



Faculty of Cognitive Sciences and Human Development

**UNDERSTANDING THE RELATIONSHIP BETWEEN ONLINE
SHOPPING ADDICTION AND ITS PSYCHOLOGICAL WELL-BEING
AMONG MALAYSIAN UNDERGRADUATE STUDENTS**

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**UNDERSTANDING THE RELATIONSHIP BETWEEN ONLINE SHOPPING
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UNDERGRADUATE STUDENTS**

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ABSTRACT

This study investigates the relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students. It focuses on how online shopping addiction, influenced by social media, impacts students' mental health, stress levels, and life satisfaction. The research aims to provide insights into managing online shopping behaviors and promoting healthier coping mechanisms and financial habits among undergraduates' students. A cross-sectional survey design was employed, collecting responses from 160 Malaysian undergraduate students aged 19 to 30 years. The survey utilized the Online Shopping Addiction Scale (OSAS) to measure online shopping addiction and Ryff's Psychological Well-Being Scale (RPWBS) to measure psychological well-being. The study found a weak but significant negative relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students ($r = -0.224$, $n = 160$, $p = 0.05$). Significant differences were found across students of different ages, while no significant differences were found in gender and socioeconomic status. The study was limited by a small sample size and the limited generalizability of the findings. Future research should increase sample size and diversity, incorporate face-to-face data collection, and conduct longitudinal studies to better understand online shopping addiction's impact on psychological well-being. This study contributes to a growing understanding of the complex effects of online shopping addiction and underscores the need for further investigation.

Keywords: Online shopping addiction, psychological well-being, Malaysian Undergraduate students

ABSTRAK

Kajian ini menyelidik hubungan antara ketagihan membeli-belah dalam talian dan kesejahteraan psikologi dalam kalangan pelajar ijazah pertama Malaysia. Ia menumpukan kepada bagaimana ketagihan membeli-belah dalam talian, yang dipengaruhi oleh media sosial, memberi kesan kepada kesihatan mental, tahap tekanan, dan kepuasan hidup pelajar ijazah. Penyelidikan ini bertujuan untuk memberikan pandangan tentang cara menguruskan tingkah laku membeli-belah dalam talian dan mempromosikan mekanisme pengatasan yang lebih sihat serta tabiat kewangan yang lebih baik dalam kalangan pelajar. Reka bentuk tinjauan keratan rentas telah digunakan, mengumpulkan respons daripada 160 pelajar ijazah pertama Malaysia yang berusia 19 hingga 30 tahun. Tinjauan ini menggunakan Skala Ketagihan Membeli-Belah Dalam Talian (OSAS) untuk mengukur ketagihan membeli-belah dalam talian dan Skala Kesejahteraan Psikologi Ryff (RPWBS) untuk mengukur kesejahteraan psikologi. Kajian ini mendapati hubungan negatif yang lemah tetapi signifikan antara ketagihan membeli-belah dalam talian dan kesejahteraan psikologi dalam kalangan pelajar ijazah pertama Malaysia ($r = -0.224$, $n = 160$, $p = 0.05$). Terdapat perbezaan signifikan dalam kalangan pelajar yang berbeza umur, manakala tiada perbezaan signifikan ditemui dalam jantina dan status sosioekonomi. Kajian ini dihadkan oleh saiz sampel yang kecil dan keterhadapan umum penemuan. Penyelidikan masa depan harus meningkatkan saiz sampel dan kepelbagaian, memasukkan pengumpulan data secara bersemuka, dan menjalankan kajian longitudinal untuk lebih memahami kesan ketagihan membeli-belah dalam talian terhadap kesejahteraan psikologi. Kajian ini menyumbang kepada pemahaman yang semakin berkembang mengenai kesan kompleks ketagihan membeli-belah dalam talian dan menekankan keperluan untuk penyelidikan lanjut.

Kata kunci: Ketagihan membeli-belah dalam talian, kesejahteraan psikologi, pelajar sarjana muda Malaysia

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section of the study will offer a detailed elaboration and explanation of the study's background, problem statement, study objectives, theoretical or conceptual framework, and study hypothesis. Furthermore, it will include a discussion of the study's significance, definitions of key terms used in the study, and an exploration of the study's limitations.

1.1 Background of Study

Amid the COVID-19 pandemic, consumers found themselves compelled to transition from traditional brick-and-mortar shopping to the online realm. This shift was necessitated by restrictions on movement and the closure of physical stores, which struggled to attract and retain customers. Consequently, the surge in e-commerce platforms offered a convenient solution, allowing consumers to access goods and services with a mere tap of their fingers, all from the comfort of their homes. However, purchasing online goods would be dependable on what type of goods are consumer trying to purchase. For example, goods can be categorized in different ways such as groceries, beauty products, car products, and many more. Therefore, it is worth noted that, the preferred ways of purchasing these goods would depend on the age of the consumers. From a survey it was found that people between the ages of 25 and 34 are the 51% of online shoppers in Malaysia while another 24% are people from 18 to 24 years old In total the young adults constitute 75% of the online shoppers (Milo, 2015). In addition, it worth noting that average people that uses online shopping platform are the tech savvy generations that includes generation X, Y and Z who are active spenders compared to Malaysian people age above 40 years old still prefer to do outdoor shopping (Vasudevan & Arokiasamy, 2021).

While there are undoubtedly advantages for online consumers, there is a growing concern about the detrimental effects. It is becoming increasingly evident that some consumers, especially the younger generations whose primary aim is projecting a high-status image to the world, are not only shopping regularly but may also developed a severe addiction to online shopping due to the inspiration they get from social media. Based on Duffett (2017), “these

young consumers desire everything, everywhere and instantaneously”. Hence, the terms “fear of missing out” are often used when some trend started enlarged on social media portrayed by the existing influences. Therefore, because they are wanting to fit in with whatever they see every day on the social media platform, a regular online shopping can become an addiction which would often leads to excessive spending with a little consideration for their financial well-being in the future (Waheed et al., 2021). Hence the accessibility of purchasing goods within the social media app like TikTok and Instagram only enhance youngsters shopping habits to the extreme.

In addition, the reasons as to why consumers preferred e-commerce are because, consumers can easily compare prices on different websites, assisting them in making informed purchasing decisions (Nanda et al., 2021a). One of the most popular e-commerce platforms in Southeast Asia is Shopee, offering free shipping on various items for cooking, work, and entertainment. For instance, Shopee often provides free shipping on special occasions like 11.11. Therefore, most E-commerce platforms are well-known for their monthly sales, free vouchers, such as free shipping and discounts. Consequently, the e-commerce industry experienced significant growth globally during the pandemic, with a shift from brick-and-mortar retail to online shopping (Nanda et al., 2021b). This shift, impacting the younger generation, appears to be a global trend as online shopping addiction is becoming increasingly prevalent across countries.

While existing research has shed light on the prevalence of online shopping addiction and contributing factors like compulsive buying behavior, stress, internet addiction, and life satisfaction, there remains a gap in understanding how online shopping behavior relates to students' psychological well-being. Psychological well-being for students refers to their ability to successfully adapt to the challenges of new experiences (Morales-Rodríguez et al., 2020). Faced with the myriad challenges of university life, students often seek solace in various coping mechanisms. For many, online shopping becomes a preferred means of finding comfort and escape from the daily stressors associated with academic and personal pressures. This escape, coupled with the influence of social media, encourages more consumerism. Hence this inclination is rooted in the idea that shopping provides a distorted yet tangible alternative for

social support, emotional rewards, and satisfaction, which may not be readily attainable through academic pursuits or career-related activities (Li et al., 2023).

This study aims to fill this gap by investigating the relationship between online shopping addiction and students' psychological well-being. By exploring the underlying mechanisms, potential consequences, and factors contributing to this relationship, this study seeks to provide a comprehensive understanding of how online shopping addiction may affect the psychological well-being of students, and by extension, their academic success and overall well-being.

1.2 Problem Statement

Many researchers studying online shopping addiction often focus primarily on people's shopping behaviors and the enigmas contributing to online shopping behavior itself, exploring how it affects individual life satisfaction. However, they frequently overlook its potential impact on psychological well-being conditions (Durrani et al., 2022a; Tanoto & Evelyn, 2019). Additionally, there is a lack of research on online shopping behavior specific to students, as most previous studies predominantly include genders and working individuals. Therefore, the results of previous research cannot be generalized to the student population, and awareness of the endangerment of online shopping addiction would not be spread among the undergraduates' students, who play a significant role in society now and in the future.

Online shopping addiction is not to be taken lightly, as research by Bhargava and Hasija (2019) found a significant relationship between mental health problems and online shopping addiction. Consequently, this mental illness caused by online shopping addiction would lead to concerning problems for the individual, encompassing behavioral, financial, and emotional aspects. Meanwhile, other research conducted in Malaysia suggests that online shopping addiction is not harmless to individuals (Firdaus, 2020). While, another study by Pahlevan Sharif and Yeoh (2018) found that social media behavior, coupled with factors such as anxiety and exposure to online advertisements, contributes to the development of compulsive buying behavior among young Malaysian consumers. Despite these findings, the impact of online shopping addiction on Malaysian young adults remains understudied. Given that young adults are highly engaged in online shopping behavior due to the normative use of social media

(Shannon et al., 2022), is essential to investigate whether online shopping addiction affects students' psychological well-being.

Furthermore, in the exploration of the connection between online shopping addiction and psychological well-being, it is crucial to comprehend the adverse effects of this addiction. With the rise in social media users, individuals are increasingly exposed to online shopping behavior. Researchers, including Sathya et al. (2023), have noted that online shopping addiction and compulsive buying behavior negatively impact individuals, leading to financial problems, relationship difficulties, and overall decreased well-being. However, the study again primarily focusses on working women adults, limiting the generalization of these negative effects across diverse age groups and genders. There is a lack of research on online shopping addiction among students, who, are prolific users of social media.

This research aims to fill this gap, providing evidence on online shopping addiction and proposing effective strategies to prevent or minimize its impact on undergraduates' students. Hence, emphasizing the importance of balancing needs and wants is crucial for undergraduates' students, instilling in them the ability to discern and prioritize. Early intervention, especially among the younger generation, is key to preventing the persistence of addiction's detrimental effects into their financial independence. Valuable research in this area can contribute to providing students with healthier alternatives for managing their time and finances while also helping them to take care of their overall health that may be affected by the online shopping.

1.3 Research Objectives

1.3.1 General Objective

- To understand the relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.

1.3.2 Specific Objectives

- To assess the level of psychological well-being among Malaysian undergraduate students.

- To examine the relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.
- To identify demographic differences such as gender, socioeconomic status, and age in online shopping addiction among Malaysian undergraduate students.

1.4 Research Questions

RQ1: What is the level of psychological well-being among Malaysian undergraduate students?

RQ2: Is there any relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students?

RQ3: Is there any demographic difference such as gender, socioeconomic status, and age in online shopping addiction?

1.5 Research Hypotheses

1.5.1 The overall level of psychological well-being among Malaysian undergraduate students is high.

1.5.2 There is a significant relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.

1.5.3 There is a significant difference in online shopping addiction between gender, socioeconomic status, and age among Malaysian undergraduate students.

1.6 Conceptual Framework

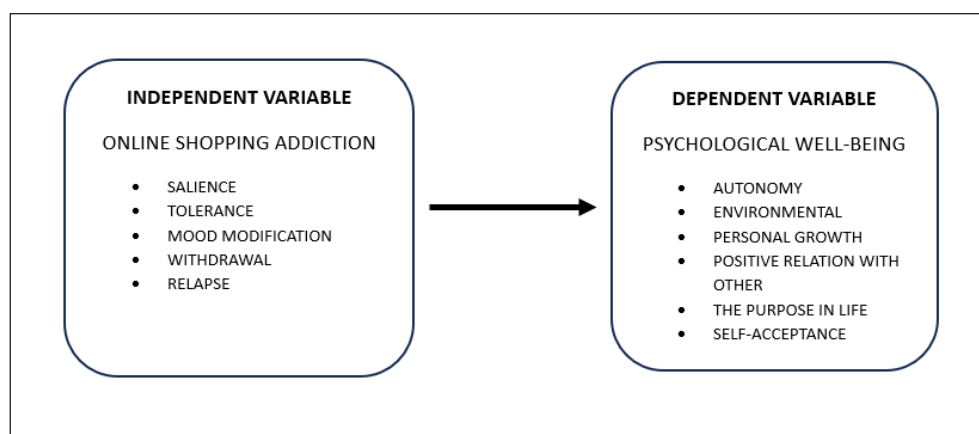


Figure 1.6 Conceptual Framework of study

To establish the relationship between the independent and dependent variables, a conceptual framework was formulated. The independent variable consists of six domains—Salience, Tolerance, Mood Modification, Withdrawal, Relapse—defined by Griffiths as the components of addictive behavior (2005). The dependent variable in this study is the psychological well-being of UNIMAS students, comprising six domains—Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. These domains are derived from Ryff's theory of psychological well-being (2014).

1.7 Significance of Study

Online shopping has become a primary mode of consumption, and with the omnipresence of social media, students are consistently exposed to products that entice them into the purchasing process. As students become more deeply engaged in online shopping activities, it provides them with an avenue to momentarily escape reality and explore a world of diverse products that can offer the satisfaction they seek—a form of retail therapy. However, the excitement of retail therapy may impact their psychological well-being. Thus, this research aims to uncover the multifaceted relationship between online shopping addiction and the psychological well-being of students. Additionally, this paper seeks to illuminate the psychological factors underlying the harm caused by online shopping addiction, its impact on students' mental health, and strategies for intervention and prevention of worsening conditions. Addressing these critical aspects can help shed light on the effects of the unprecedented digital transformation on the well-being of our youth.

1.8 Definition of Terms

1.8.1 Online Shopping Addiction

Conceptual Definition: Online shopping addiction is a digital-based behavioural addiction in which an individual spends an extensive amount of time and money browsing and purchasing items online without awareness and often without concern for the consequences.

Operational Definition: The focus of the study is centered around online shopping addiction found in students. Hence it will be measure by Online Shopping Addiction Scale developed in 2017 where it is structured under a few domains of addictive behaviors: salience, mood modification, tolerance, withdrawal, conflict, and relapse (Zhao et al., 2017).

1.8.2 Psychological well-being

Conceptual Definition: Psychological well-being refers to a state in which an individual experiences a positive mental state characterized by feelings of happiness, resilience, and overall emotional and psychological health.

Operational Definition: In the study, psychological well-being of students is measured based on a few domains; environmental mastery, self-acceptance, autonomy, personal growth, having positive relationships and a life purpose (Ryff & Keyes, 1995).

1.8.3 Undergraduates students

Conceptual Definition: Undergraduates' students are the individuals that are still on the path of earning a bachelor's degree that usually takes three to four years to complete and it help in preparing the graduates in entering the workforce of various fields (Thurrott, 2023).

Operational Definition: The study's target population comprises Malaysian undergraduate students, aged 19 to 35 years old, from different educational institutions.

1.9 Summary

In summary, the research aims to investigate the relationship between online shopping addiction and psychological well-being of Malaysian undergraduate students, addressing gaps in previous research and proposing effective strategies for managing this addiction. This chapter provides a complete overview of the study background, problem statement, objective, theoretical framework and hypotheses. It discusses the significance of the study, key term definitions and limitations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section of the study will provide a comprehensive review of existing academic research, theoretical framework, on topics such as online shopping addiction and the psychological well-being of undergraduates, as well as the relationship between the two. Credible sources, including books and scholarly articles, were used to support this literature review.

2.1 Psychological Well-Being

2.1.1 Theory Related to Psychological Well-Being

2.1.1.1 Theory of eudemonic psychological well-being

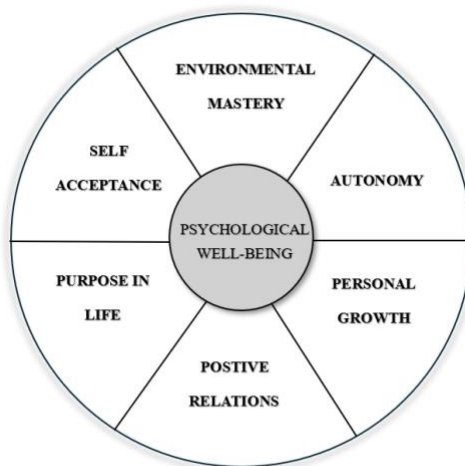


Figure 2.1 Ryff's Psychological Well-Being

Psychological well-being, or eudemonia is a concept encompassing not only happiness but also the positive mental state of an individual, reflecting one's satisfaction with life. Zhao and Wei (2019) describe it as a personal experience enabling individuals to achieve their full potential and give meaning to their life. In understanding more on psychological well-being, a study by Gao and McLellan (2018) emphasizes Ryff's six-factor model, rooted in eudemonism. This theoretical framework consists of six domains: self-acceptance, environmental mastery, positive relationships, personal growth, purpose in life and autonomy, and these dimensions

contribute to assessing an individual's positive functioning and well-being (Ryff, 2014). A study done by van Dierendonck and Lam (2022) confirmed that eudaemonic well-being can be improved through targeted intervention programs, with the strongest influence observed in integral programs that align with Ryff's conceptual model. These findings underscore the practical implications of Ryff's framework in improving and understanding psychological well-being.

2.2 Online Shopping Addiction

2.2.1 Theory Related to Online Shopping Addiction

2.2.2 Flow Theory

Flow theory by Csikszentmihalyi (1975) suggested that individuals would experience a state of "flow" when they are engaging in activities that matches their skill level and the level of challenge presented by the task (Lopez & Snyder, 2002). This theory was made to understand the intrinsic motivation and the activity rewarding of the self regardless of the extrinsic rewards that results from the activity (Csikszentmihalyi & Csikszentmihalyi, 1992). Therefore, according to the study by Jiang (2022), the flow of the experience of the consumer Online shopping addiction is influenced by flow experience, which refers to the state of deep focus and engagement during online shopping. The study further explained that the flow experience dimension of presence, concentration and time distortion has a significant positive impact on impulsive buying, indicating that enhancing consumers' immersive presence feeling, concentration and time distortion can improve consumers' impulsive buying. Thus, individuals may engage in on-line shopping because of the pleasure they gain from the process (Smith & Sivakumar, 2004). This is because during the experience of online shoppers gain a sense of control, curiosity, enjoyment, and telepresence (To & Sung, 2015). Hence, factors such as immersive presence, enhanced focus, and time distortion positively affect impulsive buying, which in turn mediates the relationship between flow experience and online shopping addiction (Shim, 2022).

2.3 Previous Findings

2.3.1 Psychological Well-Being of Students

Psychological well-being, as defined by the World Health Organization (2022), encompasses the ability to navigate negative emotions by considering them as normal facets of life. This concept extends beyond positive emotions to include an individual's capacity to manage and control their emotional experiences. Even in the face of challenges that may bring someone down, psychological well-being is evident when individuals can still function while maintaining a sense of purpose. However, this well-being is compromised when negative emotions become extreme or prolonged, hindering one's ability to carry out daily activities. There is a study that also emphasizes that understanding factors affecting psychological well-being is crucial, as indicated by Luo (2022). Examining positive psychological aspects and focusing on negative elements are essential components of this understanding. In the context of university life, psychological well-being is synonymous with successful adaptation to the challenges of college or university and what comes after. Based on the research by Liu et al. (2019) students who are also a part of society, needs to take care of their psychological well-being that not only can affect their academic and professional success but also their development and adaptability when they are working in the future. The study further found that the newest intake, which is the first-year students tend to suffer more from anxiety while the other year of undergraduates experienced relatively high levels of stress and depression.

This mental distress can then lead the individuals to experience challenges such as impaired functioning in cognition and learning, abuse of substances such as drugs, tobacco and leads to poor results in terms of performance in schoolwork (Limone & Toto, 2022). This would not only affect the students themselves but also society when the increment of individuals with mental health disorders increases. However, the skills of adapting to a new environment might help students in overcoming the unwanted situations when they are exposed to a different type of environment. According to a study by Morales-Rodríguez et al. (2020) students that have good social skills and have good adaptability can obtain a higher level of psychological well-being. Consequently, there are different types of factors that may affect or significantly correlated with students' psychological well-being when they are in university. This includes age, study year, interest in major, family incomes, ethnicity, social life, gender, socioeconomic, and lifestyles (e.g., Chen et al., 2013; Abdel Wahed and Hassan, 2017; Hanawi

et al., 2020; Mofatteh, 2020). Moreover, the university phase represents a critical period of growth, both physically and mentally, for students. If students resort to retail therapy as a coping mechanism, it could only worsen their psychological well-being, potentially leading to severe consequences such as school suspension, dropping out, self-harm, suicide, or substances abuse (Li, 2022). Consequently, it becomes imperative to explore and comprehend the factors that may disrupt students' psychological well-being to enable them to function optimally in their university lives.

2.3.2 Online Shopping Addiction

Online shopping addiction is a consequence arising from internet addiction. According to Zhao et al. (2017b), online shopping addiction manifests as a tendency to engage in compulsive, problematic, and excessive shopping behavior through the internet, resulting in economic, social, and emotional problems. Individuals with online shopping addiction use the internet to fulfill their unstoppable shopping inclinations. Even when faced with consequences, they fail to control their behavior. Another study by Niedermoser et al. (2021) suggests that shopping addiction symptoms can be explained to some extent by behavioral addiction traits such as preoccupation, mental appropriation, compulsiveness, and loss of control. However, due to the unclear conceptualization and classification of the diagnosis, various and unstandardized therapeutic approaches exist. Additionally, Maraz et al. (2016) noted that the impact of shopping addiction on daily life may indicate comorbidity with other mental illnesses, such as anxiety, compulsive disorders, and substance abuse. Individuals with this condition are often classified under broad categories like 'unspecified disruptive, impulse-control, and conduct disorder.' Nevertheless, research indicates variations in the definitions of compulsive buying behavior.

Researchers have explored various factors contributing to online shopping addiction, identifying correlations with social support, stress levels, personality traits, and demographics. Li et al. (2023a) found that higher stress levels among students are associated with lower social support and an increased likelihood of online shopping addiction. In situations where academic or career challenges lead to stress and insufficient social support, individuals may turn to online shopping as a coping mechanism. Additionally, Duong and Liaw (2021) highlighted a connection between daily online shopping frequency and time spent on the internet. Managing online routines becomes crucial, as excessive time spent on internet shopping is linked to higher

online shopping addiction scores. On the other hand, Uzarska et al. (2021) emphasized personality factors, revealing that female, older, extraverted individuals with low agreeableness, high narcissism, low self-efficacy, and high social anxiety are at a higher risk of online shopping addiction. These individuals may seek affirmation and positive feelings through shopping due to difficulties in social interactions. Moreover, Durrani et al. (2022b) observed a positive correlation between online shopping addiction and compulsive buying behavior. Gender differences were noted, with female students exhibiting higher levels of online shopping addiction, compulsive buying behavior, and lower life satisfaction compared to their male counterparts, who displayed lower levels of addiction and higher life satisfaction. These findings underscore the multifaceted nature of online shopping addiction, influenced by social, psychological, and demographic factors.

2.3.3 Psychological Well-Being and Online Shopping Addiction

There is no doubt that online shopping addiction does leave a negative effect on the psychological well-being of an individual. Studies have shown that compulsive buying behaviors that can be triggered by loneliness, rejection, sensitivity would lead to feeling guilt, anxiety and depression which ends up creating a negative cycle (Cassidy & Adair, 2021). Internet addiction, including online shopping has been found to have a negative, moderate, and significant relationship with psychological well-being and the factors affecting are such: being under 25, single, unemployed, and having a low income (Pervin & Emre, 2021). This are related to another study that found financial knowledge and financial well-being are positively related to online shopping addiction that means people with positive feelings about their financial conditions are more likely to be engage in the addictive online shopping behaviors (Tanoto & Evelyn, 2019).

In addition, according to a study by Li et al. (2023b), the pursuit of long-term happiness through meaningful experiences a personal growth may be overshadowed by hedonic needs and instant gratification derived from online shopping behaviour. Instead of finding a long-term happiness, online shopping addicts often derive their happiness through the continuous purchasing and accumulating possessions. Hou & Yang (2021) found that shopping advertisement across different media further promote consumption that affect consumer autonomy. Engaging in uncontrolled shopping without a sense of self control are the negative side effects of autonomy. Meanwhile, other study found that online shopping improves long

term subjective well-being by increasing the hedonic consumption ratio. Therefore, finding to what extent those Excessive online shopping addiction can negatively impact this eudemonic psychological well-being remained unclear as all the past researchers does not specifically discuss online shopping addiction and its impact on psychological well-being.

2.4 Summary

To conclude, this chapter reviewed academic research related to online shopping addiction and psychological well-being among undergraduate students. It explores theoretical frameworks like Ryff's six-factor model, and examines how online shopping addiction, influenced by factors such as stress and personality traits, negatively impacts psychological well-being. This highlights the need for targeted intervention and understanding the multifaceted nature of these issues.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter would explain further on the methodology that is use in doing this study. Since the main idea of this study is to gain more insight into the relationship between online shopping addiction and psychological well-being of the undergraduate students, there will be 7 subtopics included in this chapter. Such as, the research design, the population and sample, instruments used when applying this research, the reliability and validity of the research, procedure for data collection, data analysis and overall summary.

3.1 Research Design

The research design encompasses two distinct approaches, namely qualitative and quantitative. Specifically, a cross-sectional survey methodology has been employed to gather data from the participants. Quantitative research refers to the systematic and objective approach of gathering and evaluating numerical data. According to Coghlan and Brydon-Miller (2014), quantitative research possesses the capability to identify patterns and means, formulate predictions, and examine causal relationships. Hence, statistical analysis can be employed to quantify the association between existing variables. Based on the statistical data, it becomes considerably easier to understand the percentages and quantities of results that have been collected. Therefore, the outcomes can be generalized to a broader population.

Survey research, on the other hand, is the process of conducting research utilizing questionnaires that researchers send to participants. As indicated by Kelley et al. (2003), surveys are well-suited to descriptive studies but can also be used to explore aspects of a situation or to seek explanation and provide data for testing hypotheses. This form of research would additionally facilitate the gathering of data without requiring direct engagement with the participants, and surveys do not divide participants into groups or vary the treatment they receive. The acquisition of survey data is accomplished through the utilization of a questionnaire administered via a Google survey form, chosen for its efficiency and accessibility. The data collection frequency will be conducted within a singular time period, without any pre or post data collection. The respondents selected to complete this survey

exclusively comprise students from different universities. Therefore, a list of closed-ended questionnaires was utilized to gather the necessary information for this study.

3.2 Population and Sample

The population for this research comprises undergraduate students in Malaysia which estimated to be 626,222 based on latest records and available data (Malaysia Ministry of Higher Education, 2022). This number reflects the diverse academic programs offered in different universities either public or private, fostering a rich tapestry of cultures and students from various backgrounds. The sampling procedure aims to facilitate deductive reasoning of conclusions related to populations. To determine the required sample size, the widely recognized approach by Krejcie and Morgan was employed. According to the Krejcie and Morgan table (1970) in Appendix 1, a sample size of 384 undergraduates' students is necessary for precise data representation of the population in the research, which targets the entirety of 626,222 students.

The sampling procedure is a meticulous process that ensures the collected data is suitable for generalization to the population, making it a crucial instrument in research. Two distinct categories of sampling techniques exist: probability sampling and non-probability sampling. This research opted for convenience sampling, a non-probability sampling technique specifically a convenience sampling where participants voluntarily responded to questionnaires distributed by the researcher. While inferences from this method may be comparatively weaker than those from probability sampling, the use of a convenience sample is considered quick, cost-effective, and time-efficient, particularly given the short duration of the research project (Stratton, 2021).

3.3 Instruments

In this specific quantitative survey research, the principal tool employed for gathering data from study participants was questionnaires. The utilization of questionnaires in data collection has demonstrated effectiveness in research and evaluation (Taherdoost, 2019). Furthermore, questionnaires offer researchers the capability to collect data from a broader demographic, particularly when administered in an online format. As highlighted by Nayak and Narayan (2019), online questionnaires are an appropriate method for data collection due to their cost and time efficiency, convenience, capacity for storing large datasets, and ease of

data acquisition. The questionnaire employed in this research was adapted from previous studies, making the questions more predetermined and focused on extracting data related to online shopping addiction and the psychological well-being of students.

3.3.1 Instrument Structure

The online questionnaires were distributed via Google Form among Malaysian undergraduate students. The questionnaire was structured into three distinct sections, namely: a) Section A: Demographic, b) Section B: Online Shopping Addiction Scale, and c) Section C: Ryffs' Psychological Well-being. These questions were presented in a closed-ended format with the use of Likert scales except for section A.

3.3.1.1 Section A: Demographic

This section was designed to gather personal information from the participants, that including their gender, age, academic year, programme type, racial and socioeconomic background. The collection of demographic information is imperative in research as it enables the determination of whether the individuals participating in a study are a representative sample of the target population, thus facilitating generalisation Salkind (2010). The data used to verify the participants' identities originates exclusively as Malaysian undergraduate students, who represent the targeted population.

3.3.1.2 Section B: Online Shopping Addiction Scale (Zhao et al., 2017)

This section is pivotal in assessing the extent of individuals' involvement in online shopping addiction. The survey questionnaires comprise 18 closed-ended items, addressing six facets of online shopping addiction: salience, tolerance, mood modification, withdrawal, relapse, and conflict. These scales are adapted and formulated based on constructs associated with compulsive buying behavior and internet addiction. Respondents were instructed to express their level of agreement with each statement using a Five-Point Likert scale, where 1 corresponds to "completely disagree," 2 corresponds to "disagree," 3 corresponds to "neither disagree nor agree," 4 corresponds to "agree," and 5 corresponds to "completely agree." The total score can range from a minimum of 18 to a maximum of 90. An increase in the score on the scale indicates that the level of OSAS has increased.

1	2	3	4	5
Completely disagree	Disagree	Neither Disagree nor Agree	Agree	Completely Agree

Table 3.3.1 (a): Five- Point Likert Scale

For the online shopping scale 18-items by Zhao et al. (2017), the internal consistency of the questionnaires which is the Cronbach's alpha is 0.95 for the total scale. In addition, the subscale internal consistencies (alphas ranging from 0.71 to 0.84) are generally satisfactory, indicating that each subscale measures a consistent underlying construct. This suggested the items of the questionnaires are strongly correlated and indicate a good validity and reliability. In addition, the construction of the online shopping addiction scale is not only focusing not only excessive shopping behaviours generally but also on internet addiction behaviour.

3.3.1.3 Section C: Ryff's Scales of Psychology Well-Being (Ryff, 1989)

This subsequent section consists of closed-ended questions that are integral to the research, providing data to assess various aspects of well-being and happiness. These 18 items measure six key dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The questions are adapted from the Ryff scale, designed to explore the concepts of psychological well-being and happiness. Respondents were instructed to express their level of agreement with each statement using a Seven-Point Likert scale, where 1 corresponds to "Strongly Agree," 2 corresponds to "Somewhat Agree," 3 corresponds to "A little agree," 4 corresponds to "Neither Agree nor Disagree," 5 corresponds to "A little Disagree," 6 corresponds to "Somewhat Disagree," and 7 corresponds to "Strongly Disagree." The sum of the scores for each questions determines the overall score, which ranges from a minimum of 18 to a maximum of 126. A higher score indicates a higher level of psychological well-being.

1	2	3	4	5	6	7
Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree

Table 3.3.1 (b): Seven-Point Likert Scale

For the Ryffs' psychological well-being 18-items developed by Ryff in 1989. The subscales reliabilities for those six-factors of psychological well-being are in a good respective range. According to Bayani et. al (2008), the test-retest reliability coefficient of RPWBS was 0.82. The subscales of Self-acceptance, Positive Relation with Others, Autonomy, Environmental Mastery, Purpose in Life, and Personal Growth were found to be 0.71, 0.77, 0.78, 0.77, 0.70, and 0.78 respectively, which were statistically significant ($p < 0.001$).

The concept of reliability refers to the precision and consistency of the measuring tool used. Stated differently, if an identical set of questionnaires were administered to the same sample at a distinct point in time, the resultant outcomes would remain consistent. The Cronbach alpha coefficient is employed to assess the dependability of the test by gauging the participants' responses. The variables obtained from the questionnaire are subjected to the Cronbach's Alpha test, in which a Cronbach's Alpha score greater than 0.7 is deemed to be indicative of an acceptable level of reliability. When the value of alpha is close to zero, it suggests little or no correlation between variables, indicating low reliability. Conversely, when alpha is close to one, it indicates a high correlation between variables, demonstrating high reliability. In this research, the validity of the questionnaires relies on past research outcomes, hence no pilot tests were conducted as previous studies found high Cronbach alpha values for both questionnaires. These high values indicate strong internal consistency and reliability.

Alpha Coefficient Range	Strength of Association
<0.6	Poor
0.6 to 0.7	Moderate
0.7 to 0.8	Good
0.8 to 0.9	Very good
0.9	Excellent

Table 3.3.1 Rules of Cronbach's Alpha Coefficient Size

3.4 Procedures

The process of gathering information about a specific variable of interest from a chosen group of research participants is commonly known as data collection. There are two primary

forms of data collection: primary and secondary. Primary data collection involves obtaining information directly from study participants. In this research, data collection is of the primary type, where information is gathered exclusively for the study's objectives without incorporating any additional data from other sources.

3.4.1 Data Collection Procedures

The data for this study were collected through an online questionnaire distributed to Malaysian undergraduate students. The questionnaire, facilitated via Google Forms, encompassed three sections: a demographic questionnaire, the online shopping addiction scale, and Ryff's psychological well-being questionnaires. The distribution of the Google Form utilised various platforms, such as WhatsApp, Telegram, Facebook, and Instagram. However, to ensure data validity and relevance to undergraduate students, specific instructions and clarifications were provided to control non-related respondents. Respondents participated voluntarily at their own convenience and availability. The survey questionnaire deliberately excluded any personal information queries to maintain confidentiality and anonymity.

3.4.2 Data Analysis Procedures

The selected data analysis methods used for this research are deemed to be the most appropriate for the purpose of analysing the data. Both descriptive and inferential analyses are employed to examine the data in the research. The data related to the respondents can be highlighted in terms of measures of central tendency and variability, and the significance of the data will be presented in the form of tables and figures. Furthermore, inferential statistics are employed to analyse the correlation between independent and dependent variables. The statistical methods employed in this study are the T- test, Anova and Pearson, which fall under the category of inferential statistics. Consequently, both statistical analyses would aid in attaining a precise result needed for the research.

3.4.2.1 Descriptive Data Analysis

Descriptive data analysis is applied to examine the demographic information of the respondents, encompassing gender, age, academic year, programme type, racial background, and socioeconomic status. Through descriptive data analysis, these details are summarized and transformed into a more comprehensible format, primarily focusing on the central tendency, which involves frequencies and means. Additionally, dispersion measures, such as range,

variance, and standard deviation, are calculated to understand the spread of the data. This approach is instrumental in addressing the first hypothesis, which pertains to the overall well-being of the students. By employing both central tendency and dispersion analyses, a more comprehensive understanding of the targeted sample (respondents) is achieved, providing valuable insights and information.

3.4.2.2 Inferential Data Analysis

Subsequently, to extrapolate the findings and make predictions about the broader population, inferential data analysis becomes crucial. To explore the relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students, the collected data underwent statistical analysis. Initially, an independent sample T-test was executed to discern any significant differences in online shopping addiction based on gender, while for socioeconomic status, and age One-way Independent Anova was used among undergraduate students. This test offered valuable insights into the potential impact of these demographic factors on psychological well-being, determining whether statistically significant differences existed among the groups.

Following this, Pearson correlation analysis was applied to investigate the relationship between online shopping addiction and psychological well-being variables. Given the normal distribution of the data, as indicated by the normality test, Pearson correlation emerged as an appropriate statistical technique. This analysis allowed us to assess the strength and direction of the relationship between online shopping addiction and psychological well-being, providing crucial insights into potential associations between these factors.

Hypothesis	SPSS TEST	JUSTIFICATION
1) The overall level of psychological well-being among Malaysian undergraduate students is high.	Descriptive data analysis	This test is suitable to understand the average psychological well-being of Malaysian undergraduate students.
2) There is a significant relationship between online shopping addiction and	Pearson's correlation analysis	This test assesses the strength and direction of the relationship between two

psychological well-being among Malaysian undergraduate students.		continuous variables (online shopping addiction and psychological well-being) to determine if a significant correlation exists between these variables.
There is a significant difference in online shopping addiction between i) gender, ii) socioeconomic status, and iii) age among Malaysian undergraduate students.	i) Independent sample T-test ii) One-way independent Anova iii) One-way independent Anova	i) This test is suitable for comparing means between two groups (male and female) to determine if there's a significant difference in online shopping addiction. ii) This test is suitable for comparing mean between three groups (Lower, Middle, Higher) to determine if there's significant different in online shopping addiction. iii) This test is suitable for

		comparing between different group of ages to determine if there's significant difference in online shopping addiction.
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3.5 Summary

In summary, this chapter provides a comprehensive overview of the research methodology design, detailing the extensive process of data collection and analysis undertaken to meet the research objectives. The chapter also outlines the specifications of the research instruments, emphasizing their reliability and validity in ensuring the robustness of the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter will centre on presenting and discussing the findings, employing a combination of descriptive and inferential statistical methods. It will begin by outlining demographic information, including gender, age, race, university affiliation, academic year, CGPA, and socioeconomic status. Subsequently, it will delve into an in-depth analysis of the relationships identified in accordance with the formulated hypotheses.

4.1 Demographic Data

4.1.1 Table Distribution of Respondents by Demographic Characteristics

Table 4.1.1: *Frequency and percentage of Respondents' demographic characteristics*

Demographic Information		Respondents (n=160)	
		Frequency	Percentage (%)
Gender	Male	61	38.1
	Female	99	61.9
Age	19-22 years old	97	60.7
	23-26 years old	49	30.6
	27-30 years old	9	5.6
	31 years old and above	5	3.1
Race	Bumiputera Sarawak	5	3.1
	Bumiputera Sarawak	45	28.1
	Chinese	19	11.9
	Indian	12	7.5
	Malay	77	48.1
	Others	2	1.3
CGPA	2.49 and below	5	3.1
	2.50 - 2.99	13	8.1
	3.00 - 3.49	59	36.9
	3.50 - 4.00	82	51.2

University	International Islamic University Malaysia (UIAM)	5	3.1
	MARA University of Technology (UITM)	20	12.5
	National University of Malaysia (UKM)	7	4.4
	Northern University of Malaysia	1	0.6
	Science University of Malaysia (USM)	2	1.3
	University of Malaya (UM)	2	1.3
	University of Malaysia Sabah (UMS)	9	5.6
	University of Malaysia Sarawak (UNIMAS)	60	37.5
	University of Technology Malaysia (UTM)	4	2.5
	Others	40	25.0
	University of Malaysia Terengganu (UMT)	1	0.6
	Sultan Idris Education University (UPSI)	1	0.6
	University of Putra Malaysia (UPM)	4	2.5
	Sultan Zainal Abidin University (UniSZA)	3	1.9
	University of Malaysia Perlis (UNIMAP)	1	0.6
Academic year	Year 1	13	8.1
	Year 2	38	23.7
	Year 3	85	53.1
	Year 4	15	9.4
	Year 5	4	2.5
	Others	5	3.2
Socioeconomic Status	B40= Less than RM 4, 849	54	33.8
	M40= RM4, 850 to RM 10, 959	64	40.0
	T20 = RM 10, 960 and above	42	26.2
Total		160	100

According to the demographic table, the study includes a total of 160 undergraduate student respondents. The data reveals a higher proportion of female respondents (61.9%) compared to male respondents (38.1%), with most falling within the 19-22 age range (60.6%).

A smaller portion of respondents are aged 23-26 (30.6%), 27-30 (5.6%), and 31 and above (3.1%). In terms of race, Malays constitute the largest group (48.1%), followed by Bumiputera Sarawak (28.1%) and Chinese (11.9%). Regarding academic performance, the majority achieved a CGPA between 3.50-4.00 (51.2%), with the highest representation from University Sarawak Malaysia (37.5%) followed by other institutions (25.0%), which mainly consist of private universities. Most respondents are in their third year of study (53.1%), followed by second year (23.8%) and first year (8.1%). Socioeconomically, the majority fall into the M40 category (40.0%), followed by B40 (33.1%) and T20 (26.3%). The demographic information gathered from the respondents offers important context for our research and its implications on the study's findings. When interpreting the results, it's crucial to assess how these demographics might influence the outcomes. Thus, understanding the demographic background of the respondents lays the groundwork for developing targeted interventions based on the study's findings.

4.2 Main Findings (Descriptive Data)

4.2.1 The overall level of psychological well-being among Malaysian undergraduate students.

Alternative Hypothesis, H₁: The overall level of psychological well-being among Malaysian undergraduate students is **high**.

Table 4.2.1(a): *Table of Descriptive Statistics*

Descriptive Statistics			
	N	Mean	Std. Deviation
Psychological Well-Being	160	4.7094	.76345
Valid N (listwise)	160		

The mean for the level of psychological well-being among Malaysian students is 4.71. Based on this mean, it can be inferred that, on average, Malaysian students perceive their psychological well-being to be moderately positive and leaning towards high. This is because the scale of the questionnaires ranges from 1-7, therefore the moderate level for psychological well-being of individual is between the range of 3-4.8 The standard deviation for the level of psychological well-being of Malaysian students is 0.73191, indicating that the ratings of psychological well-being among Malaysian students are relatively close to each other. This suggests that there is not a substantial amount of difference in Malaysian students' ratings of their level of psychological well-being; on average, **most Malaysian students have a moderate to a high level of psychological well-being.**

4.2.1.1 Discussion

Based on the results, it is found that **most Malaysian students have a moderate to high level of psychological well-being.** This result suggest that Malaysian students scored moderately well on the six factors of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. The study conducted by Lin et al. (2020) highlights that while academic pressure is a common cause of stress for students, a substantial proportion of them are able to effectively manage it in their daily lives.

Furthermore, individuals employ many personal tactics to alleviate stress, such as resting, conversing, eating, using social media, playing computer games, and participating in retail activities. Therefore, this suggest that the reason students have moderate to high level of psychological well-being is because they use individualised approaches to manage the challenges they face in their academic lives. A study conducted by Shamsul Azman et al. (2023) revealed that Malaysian students exhibit a high level of psychological well-being due to their adeptness in handling personal affairs, managing stress, effectively managing time, and accepting their feelings and thoughts. Consequently, by employing their own strategies, the students are able to maintain and even improve their own psychological well-being.

However, in contrast from prior research examining the psychological well-being of Malaysian university students it was found that there is a decline in psychological well-being, primarily related to the pandemic and quarantine circumstances (Kong et al., 2022; Che Rahimi et al., 2021). Although many universities have resumed in-person sessions, there are still some difficulties that are affecting psychological well-being of undergraduate students. Shahira et al. (2018) identified various prevalent stressors among undergraduate students, such as examinations, coursework, financial concerns, social relationships, and availability of resources. Individuals may employ diverse coping mechanisms to address different stressors, given the extensive array of stress-inducing factors.

4.2.2 Relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.

Alternative Hypothesis, H₁: There is a significant relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.

Table 4.2.2(a): *Table of Descriptive Statistics*

Descriptive Statistics			
	Mean	Std. Deviation	N
Online Shopping Addiction	2.6226	.94550	160
Psychological Well-Being	4.7094	.76345	160

Table 4.2.2(b): *Table of Correlations*

		Correlations	
		Online Shopping Addiction	Psychological Well- Being
Online Shopping Addiction	Pearson Correlation	1	-.224**
	Sig. (2-tailed)		.004
	N	160	160
Psychological Well- Being	Pearson Correlation	-.224**	1
	Sig. (2-tailed)	.004	
	N	160	160

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

The data showed is a weak, negative correlation between Online Shopping Addiction and Psychological Well-being, ($r = -.224$, $n = 160$, $p = 0.004$). Since $p < 0.05$, the alternative hypothesis, H_1 is accepted. **Thus, there is weak negative but significant relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.** Thus, this shows that the higher addiction to online shopping would leads to lower psychological well-being. This negative correlation suggests that the students who are more addicted to online shopping may experience a lower psychological well-being.

4.2.2.1 Discussion

Based on the results, it is found that there is weak negative but significant relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students. Thus, this negative correlation suggests that the higher addiction to online shopping would leads to lower psychological well-being. This can be associated to several aspects resulting from the addiction itself, such as devoting an excessive amount of time to online shopping and neglecting social interactions with friends and family, as well as academic pursuits. Additionally, excessive spending is a recognised factor that can lead to financial stress among students, often accompanied by feelings of shame or regret following impulsive purchases (Owusu et al., 2021). McCloud and Bann (2019) found that decreased in mental health in students are highly related to increased financial stress. Contrarily,

a separate study discovered that students who possess the ability to effectively handle their financial affairs are unlikely to encounter any financial hardships (Tetep et al., 2023). Therefore, this implies that students may experience stress if they lack the ability to manage their financial stability, which could be affected by their continual online shopping without caution.

Moreover, a study conducted in Malaysia revealed that contemporary students are experiencing heightened levels of academic stress because of the demanding academic standards. This stress negatively impacts their ability to self-regulate and maintain mindfulness (Ramli et al., 2018). Inadequate self-regulation and a lack of attentiveness towards stressful situations can lead students to seek coping mechanisms as a means of escaping reality. Consequently, individuals should possess the knowledge and ability to effectively manage their emotions in challenging circumstances, which entails understanding the appropriate methods to do so. Engaging in internet shopping on their phone may offer temporary emotional relief as they are actively avoiding confronting their emotions. This relates to a specific model within the online shopping addiction scale, specifically the aspect of mood modification. It highlighted how, if people discover something that temporarily alleviates their emotions, even if only for a short time, it has the potential to become a habit, leading them to rely on buying as a means of managing their emotions. Overall, the findings partially support the idea that compulsive shopping can be classified as a behavioural addiction, and that it arises from inadequate coping mechanisms and unsatisfactory social interactions (Uzarska et al., 2021b). Additional research has shown that social e-commerce platforms can induce intense online interaction, which in turn can lead to anxiety and compulsive shopping if used for an extended period of time (Li et al., 2021).

Additionally, as online shopping became the norm in lives of individuals, it's possible for students to let their minds wander on the thoughts of doing online shopping, which could cause them to miss out on other meaningful real-life experiences and activities, possibly affecting their psychological well-being. A study discovered that online shopping aligns effectively with the lifestyles and preferences of students (Md. Aris et al., 2021). Hence increasing the likelihood of them developing a favourable attitude towards it. Due to its compatibility with students' lifestyles and preferences, it is challenging for students to find alternative activities that provide the same level of satisfaction as engaging as online shopping. As a result, students may become more used to internet shopping and engage in it more

frequently. A study revealed that students make purchases based on their desires, even when the items are not necessary or obligatory, simply because they are more affordable and convenient (Anggriani era putri, 2022). Consequently, it increases the financial strain and time commitment, thereby further negatively impacting their psychological well-being.

Despite the detrimental impact, why do students still opt for online shopping? Shopping addiction can develop in association with several characteristics such as personality traits, self-concept, social functioning, and well-being (Uzarska et al., 2021c). The research explains how people who have an addiction to shopping may depend on it to validate themselves or boost their perceived social status, because they may not have enough social competencies. According to the findings of other studies, shopping addiction is positively correlated with loneliness and social anxiety (Rachubińska et al., 2022). This implies that individuals who engage in excessive spending may encounter difficulties in sustaining intimate connections and gaining social support. It was also explained that this addiction might worsen disputes with social surroundings and promote isolation. This immediately hinders an individual's ability to develop positive relationships with others, which is one of the fundamental aspects of Ryff's psychological well-being. Therefore, developing a dependency on internet shopping can have a detrimental impact on various elements of an individual's life and lead to a decrease in overall psychological well-being. Therefore, even though the finding only generated a weak relationship between online shopping addiction and psychological well-being, it is still important to understand the depth of the effect on being addicted to online shopping in developing an effective intervention especially for the students.

4.2.3 The difference between of online shopping addiction between males and females undergraduate students.

Alternative Hypothesis, H1: There is a significant difference of online shopping addiction between males and females among undergraduate students.

Table 4.2.3(a): *Table of Group Statistics*

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	61	2.6403	1.01256	.12964

Online Shopping Addiction	Female	99	2.6117	.90687	.09114
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Table 4.2.3(b): *Table of Independent Sample Test*

Independent Samples Test										
		Levene's Test for Equality of Variances					t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Online Shopping Addiction	Equal variances assumed	2.203	.140	.185	158	.853	.02858	.15437	-.27631	.33348
	Equal variances not assumed			.180	116.537	.857	.02858	.15848	-.28528	.34245

Therefore, the shopping behaviour and motivational cause behind it might differ between gender but the online shopping addiction behaviour itself are the same when it comes to different gender. The study conducted by Pradhana and Sastiono (2019) identified that differences in gender-related online shopping addiction can be attributed to variations in behaviour and underlying goals. Women shop more frequently than men, however when it comes to online shopping spending, there is no significant difference between males and females. Hence this shows that, each gender has the same impact on online shopping addiction.

However, there are also findings from other study that have a contradictory result. These findings from a different country found contradict the results that female students are more likely to participate in online buying behaviours (Rafiq & Javeid, 2018; Basit et al., 2024b). A study conducted by Wang et al. (2021) found that females exhibit a higher inclination towards seeking pleasure in online buying, whereas males demonstrate a stronger preference for engaging in online information search. Therefore, again this suggests that different gender might have different motivations that might affect their behaviour towards engaging in online shopping. Nevertheless, it should be noted that most of these studies did not explicitly involve undergraduate students, and the variations in demographics could potentially impact the findings. Finding conflicting views on the extent to which gender influences online shopping addiction strengthens the case for further investigation into this issue in the Malaysian setting.

4.2.4 The difference of online shopping addiction between socioeconomic status of undergraduate students.

Alternative Hypothesis, H1: There is a significant difference of online shopping addiction between socioeconomic status of undergraduate students.

Table 4.2.4 (a): *Table of Tests of Homogeneity of Variances*

Tests of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.809	2	156	.447
Based on Median	.837	2	156	.435

Online Shopping Addiction	Based on Median and with adjusted df	.837	2	155.036	.435
	Based on trimmed mean	.807	2	156	.448

Table 4.2.4 (b): *Table of ANOVA Results*

ANOVA

Online Shopping Addiction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.179	2	1.590	1.785	.171
Within Groups	138.948	156	.891		
Total	142.127	158			

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.447 > 0.05$, therefore variances are homogeneous, and we can look at the ANOVA table. From the ANOVA table, $F(2,156) = 1.785$, $p = 0.171 > 0.05$; we failed to accept the alternative hypothesis, H_1 . **Therefore, there is no significant difference in online shopping addiction between undergraduate students with different socioeconomic status.**

4.2.4.1 Discussion

From the results of the research, it is found that there is no significant difference in online shopping addiction between undergraduate students with different socioeconomic status. The absence of a significant difference implies that the economic background of undergraduate students does not affect their addiction to online shopping. This discovery may suggest that there are numerous variables that influence an individual's online purchasing preferences, regardless of their socioeconomic status. Consistent with these results, Xiao et al. (2023) found that socioeconomic level does not entirely determine the likelihood of developing an addiction to online shopping, but that characteristics such as social appearance, anxiety and self-control do affect online shopping behaviours. Hernández et al. (2011) came to the similar conclusion, suggesting that once people get used to online shopping, their behaviour

becomes independent of their socioeconomic characteristics. Hence this suggests that socioeconomic variables, including income, do not moderate the online shopping behaviour of experienced e-shoppers.

The widespread accessibility of online purchasing platforms may be the reason for the absence of significant differences across socioeconomic status. The addiction may be uniform across socioeconomic statuses because students from varying economic backgrounds may have similar exposure and access to online shopping. Similar to a study that discovered materialism and excessive internet use as predictors of compulsive purchasing behaviour among university students in Klang Valley, Malaysia (Aisyah Hazwani Hashim et al., 2023). Therefore, there are various predictors of online shopping behaviour, and it is important to recognise that socioeconomic status does not necessarily affect the level of addiction. Nevertheless, a longitudinal study could offer a more comprehensive understanding of the potential impact of changes in socioeconomic status on the behaviour of Malaysian undergraduates regarding online shopping addiction.

4.2.5 The difference of online shopping addiction between the ages of undergraduate students.

Alternative Hypothesis, H1: There is a significant difference of online shopping addiction between the ages of undergraduate students.

Table 4.2.5 (a): *Table of Test of Homogeneity of Variances*

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Online Shopping Addiction	Based on Mean	1.341	3	156	.263
	Based on Median	1.262	3	156	.289
	Based on Median and with adjusted df	1.262	3	150.014	.289
	Based on trimmed mean	1.334	3	156	.265

Table 4.2.5 (b): *Table of ANOVA Results***ANOVA****Online Shopping Addiction**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.954	4	5.318	6.575	<.001
Within Groups	126.188	156	.809		
Total	142.143	160			

From the Test of Homogeneity of Variances table, $p\text{-value} = 0.263 > 0.05$, therefore variances are homogeneous, and we can look at the ANOVA table. From the ANOVA table, $F(2,58) = 3.631$, $p = 0.01 < 0.05$; the alternative hypothesis H_1 is accepted. Therefore, **there is a significant difference of online shopping addiction between the ages of undergraduate students**. The Post Hoc test is conducted to find where the significant difference is.

Table 4.2.5 (c): *Table of Multiple Comparisons***Multiple Comparisons**

Dependent Variable: Online Shopping Addiction

Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Age	(J) Age				Lower Bound	Upper Bound
19 - 22 years old	23 - 26 years old	-.34149	.15763	.137	-.7508	.0679
	27 - 30 years old	-1.05880*	.31340	.005	-1.8727	-.2449
	31 years old and above	-1.14399*	.41245	.031	-2.2151	-.0729
23 - 26 years old	19 - 22 years old	.34149	.15763	.137	-.0679	.7508
	27 - 30 years old	-.71731	.32617	.128	-1.5643	.1297
	31 years old and above	-.80249	.42224	.232	-1.8990	.2940
27 - 30 years old	19 - 22 years old	1.05880*	.31340	.005	.2449	1.8727
	23 - 26 years old	.71731	.32617	.128	-.1297	1.5643
	31 years old and above	-.08519	.50165	.998	-1.3880	1.2176

31 years old and above	19 - 22 years old	1.14399*	.41245	.031	.0729	2.2151
	23 - 26 years old	.80249	.42224	.232	-.2940	1.8990
	27 - 30 years old	.08519	.50165	.998	-1.2176	1.3880

*. The mean difference is significant at the 0.05 level.

Subsequent post hoc analysis using the Tukey HSD test revealed that online shopping addiction scores differed significantly between students aged 19-22 years old and those aged 27-30 years old ($p = 0.005$) and those aged 31 years old and above ($p = 0.031$), but not between students aged 19-22 years old and those aged 23-26 years old ($p = 0.137$). **These findings indicate that there are significant differences in online shopping addiction among varying ages of undergraduate students.** The most significant difference is shown between individuals aged 19-22 and 27-30, as well as those aged 31 and above. Hence, there exists a significant difference in the prevalence of online shopping addiction among college students of varying age groups.

4.2.5 Discussion

Based on the results, there are significant differences in online shopping addiction among varying ages of undergraduate students. The most significant difference is shown between individuals aged 19-22 and 27-30, as well as those aged 31 and above. Hence, there exists a significant difference in the prevalence of online shopping addiction among college students of varying age groups. Supporting study shows that younger generations, sometimes known as Generation Z (born roughly between 1995 and 2012) (Barhate & Dirani, 2021), have a stronger reliance on the internet due to their higher media usage rates, which lead to more positive attitudes towards online shopping (Feng & Ivanov, 2023). The research further elucidates that digital marketing is tailored to specifically target young consumers in customised manners, thereby contributing to their susceptibility to online shopping addiction. The prevalence of digital marketing targeted towards young consumers has a significant impact on the motivation of the younger generation (ages 19-22 and 23-26) to engage in online shopping behaviour.

Additionally, further research conducted by Pšurný et al. (2022) revealed that individuals in the age range of 19 to 26 have a tendency to make smaller purchases using their mobile phones, focusing on their immediate needs. The ease of online buying at their fingertips may lead individuals to make impulsive purchases without considering their necessity. Hence

increased more chances of students in that age group of 19-22 and 23-26 to be more susceptible towards online shopping addiction. Consequently, no significant differences are found between undergraduates aged 19-22 and those aged 23-26, as they belong to the same younger generation and exhibit similar online shopping behaviours.

On the other hand, older students who belong to the Millennial generation and were born before 1995 (Schlee et al., 2019) have a lower likelihood of shopping online because they have a lower online platform experience and doubt it more than the younger generation (Hernández et al., 2011b). Therefore, older persons exhibit less desire to adopt the internet due to their fear of the medium, which is primarily rooted in their lack of experience rather than their age. However, their behaviour becomes comparable to that of younger consumers once these older individuals are used to the online mediums. In a sense, studies on how age or generation influences online shopping behaviour is still lacking, particularly among university students. To address undergraduate students' addiction to internet shopping, further study on this topic is therefore required to develop age-appropriate interventions and courses of action.

4.2.6 Summary of the main findings

Objectives	Hypothesis	Result
To assess the level of psychological well-being among Malaysian undergraduate students	The overall level of psychological well-being among Malaysian undergraduate students is high.	H1 accepted. Most Malaysian students have a moderate to a high level of psychological well-being.
To examine the relationship between online shopping addiction and psychological well-being among Malaysian undergraduate students.	There is significant relationship between online shopping and psychological well-being among Malaysian undergraduate students.	H1 accepted. There is weak negative but significant relationship between online shopping addiction and psychological well-being among

		Malaysian undergraduate students.
To identify demographic differences in online shopping addiction between i) gender, ii) socioeconomic status, and iii) age among Malaysian undergraduate students.	There is a significant difference in online shopping addiction between i) gender, ii) socioeconomic status, and iii) age among Malaysian undergraduate students.	i)Gender H1 rejected. There is no significant difference of online shopping addiction between males and females among undergraduate students. ii)Socioeconomic status H1 rejected. There is no significant difference in online shopping addiction between Malaysian undergraduate students with different socioeconomic status. iii)Age H1 accepted There is a significant difference of online shopping addiction between the ages of undergraduate students.

CHAPTER FIVE

LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter provides an overview of the limitations and implications discovered in the study. Furthermore, the study offers recommendations that might be used to enhance results in future research.

5.1 Limitations of Study

The research being conducted is subject to certain limitations that cannot be avoided. A significant limitation is the restricted sample size. Considering the utilisation of a convenience sample, there is a potential limitation in the generalizability of the obtained data to a wider population, specifically Malaysian undergraduate students. Considering that the sample size falls short of the minimum required sample size, as determined by Krejcie and Morgan (1970) at 384 samples, this study was only able to gather 160 samples. Therefore, it may not be appropriate to generalise the findings of the study to all Malaysian undergraduates. Furthermore, it should be noted that the data collected may not provide a comprehensive representation of students from all universities in Malaysia, as the majority of respondents were from UNIMAS, UITM, and private universities. In addition, the data collected would be greatly influenced and reliant upon the participants' level of motivation. Given that the survey is only conducted with individuals who have willingly chosen to participate in the questionnaire, the responses received are dependent on the participants' motivations.

Moreover, there is a possibility of sampling biases, such as self-selection bias, where certain participants may show a higher tendency to participate in the study compared to others. This bias has the potential to impact the data, as some participants may complete the survey quickly rather than providing thoughtful and considered responses. There are some concerns regarding the content of the questionnaire that were not adequately addressed in the study. For instance, respondents were not provided with any results for the questionnaire they completed. Therefore, participants were not adequately informed about the answers they provided. Because the assessments utilised, such the Online Shopping Addiction Scale and the Ryff's Psychological Well-Being Scale, were not adjusted to better fit the participants' demographics,

it is possible that they do not adequately represent Malaysian students. In addition, it is important to acknowledge that the cross-sectional design of the survey may restrict the comprehensiveness of the findings. The data is only collected once, so it cannot be used to analyse patterns of conduct over a long period of time, such how an individual's online shopping addiction changes with age.

5.3 Recommendations

There are several recommendations that can be made to enhance the findings of the study. It is important for researchers to ensure that the sample size meets the minimum requirements, as this can impact the distribution of participants, particularly in terms of gender, universities, and age of the students. Ensuring a diverse range of participants when administering the questionnaires would enhance the ability to generalise the findings to the target population of Malaysian undergraduate students. In addition, it is advisable for researchers to incorporate a face-to-face data collection method to mitigate any potential sampling biases. Furthermore, opting for a longitudinal study rather than a cross-sectional study can provide valuable insights into the impact of online shopping addiction on the psychological well-being of students. Researchers can investigate whether the inclination of students to develop an addiction to online shopping alters with age. Therefore, it is imperative to delve deeper into the root causes of online shopping addiction and gain a comprehensive understanding of its impact on individuals' psychological well-being. In addition, it is important to gather more detailed information regarding the factors influencing the respondents' answers on the assessment in order to gain a comprehensive understanding of their responses. This would assist in providing further explanation on the various factors that could impact their psychological well-being, aside from addiction to online shopping. Therefore, the following recommendations can be made for future research in order to gain a deeper understanding of the correlation between online shopping addiction and psychological well-being.

5.4 Conclusion

Ultimately, this study has provided insight into the relationship between online shopping addiction and the psychological well-being of Malaysian undergraduate students. It presents a significant discovery, despite certain limitations that should be acknowledged. Based on these findings, it is evident that universities should prioritise enhancing support for students' psychological well-being. Additionally, students should focus on developing effective coping

strategies to navigate challenges successfully. The study highlights the significance of increasing awareness regarding the potential adverse impacts of online shopping addiction, especially among younger generations. It also adds to the expanding research in this field. Further research should strive to overcome these limitations in order to offer more thorough assessments, facilitating a deeper understanding of the factors that contribute to online shopping addiction and its effects on psychological well-being.

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APPENDIX A

RAW SPSS OUTPUTS

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	38.1	38.1	38.1
	Female	99	61.9	61.9	100.0
	Total	160	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	1	.6	.6	.6
	Bumiputera Sabah	5	3.1	3.1	3.8
	Bumiputera Sarawak	45	28.1	28.1	31.9
	Chinese	19	11.9	11.9	43.8
	Others	1	.6	.6	44.4
	Indian	12	7.5	7.5	51.9
	Malay	77	48.1	48.1	100.0
	Total	160	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19 - 22 years old	97	60.6	60.6	60.6
	23 - 26 years old	49	30.6	30.6	91.3
	27 - 30 years old	9	5.6	5.6	96.9
	31 years old and above	5	3.1	3.1	100.0
	Total	160	100.0	100.0	

		University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Others	40	25.0	25.0	25.0
	UiAM : Universiti Islam Antarabangsa Malaysia	5	3.1	3.1	28.1
	UiTM : Universiti Teknologi MARA	20	12.5	12.5	40.6
	UKM : Universiti Kebangsaan Malaysia	7	4.4	4.4	45.0
	UM: Universiti Malaya	2	1.3	1.3	46.3
	UMS : Universiti Malaysia Sabah	9	5.6	5.6	51.9
	UMT : Universiti Malaysia Terengganu	1	.6	.6	52.5
	UniMAP : Universiti Malaysia Perlis	1	.6	.6	53.1
	UNIMAS : Universiti Malaysia Sarawak	60	37.5	37.5	90.6
	UniSZA : Universiti Sultan Zainal Abidin	3	1.9	1.9	92.5
	UPM : Universiti Putra Malaysia	4	2.5	2.5	95.0
	UPSI : Universiti Pendidikan Sultan Idris	1	.6	.6	95.6
	USM: Universiti Sains Malaysia	2	1.3	1.3	96.9
	UTM : Universiti Teknologi Malaysia	4	2.5	2.5	99.4
	UUM : Universiti Utara Malaysia	1	.6	.6	100.0
	Total	160	100.0	100.0	

		CGPA			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.6	.6	.6
	2.49 and below	5	3.1	3.1	3.8
	2.99 - 2.50	13	8.1	8.1	11.9
	3.49 - 3.00	59	36.9	36.9	48.8
	4.00 - 3.50	82	51.2	51.2	100.0
	Total	160	100.0	100.0	

		Socioeconomic Background			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B40: less than RM4,849	54	33.8	33.8	33.8
	M40: RM4850 to RM10,959	64	40.0	40.0	73.8
	T20: RM10,960 and above	42	26.3	26.3	100.0
	Total	160	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Mean	Std. Deviation
MEAN_PWBS	160	3.3823	.73191
Valid N (listwise)	160		

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
MEAN_OSAS	2.6226	.94550	160
new_mean_pbws	4.7094	.76345	160

Correlations

		MEAN_OSAS	new_mean_pbws
MEAN_OSAS	Pearson Correlation	1	-.224**
	Sig. (2-tailed)		.004
	N	160	160
new_mean_pbws	Pearson Correlation	-.224**	1
	Sig. (2-tailed)	.004	
	N	160	160

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

T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
MEAN_OSAS	Male	61	2.6403	1.01256	.12964
	Female	99	2.6117	.90687	.09114

Independent Samples Test

		MEAN_OSAS	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.203	
	Sig.	.140	
t-test for Equality of Means	t	.185	.180
	df	158	116.537
	Significance	One-Sided p	.427
		Two-Sided p	.853
	Mean Difference	.02858	.02858
	Std. Error Difference	.15437	.15848
	95% Confidence Interval of the Difference	Lower	-.27631
		Upper	.33348

Oneway

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
MEAN_OSAS	Based on Mean	.809	2	156	.447
	Based on Median	.837	2	156	.435
	Based on Median and with adjusted df	.837	2	155.036	.435
	Based on trimmed mean	.807	2	156	.448

ANOVA

MEAN_OSAS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.179	2	1.590	1.785	.171
Within Groups	138.948	156	.891		
Total	142.127	158			

Oneway

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
MEAN_OSAS	Based on Mean	1.341	3	156	.263
	Based on Median	1.262	3	156	.289
	Based on Median and with adjusted df	1.262	3	150.014	.289
	Based on trimmed mean	1.334	3	156	.265

ANOVA

MEAN_OSAS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.954	4	5.318	6.575	<.001
Within Groups	126.188	156	.809		
Total	142.143	160			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: MEAN_OSAS

Tukey HSD

(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
19 - 22 years old	23 - 26 years old	-.34149	.15763	.137	-.7508	.0679
	27 - 30 years old	-1.05880*	.31340	.005	-1.8727	-.2449
	31 years old and above	-1.14399*	.41245	.031	-2.2151	-.0729
23 - 26 years old	19 - 22 years old	.34149	.15763	.137	-.0679	.7508
	27 - 30 years old	-.71731	.32617	.128	-1.5643	.1297
	31 years old and above	-.80249	.42224	.232	-1.8990	.2940
27 - 30 years old	19 - 22 years old	1.05880*	.31340	.005	.2449	1.8727
	23 - 26 years old	.71731	.32617	.128	-.1297	1.5643
	31 years old and above	-.08519	.50165	.998	-1.3880	1.2176
31 years old and above	19 - 22 years old	1.14399*	.41245	.031	.0729	2.2151
	23 - 26 years old	.80249	.42224	.232	-.2940	1.8990
	27 - 30 years old	.08519	.50165	.998	-1.2176	1.3880

*. The mean difference is significant at the 0.05 level.

APPENDIX B

MATERIALS/INSTRUMENT

Google Form

ELECTRONIC INFORMED CONSENT FORM

(BORANG PERSETUJUAN/KEIZINAN PESERTA ELEKTRONIK)

By clicking on the "agree" button indicates that:

(Dengan menekan butang "setuju", saya mengesahkan bahawa):

1. I have been read and understood the information for the above study. (Saya telah membaca dan memahami segala maklumat maklumat tentang penyelidikan di atas).

2. I have sufficient time to consider participation in the study. (Saya telah diberikan masa yang secukupnya untuk mempertimbangkan penyertaan saya dalam penyelidikan ini).

3. I understand that my participation is voluntary, and I can freely withdraw my participation from the study without giving a reason. I understand the risks and benefits related to my participation in the study. (Saya juga faham bahawa penyertaan saya adalah secara sukarela dan pada bila-bila masa saya bebas menarik diri daripada penyelidikan ini tanpa harus memberi sebarang alasan. Saya juga memahami tentang risiko dan manfaat penyelidikan ini).

4. While information gained in this study, it may be used in a conference presentation, and may also be published in a journal article, I will not be identified. Information concerning me will remain strictly confidential. (Kajian ini boleh dibentangkan di persidangan dan kajian ini juga boleh diterbitkan didalam jurnal, dengan syarat diri saya tidak akan dikenal pasti. Maklumat mengenai diri saya akan disimpan secara sulit).

5. I understand that study investigators, qualified monitors and auditors, the sponsor or its affiliates, and governmental or regulatory authorities, have direct access to my record in order to make sure that the study is conducted correctly, and the data are recorded correctly. All personal details will be treated as STRICTLY CONFIDENTIAL. (Saya faham bahawa penyelidik, pemantau dan juruaudit terlatih, pihak penaja atau gabungannya, dan pihak berkuasa kerajaan atau undang-undang, mempunyai akses langsung dan boleh menyemak laporan saya bagi memastikan penyelidikan ini dijalankan dengan betul dan data direkodkan dengan betul. Segala maklumat dan data peribadi akan dianggap sebagai SULIT.)

☐ Agree

Section A: Demographic Information

Gender *

- ☐ Female
- ☐ Male

Race *

- ☐ Malay
- ☐ Chinese
- ☐ Indian
- ☐ Bumiputera Sarawak
- ☐ Bumiputera Sabah
- ☐ Other: _____

Age *

- ☐ 19 - 22 years old
- ☐ 23 - 26 years old
- ☐ 27 - 30 years old
- ☐ 31 years old and above

University *

Choose 

Academic Year *

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Other: _____

CGPA

- ☐ 4.00 - 3.50
- ☐ 3.49 - 3.00
- ☐ 2.99 - 2.50
- ☐ 2.49 and below

Socioeconomic Background *

- ☐ B40: less than RM4,849
- ☐ M40: RM4850 to RM10,959
- ☐ T20: RM10,960 and above

Section B: Online Shopping Addiction Scales (OSAS) (18 Items)

This section comprise 18 items and

correspond to the domains of salience, tolerance, mood modification, withdrawals, relapse, and conflict. Please read each statement carefully and indicate how you feel about each statement. The scale is based on the following scoring:

- 1- Completely Disagree
- 2- Disagree
- 3- Neither Disagree nor Agree
- 4- Agree
- 5- Completely Agree

When I am not shopping online, I keep thinking about it. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

I frequently think about how to spare more time or money to spend in online shopping. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

Online shopping is important for my life. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

Recently, I have an urge to do more and more online shopping. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

I spend more and more time in online shopping. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

Recently I often shop online unplanned. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

When I feel bad, online shopping can make me feel good. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

When I am feeling down, anxious, helpless or uneasy, I shop online in order to make myself feel better. *

	1	2	3	4	5	
Completely Disagree	☐	☐	☐	☐	☐	Completely Agree

Online shopping can help me to temporarily forget the troubles in real life. *

1 2 3 4 5
Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree

When I can't do online shopping for certain excuses, I will get depressed or lost. *

1 2 3 4 5
Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree

Life without online shopping for some time would be boring and joyless for me. *

1 2 3 4 5
Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree

I will feel restless or depressed when attempting to shop online but unable to achieve. *

1 2 3 4 5
Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree

I have tried to cut back or stop my online shopping, but failed *

1 2 3 4 5
Completely Disagree ☐ ☐ ☐ ☐ ☐ Completely Agree

SECTION C: RYFF'S PSYCHOLOGICAL WELL-BEING SCALES (18 items)

The items below correspond to the domains of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Please read each statement carefully. The scale is based on the following scoring:

- 1 - Strongly Agree
- 2 - Somewhat Agree
- 3 - A little Agree
- 4 - Neither Agree or Disagree
- 5 - A little Disagree
- 6 - Somewhat Disagree
- 7 - Strongly Disagree

"I like most parts of my personality" *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"When I look at the story of my life, I am pleased with how things have turned out so far." *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"Some people wander aimlessly through life, but I am not one of them." *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"The demands of everyday life often get me down." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"In many ways I feel disappointed about my achievements in life." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"Maintaining close relationships has been difficult and frustrating for me." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I live life one day at a time and don't really think about the future." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"In general, I feel I am in charge of the situation in which I live." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I am good at managing the responsibilities of daily life." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I sometimes feel as if I've done all there is to do in life." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"For me, life has been a continuous process of learning, changing, and growth." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I think it is important to have new experiences that challenge how I think about myself and the world." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"People would describe me as a giving person, willing to share my time with others." *

1 2 3 4 5 6 7

Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I gave up trying to make big improvements or changes in my life a long time ago" *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I tend to be influenced by people with strong opinions" *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I have not experienced many warm and trusting relationships with others." *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I have confidence in my own opinions, even if they are different from the way most other people think." *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree

"I judge myself by what I think is important, not by the values of what others think is important." *

1 2 3 4 5 6 7
Strongly Agree ☐ ☐ ☐ ☐ ☐ ☐ ☐ Strongly Disagree