. Drawing upon theoretical framework of new media literacy the purpose of this research is first to identify the level of new media literacy among Generation Z in Klang Valley. Second is to identify the relationship between new media literacy and moral behaviour among Generation Z in Klang Valley. Using quantitative research design, a structured questionnaire design we used among Generation Z in Klang Valley. SPSS were use to analyse the data with comprises 138 respondents. Overall finding showed that Generation Z in Klang Valley has high level of new media literacy. Furthermore, there is a significant relationship among new media literacy and moral behaviour among Generation Z in Klang Valley. The originality of this study rest in sharing information on the level of awareness among Generation Z when dealing with the continuous immoral content in new media. Young Malaysians can connect to the rest of the globe effortlessly with the aid of technological equipment.

Keywords: Generation Z, New media literacy, Media influence, Moral behavior, Information age

1.0 Introduction

The development of human intelligence parallels the changing of behavioural norms, which has been greatly influenced by the rise of social media. Transformative as it is, social media not only alters our modes of communication but also has far-reaching effects on our day-to-day existence. We need to take a deeper look at how our interactions with technology, especially through social platforms, affect our behaviour, despite the fact that social media plays an important role in encouraging global connectivity and shared interests.

Competence in utilizing technology is imperative in the contemporary digital era, characterized by state-of-the-art tools, immediate access to vast amounts of information, and ubiquitous communication. The comprehensive notion of digital literacy underscores not only the technological aspect but also the cognitive, physical, social, and emotional dimensions. Proficiency in media literacy, encompassing skills such as accessing, interpreting, analyzing, assessing, and generating a wide array of media content, is increasingly recognized as vital for success in the twenty-first century.

The growing prevalence of social media, particularly among Generation Z (individuals born from 1997 to 2012), brings about several opportunities and dangers. This specific cohort, raised during the era of the internet and social media platforms, plays a vital role in influencing the direction of the digital domain. However, the increasing number of individuals using social media requires a more comprehensive examination of the correlation between digital literacy and ethical conduct.

1.1 Social Media Usage Patterns and Moral Behavior

The proliferation of mobile internet connectivity has indeed brought about a profound transformation in the realm of online activities, specifically within the domain of social media

engagement. The internet has undergone a transformation that surpasses its initial function as a mere conduit for linking social networking sites. It has now assumed a pivotal role as a platform that facilitates the widespread distribution and consumption of various forms of content. In the context of the digital landscape, various elements including age, gender, socioeconomic status, and social inequalities assume significant roles in influencing the manner in which individuals engage with social media platforms. Significantly, the correlation between age and the level of involvement in social media platforms reveals a conspicuous pattern. In light of a general downward trend in social media usage as individuals age, it is noteworthy that individuals within the older demographic are exhibiting a growing propensity to adopt and wholeheartedly engage with various social media platforms. The empirical findings of [1] highlight the significance of the demographic transition by demonstrating a noteworthy increase in the utilisation of social media platforms among individuals aged 65 and above in the United States. Specifically, the data reveals a substantial surge from a relatively modest 2 percent to a significantly higher 35 percent between the years 2010 and 2015.

The observed demographic shift in the utilisation of social media platforms is not a mere phenomenon subject to casual observation. Rather, it assumes a significant role as an essential indicator, implying potential associations between engagement with social media and diverse behaviours, some of which may be considered perilous. The prominence of social media utilisation manifests as a noteworthy indicator, directing focus towards discernable patterns that transcend the confines of the virtual domain. The scholarly work conducted by [2] presents a thorough examination of the correlation between Facebook utilisation and the phenomenon of internet addiction, thereby illuminating the intricate connection between these two variables. The aforementioned findings serve to emphasise that certain attributes associated with the utilisation of Facebook have the capacity to anticipate inclinations towards addiction to the internet. The aforementioned statement is in accordance with previous scholarly investigations conducted by Filiz et al. [3], Gökçearslan and Günbatar [4], and Sartepeci and Çakır [5]. These studies provide empirical evidence that supports the existence of a discernable correlation between problematic internet behaviours and the extent of engagement with social media platforms.

The scope of the current investigation transcends the mere examination of quantitative dimensions pertaining to the utilisation of social media platforms, instead delving into the patterns and inclinations exhibited by its users. The proliferation of social media utilisation is not a fortuitous occurrence; instead, it functions as a prognostic indicator for diverse behaviours, encompassing ethical comportment. As a result, the present study situates moral conduct as a salient factor, thereby emphasising the complex interplay between digital involvement and ethical deliberations. The primary objective of this research endeavour is to elucidate the intricate dynamics that exist between the habits and preferences exhibited by individuals who engage with social media platforms, the escalating trends observed in the utilisation of these platforms, and the potential implications these factors may have on the development of moral behaviour within the context of the digital era.

1.2 Functional Consumption

The concept of functional consumption refers to the practise of utilising goods and services primarily for their utilitarian purposes, rather than for their symbolic or expressive. The emergence of Internet technologies and mobile communication tools has ushered in the epoch of "new media," fundamentally reshaping the terrain of media consumption. The advent of online publication and digital video has supplanted conventional formats such as printed text and analogue broadcasting. This paradigm shift has empowered users, encompassing both established authorities and everyday individuals, to actively participate in the collaborative creation of digital media content [6]. The present transformative shift effectively obfuscates the traditional demarcations between the purveyors and recipients of information, thereby engendering a convergence culture wherein both antiquated and contemporary media modalities intersect.

In the contemporary landscape of the digital realm, the imperative of acquiring new media literacy (NML) assumes paramount significance for individuals. The domain of NML transcends the realm of mere technical expertise, encompassing the cognitive faculties of critical thinking that enable individuals to assess the veracity and reliability of media content. The acquisition of competencies necessary for functional consumption encompasses not solely the act of accessing recently generated

media content, but also the complete comprehension of the conveyed significance. In order to effectively navigate and assimilate media information within this ever-changing terrain, individuals must cultivate a comprehensive array of technical proficiencies.

The successful traversal of the expansive and heterogeneous array of digital content necessitates a certain degree of proficiency in the domain of functional consumption literacy. This entails the acquisition of knowledge pertaining to the explicit connotations of media content (comprehension) and the acquisition of the requisite technical proficiencies for procuring information (consumption skill). The essential constituents of functional consumption literacy encompass analysis, synthesis, and evaluation. These components enable individuals to engage in a meticulous examination of media content, discern disparities among various media formats, and judiciously appraise the accuracy and reliability of information.

In essence, the act of engaging in functional consumption within the domain of new media necessitates the cultivation of not only technical proficiencies but also the honing of critical faculties. The adoption of this comprehensive methodology in the realm of literacy empowers individuals not only to acquire and comprehend various forms of media but also to actively and analytically interact with it, thereby cultivating a more knowledgeable and discerning consumer within the context of the digital era.

1.3 Critical Consumption

The act of critical consumption is a multifaceted endeavour that involves the meticulous examination and evaluation of various products, services, or information before making. In light of the ever-expanding realm of new media, it is imperative for individuals to fully engage with and comprehend the intricacies of critical consumption literacy. The concept of new media literacy (NML) transcends mere technical proficiency and encompasses the cultivation of critical thinking faculties, specifically the aptitude to discern the veracity of media content. The aforementioned critical dimension holds utmost significance for individuals who find themselves traversing the intricate network of digital information.

The act of critical consumption entails the cognitive capacity to deliberately discern concealed motives within media material, drawing upon the intricate interplay of societal, governmental, and cultural circumstances. The comprehension of media content transcends mere superficiality, venturing into the domains of analysis, synthesis, and evaluation. The act of analysis necessitates the dissection of media content, whereas synthesis places emphasis on the ability to sample, remix, and meaningfully compare diverse forms of media. Evaluation encompasses the act of discerning and critically examining media content, wherein one engages in the process of judging and questioning its veracity. This intellectual endeavour encourages individuals to adopt a discerning and critical mindset, thereby cultivating a more astute and thoughtful approach towards media consumption.

Within the realm of new media, it is of utmost importance for individuals to possess a profound understanding of critical consumption literacy. This particular form of literacy equips individuals with the necessary skills and knowledge to effectively navigate the multifaceted and occasionally deceptive information landscape that exists within this domain. The aptitude to discern fallacious information, ascertain inherent biases, and engage in a critical evaluation of information assumes paramount importance in an era that is emblematic of an overwhelming abundance of information.

In summation, the acquisition of critical consumption literacy within the domain of new media bestows upon individuals the capacity to not solely apprehend media content in a discerning manner, but also to adeptly traverse the intricacies inherent in the digital information milieu. The cultivation of multidimensional literacy engenders a heightened capacity for discernment and knowledge among consumers, thereby augmenting the collective media literacy of individuals in the era of digitalization.

1.4 Functional Prosumption

Functional prosumption is a concept that has gained significant attention in recent years. It refers to the phenomenon where consumers not only consume products. Within the realm of new media, the notion of functional prosumption literacy arises as a pivotal facet. Functional prosumption encompasses the inherent ability to actively engage in the generation of media artefacts, thereby augmenting the dynamic and interactive essence of contemporary new media platforms. The dimension of new media

literacy (NML) in question surpasses conventional consumption practises and accentuates the active engagement of individuals in the creation of media content.

The concept of functional prosumption literacy encompasses a range of indicators that are integral to understanding this phenomenon. These indicators encompass prosuming skill, distribution, and production, each of which plays a significant role in shaping the overall landscape of functional prosumption literacy. The acquisition of prosuming skill encompasses the acquisition of technical competencies that are indispensable for the construction of media artefacts. This proficiency empowers individuals to actively participate in the process of generating digital content. The concept of distribution places great emphasis on the ability to effectively propagate recently generated media content, thereby enabling its extensive proliferation. The primary emphasis of production lies in the capacity to duplicate or generate amalgamations of diverse media assets, thereby exhibiting an individual's innovative contribution to the realm of digital expression.

The emergence of Web 2.0 tools, including but not limited to social networking sites, blogs, and wikis, serves as a prime illustration of the transition towards functional prosumption within the realm of new media. Users are not solely relegated to the role of passive consumers, but rather assume an active role as contributors, actively participating in the generation and propagation of digital content. The aforementioned participatory culture serves to augment the acquisition of collective knowledge, as users actively engage in the process of contributing to the extensive reservoir of digital resources.

In essence, the acquisition of functional prosumption literacy within the realm of new media confers upon individuals the aptitude to actively partake in the generation and dissemination of digital content. The aforementioned dimension of new media literacy aptly captures the essence of the interactive and participatory characteristics inherent in the digital sphere. Within this realm, individuals actively engage in the process of knowledge and content generation, thereby making valuable contributions to the collective endeavour.

1.5 Critical Prosumption

The concept of critical prosumption is a significant aspect within the realm of consumer culture and production. It refers to the active engagement of consumers. Within the dynamic and constantly shifting realm of new media, the concept of critical prosumption literacy emerges as a pivotal facet, emphasising the convergence of discerning cognitive faculties and engaged involvement. The dimension of new media literacy (NML) in question surpasses the mere functional aspects of prosuming and instead highlights the capacity to engage in a critical manner with the production and consumption of media artefacts.

The concept of critical prosumption encompasses two fundamental indicators, namely participation and creation. Participation denotes the aptitude to engage in a discerning manner with novel media landscapes, thereby exhibiting a proficiency in navigating and comprehending such contexts. The concept encompasses an individual's aptitude in traversing virtual realms, actively participating in a multitude of viewpoints, and employing discerning judgement when assessing the encountered information. The act of creation entails the capacity to generate depictions of media content while employing a discerning perspective, taking into account the underlying ideologies or socio-cultural values that may be inferred.

The indispensability of critical prosumption literacy lies in its multifaceted nature, as it equips individuals with the necessary tools to navigate the intricate landscape of new media. Users are compelled to engage in active participation in the generation of digital content, while simultaneously exercising discernment in evaluating the content they and others have produced. In the present era, which is marked by the abundance of digital information and the proliferation of diverse perspectives, this particular dimension cultivates a judicious attitude towards both the creation and consumption of media.

In conclusion, it can be posited that the cultivation of critical prosumption literacy within the realm of new media confers upon individuals the aptitude to discerningly partake in the generation and assimilation of digital material. The dimension of new media literacy in question pertains to the imperative for individuals to traverse the ever-evolving digital terrain with a judicious and analytical frame of mind, thereby making substantive contributions to the communal construction of knowledge and content.

Therefore, the present study attempts to address the aforementioned gap in the literature by proposing the following research objectives:

RO1.   To identify the level of new media literacy among Generation Z in Klang Valley.
RO2.   To identify the relationship between new media literacy and moral behaviour among Generation Z in Klang Valley.

2.0 Methodology

The research employed a relational screening model to investigate the intricate relationship between new media literacy (NML) and moral behavior among Generation Z, encompassing two key research fields: a) new media literacy scale and b) moral behavior. The survey instrument, integrating sections B and C adapted from the European Social Survey (ESS), focused on four NML scales: functional consumption, critical consumption, functional prosumption, and critical prosumption. A total of 138 respondents, predominantly tertiary-level students from diverse backgrounds in Klang Valley, participated, with sample size determination guided by G*Power analysis for precision. Data collection involved informing participants about the study, distributing questionnaires with assured anonymity. Statistical analysis, conducted using SPSS version 29.0, included descriptive statistics for demographic profiles and NML levels. Pearson's product moment correlation coefficient tested associations between NML components and moral behavior at a significance level of 0.05. A pilot study, involving 30 participants and experts, ensured questionnaire refinement and met reliability standards. Overall, the research followed a structured procedure with a meticulous methodology, contributing to robust findings on the interplay of new media literacy and moral behavior among Generation Z in Klang Valley.

3.0 Result and Discussion

There were 138 respondents involved in this survey. According to the respondents' demographic profile (Table 1) there were three different age group categories ranging from 18 to 21 years old, 22 to 24 years and 25 to 27 years old. The male respondents made up about 36 samples (25.7 percent) of the study whereas female respondents were up to 102 respondents (74.3 percent). Among 138 respondents, 2 respondents came from 10-17 age group, 61 respondents came from 18-21 age group, 32 respondents came from 22-25 age group and 43 respondents from 26-27 age group. The majority of respondents are Malay (94.3 percent) followed by others (4.3 percent), Chinese (0.7 percent) and Indian (0.7 percent). Most respondents (92.1 percent) are from higher education level, followed by upper secondary (3.6 percent), lower secondary (2.9 percent) and primary school (1.4 percent).

TABLE 1
Demographic Profile

Demographic Profile	Frequency	Percentage (%)
Gender		
Male	36	25.7%
Female	104	74.3%
Age		
10-17	2	1.42
18-21	61	85.4
22-25	32	44.8
26-27	43	60.2
Education Level		
Primary school	2	1.4
Lower secondary	4	2.9
Upper secondary	5	3.6
Higher education	127	92.1

Race

Malay	130	94.3
Others	6	4.3
Indian	1	0.7%
Chinese	1	0.7%

Types of media used

Newspaper	20	14.3
Magazine	14	10
Radio	44	31.4
Television	68	48.6
Internet or social media	138	99.3

Time spent on media use

71 to 80 min/day	75	53.6
111 to 120 min/day	12	8.6
51 to 60 min/day	13	9.3
61 to 70 min/day	8	5.7
71 to 80 min/day	5	3.6
31 to 40 min/day	7	5
81 to 90 min/day	5	3.6

Social media platform

Instagram	126	90.0
TikTok	81	57.9
Twitter	88	62.9
Facebook	71	50.7

Table 1 shows how the five-point likert scale is divided into mean-level scales. The five-point likert scale ranged from 1 (strongly disagree) to 5 (strongly agree). To calculate the mean difference to obtain the mean divided into three categories namely low, medium and high mean, 5 is subtracted by 1 and divided by 3. Therefore, the interval for each min is between 1.33. The low mean levels are 1.00 to 2.33, the moderate mean levels are between 2.34 and 3.67 and the high mean levels are 3.68 to 5.00 as shown in Table 2 below.

TABLE 2
Mean Score Range

Mean Scale	Level
1.00 to 2.33	Low
2.34 to 3.67	Moderate
3.68 to 5.00	High

3.1 The Level of New Media Literacy Among Generation Z In Klang Valley

TABLE 3
Functional Consumption Mean Value

Code	Functional Consumption (FC)	Mean	Std. Deviation
FC1	I know how to use searching tools to get information needed in the media.	4.56	0.755
FC2	I am good at catching up with the changes in the media	4.18	0.882
FC3	It is easy for me to use various media environments to reach information	4.49	0.776
FC4	I realize explicit and implicit media messages	4.09	0.841
FC5	I notice media content containing mobbing and violence.	3.97	1.010
FC6	I understand the political, economic, and social dimensions of media contents.	4.06	0.918

| FC7 | I perceive different opinions and thoughts in the media | 4.39 | 0.768 |

The variable FC1 has the highest average, with a value of 4.56. This suggests that a majority of respondents agree that they are proficient in using search tools to find information in the media. On the other hand, FC5 has the lowest average, with a value of 3.97, indicating agreement among respondents that they observe media content containing mobbing and violence.

TABLE 4
Critical Consumption Mean Value

Code	Critical Consumption (CC)	Mean	Std. Deviation
CC1	I can distinguish different media functions (communication, entertainment, etc.).	4.38	0.766
CC2	I am able to determine whether or not media content has commercial messages.	4.26	0.865
CC3	I manage to classify media messages based on their producers, types, purposes and others.	3.97	0.920
CC4	I can compare news and information across different media environments.	4.10	0.848
CC5	I can combine media messages with my own opinions.	4.04	0.891
CC6	I consider media rating symbols to choose which media content to use.	3.83	1.078
CC7	It is easy for me to make a decision about the accuracy of media messages.	3.81	0.909
CC8	I am able to analyse the positive and negative effects of media content on individuals.	4.14	0.847
CC9	I can evaluate media in terms of legal and ethical rules (copyright, human rights, etc.).	3.88	0.913
CC10	I can assess the media in terms of credibility, reliability, objectivity, and currency.	3.96	0.887
CC11	I manage to fend myself from the risks and consequences caused by media content.	3.96	0.887

The variable CC1 has the highest average, scoring 4.38. This implies that most respondents agree that they can distinguish between various media functions such as communication and entertainment. On the contrary, CC7 has the lowest average, at 3.81, signifying that respondents generally agree that they find it easy to make decisions about the accuracy of media messages.

TABLE 5
Functional Prosumption Mean Value

Code	Functional Prosumption (FP)	Mean	Std. Deviation
FP1	It is easy for me to create user accounts and profiles in media environments.	4.43	0.764
FP2	I can use hardware necessary for developing media contents (text, image, video, etc.).	4.17	0.845
FP3	I am able to use software necessary for developing media contents (text, image, video, etc.).	4.14	0.851
FP4	I can use basic operating tools (button, hyperlinks, file transfer etc) in the media.	4.21	0.962
FP5	I am good at sharing digital media contents and messages on the Internet.	4.19	0.917
FP6	I can make contributions or comments to media contents shared by others.	3.96	1.014
FP7	I am able to rate or review media content based on my personal interests and liking.	4.21	0.867

The variable FP1 has the highest score, reaching 4.12. This means that most respondents find it easy to create user accounts and profiles in media environments. In contrast, FP6 has the lowest average, at

3.96, indicating that the majority of respondents agree that they can make contributions or comments on media content shared by others.

TABLE 6
Critical Prosumption Mean Value

Code	Critical Prosumption (CP)	Mean	Std. Deviation
CP1	I manage to influence others' opinions by participating in social media environments.	3.62	1.049
CP2	I can make a contribution to the media by reviewing current matters from different perspectives (social, economy, ideological etc.).	3.66	1.156
CP3	I am able to collaborate and interact with diverse media users towards a common purpose.	3.64	1.139
CP4	I can easily construct an online identity consistent with real personal characteristics.	3.70	1.085
CP5	I can make discussions and comments to inform or direct people in the media.	3.58	1.100
CP6	I am skilled at designing media content that reflects my critical thinking on certain matters.	3.39	1.130
CP7	I am good at producing opposite or alternative media contents.	3.23	1.148
CP8	I produce media content respectful of people's different ideas and private lives.	3.80	1.047
CP9	It is important for me to create media content that complies with legal and ethical rules.	4.12	1.050

The variable CP9 holds the highest mean, scoring 4.12. This indicates that a majority of respondents agree on the importance of creating media content that adheres to legal and ethical rules. In contrast, CP7 has the lowest average, at 3.23, suggesting a moderate level of agreement among respondents regarding their proficiency in producing opposing or alternative media content.

TABLE 7
Moral Behaviour Mean Value

Code	Moral Behaviour (MB)	Mean	Std. Deviation
MB1	I will evaluate a content or posting before share it with others.	4.38	0.857
MB2	I will not share any immoral contents on social media.	4.51	0.776
MB3	I will not issue or share any provocation statement on social media.	4.46	0.803
MB4	I will not use any immoral or inappropriate language on social media.	4.28	1.053
MB5	I believe that Generation Z should know how to differentiate between immoral and appropriate content in social media.	4.52	0.803

Table 7 show that, the variable MB5 holds the highest mean, scoring 4.52. This indicates that a majority of respondents agree that they should know how to differentiate between immoral and appropriate content in social media. On the other hand, MB4 has the lowest average, at 4.28, indicating a strong agreement among respondents that they won't use any inappropriate or immoral language on social media.

TABLE 8
Mean value for NML and MB

Variables	Mean	Std. Deviation
Functional Consumption	4.25	0.627
Critical Consumption	4.05	0.695
Functional Prosumption	4.19	0.731
Critical Prosumption	3.64	0.851
Moral Behaviour	4.43	0.701

Overall, the study reveals that Generation Z in Klang Valley tends to exhibit a high level of media literacy, which seems to have an impact on their moral behavior. This is reflected in the mean values shown in Table 8: FC (4.25), CC (4.05), FP (4.19), CP (3.64), and MB (4.43).

TABLE 9
NML Mean Value

Variables	Mean	Std. Deviation
New Media Literacy (FC, CC, FP, CP)	4.03	0.611

The majority of respondents exhibit a high level, as seen in the table 9, with a mean value of 4.03. Additionally, they also fulfil the research objective (RO1)

3.2 There is a Positive Significant Relationship Between Functional Consumption and Moral Behaviour Among Generation Z in Klang Valley

A series of Pearson's correlations were calculated to identify the relationship between new media literacy (NML) and moral behaviour. Based on the Pearson Correlation analysis technique in the table 11, the SPSS analysis conducted showed a result that new media literacy has a significant positive correlation with moral behaviour, with a significant value of < 0.001. The result manifests the importance of new media literacy (NML) in determining the practice of moral behaviour among respondents. Thus, it simultaneously addresses the study's objective 2.

TABLE 10
Correlation Test Result

Variables	Pearson correlation	Sig. (2 tailed)
Functional Consumption	.511*	<0.001
Critical Consumption	.612*	<0.001
Functional Prosumption	.563*	<0.001
Critical Prosumption	.402*	<0.001

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

TABLE 11
Correlation Between NML (IV) and MB (DV*)*

Variables	Mean	Std. Deviation
NML	4.0322	.61113
MB	4.4319	.70462

According to this correlation analysis as shown in Table 12, there is a significant correlation with a mean of 4.03 and mean 4.43 and between new media literacy and moral behaviour among Generation Z in Klang Valley based on 138 samples.

A positive significant correlation coefficient between new media literacy (FC, CC, FP and CP) and moral behaviour indicates that an increase in the first variable would correspond to an increase in the second, third and fourth variables hence implying a direct relationship between the variables. It can be concluded that a higher level of new media literacy would enhance moral behaviour among Generation Z. The finding demonstrated that having knowledge and awareness on how to access and master the software and the ability to evaluate content would shape the behaviour of Generation Z when he or she handles new media.

Literally, moral behaviour can be defined as acting according to one's moral values and standards. According to Talwar [7], children demonstrate prosocial and moral behaviour when they share, help, cooperate, communicate, sympathise or otherwise demonstrate the ability to care about others. Several

elements affect whether an individual will act morally. The ability to reason about moral issues provides a basic understanding necessary for moral action [7].

According to Kohlberg's theory of moral development, individuals progress through stages of moral reasoning with higher-order reasoning including concepts of fairness, justice and welfare. Through the process of reasoning and judgment, an individual can evaluate and interpret the moral situation, formulate the moral ideal and choose a course of action that corresponds to one's moral values. Thus, higher-order moral reasoning may lead to a greater likelihood of moral behaviour.

Research on an evolutionary basis for altruism and moral behaviour more generally underlines Brown's [8] important distinction between moral thought and moral behaviour. Sometimes moral behaviour occurs without much thought, and at the same time, moral thinking does not guarantee what Kohlberg called "right action." Among other things, doing the right thing may often require significant measures of psychologically effortful self-control. Hence researcher would like to highlight why moral behaviour is significant for Generation Z to allow them to use their judgment and later transform it into their activities in a virtual world.

We are aware that there are a huge amount of immoral content in social media, fake news, misinformation and disinformation which could influence the judgment and action of Generation Z. Parents, educators and authorities are worried that Generation Z is unable to use their wisdom wisely when facing such immoral content. Researchers and practitioners have described social media engagement as an activity of liking, commenting and exchanging information on social media sites for which such activities can be classified as manifestations of conduct [9]. Social media engagement is measured by the number of interactions a user has with a post which is the number of likes, shares and comments he gives to that post [10][11]. People tend to be more involved in social media engagement than they like when other society participants recognise them when they attempt to convey their views [12].

4.0 Conclusion and Recommendation

The descriptive analysis indicates that functional consumption is the most significant factor contributing to moral behaviour or good behaviour. Moreover, Pearson's correlation analysis reveals that there is a significant positive relationship between the independent and dependent variables. Furthermore, multiple regression analysis shows that all four variables, functional consumption, critical consumption, functional prosumption and critical prosumption play significant role in determining Generation Z's behavioural conduct.

This study could assist policymakers, educators, cyber security-related authorities and media practitioners in understanding the behaviour of Generation Z by using the findings to formulate strategies that could enhance their competitiveness in the market. This study is also useful for higher learning institutions including schools, non-profit organisation, and charitable organisations to raise awareness among Generation Z on the importance of practising media literacy in their daily lives. The researcher found that Generation Z as young as twelve owns several social media accounts including smartphones and gadgets. Most Generation Z nowadays have absolute access to anything posted on social media; hence education plays a very significant role in ensuring that they do not publish or follow any harmful or immoral content.

This responsibility should not be placed upon authorities or other institutions solely, but it lies on every citizen and family institution to carry out a greater role in ensuring our Generation Z or even younger generations are aware of the repercussions that they share on social media. Since youth are the largest social media user, the government can integrate their engagement information and opinions on the platform into the policymaking process in innovative ways and thus increase transparency through the exchange of information via social media [13].

5.0 Limitations

This study nonetheless has some limitations. The researcher managed to gather only 138 respondents within the required time, focusing on Generation Z in Klang Valley. It is recommended that future researchers expand the survey among other age groups or locations, preferably in urban areas

to examine any differences or possibly different perspectives. It would also be advisable for future research to determine that the present findings could be replicated with millennials or older groups of citizens since the study results cannot completely reflect the engagement behaviour of all youth. Also, since only youth has taken part in this study, this can be extended further by including other categories. In fact, this study could be further investigated in other areas for validity.

Future research should also expand the survey to wider groups in the community, other than Malay, such as Chinese, Indians and other races in Malaysia. This survey has only managed to collect a majority of Malays due to time constraints and other limitations. Moreover, future research could extend the study on informational, remunerative, and relational content in the context of social media engagement behaviour since entertaining content is the weakest predictor.

While this study fills a gap in the research, the context could have affected the participants' responses, primarily because data collection was done online via email and WhatsApp distribution. Although Generation Z in this study preferred to respond online rather than face-to-face, the researcher believed that a proper explanation could be given in the event of uncertainties or the need for more clarity regarding the questionnaires.

In congruence with the limitations, future research should focus on wider recruitment, beyond participants from Klang Valley that were included in this survey. This thesis also focused on new media literacy and its correlation with moral behaviour. Future studies can focus on other perspectives such as understanding the radicalisation from the perspectives of new media literacy. Past research demonstrates that family-centred media literacy education improves healthy eating habits [14] and educates young people about the effects of substance abuse [15].

Further research on new media literacy could possibly expand on these topics, or some of the topics discussed in this thesis, such as social media addiction, or self-esteem issues related to media use. Further, since the results of this thesis demonstrated that young people do indeed want to receive a media literacy education, greater inquiry into what and how young people would like to learn in a media literacy class would be worthwhile. For example, further research could focus on what type of media literacy approach (i.e. protectionist, critical, production, or social justice-oriented) is most appealing to young people. Further research could also focus more directly on how young people's social identities (such as their sexual orientation, gender identity, and race) affects their understanding and interest in media literacy and media literacy education.

This study examined the level of each new media literacy dimension among the respondents. Functional prosumption achieved the highest mean score, this showed that the respondents were more competent in producing and sharing media content (e.g. image, video, and text) as compared to other dimensions. However, the ability to create media content critically (critical prosumption) was shown to be the lowest. This showed that respondents were less capable of producing media content or giving comments that express their opinions over current issues from different perspectives compared to the content that shows their lifestyle, entertainment, and interest which do not reflect their critical thinking. Apart from that, the study further examined the relationship between new media literacy and motivation in solving fake news problems. The result indicated that new media literacy was positively related to motivation in solving the fake news problem, however, critical prosumption was found to be the only significant factor that contributed to the positive relationship.

The findings suggested that the ability to understand the media content (functional consumption), evaluate the accuracy of media messages (critical consumption), or create media content (functional consumption) did not contribute significantly to the motivation in solving fake news problems. According to the new media literacy frameworks by Chen et al. [16], criticality and prosumption are crucial. The current findings suggested that critical thinking, media content production and online discussion participation such as commenting on the issue and influencing others are the complete set of key abilities and skills that are essential to be a motivated problem solver. People who have different opinions about the media messages and write articles or posts that show different views of a certain topic in the media to influence others' opinions are more likely to perceive fake news as a serious problem and be more determined to solve the problem.

With that said, critical prosumption plays a key role in motivating people to counter fake news, this can be done by leaving a comment on the fake news post on social media to claim or prove the post is incorrect. Kim and Grunig [17] explained that when people are motivated in problem-solving, they will

take communicative actions such as select, seek and share information with others. When applied in this context, the motivation to resolve fake news problems exists when people are motivated to seek and share the truth of the news or information to prevent others from being fake news victims. Unfortunately, the respondents in this study showed the lowest level of critical prosumption. It is suggested that media literacy education should focus more on critical prosumption instead of merely teaching the younger generation how to use media.

The finding of this study is hoped to provide guidelines for interested parties such as the authorities, education institutions, youth development clubs or civil societies to promote better understanding and literacy in handling social media. While we cannot avoid the rapid development concerning these platforms, specific mechanisms have to be adopted to mitigate negative implications derived from social media usage. The finding would provide some solutions for the relevant authorities to solve the problem through campaigns and policies in the future.

6.0 References

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