

Exploring the Impact of Constructive News on Student Perceptions and Behavioral Changes

Mastura Mahamed*, and Nurul Anis Mazrulhisham

Universiti Putra Malaysia, Malaysia

*Corresponding author: mastura.mahamed@upm.edu.my

Received: 22nd March 2023; Revised: 22nd April 2023; Accepted: 1st June 2023

ABSTRACT

With the rise of constructive journalism, there is a growing recognition of the importance of focusing on positive aspects in news reporting rather than solely highlighting negative events. The prevalence of negatively framed news, particularly in the era of social media infodemic, has led to low engagement and negative perception among the public. To fulfil the educational function of news, it is crucial for the news industry and education sector to embrace constructive journalism practices. This study aims to investigate the impact of problem-solving elements in constructive news on student perceptions and behavioural changes. Using a quantitative approach, 390 respondents were surveyed, and descriptive and correlational analyses were conducted using SPSS to examine the relationship between student behaviours and problem-solving elements in constructive news. The results indicate a significant relationship between the two variables. These findings highlight the importance of implementing constructive journalism in both journalistic practice and education. Additionally, this study serves as a foundation for future researchers to conduct more comprehensive investigations in this field.

Keywords: Constructive News, Journalism Practices, Perception, Behavioural Changes, Problem Solving

1. INTRODUCTION

Most news that makes it to the front pages or took the lead in daily reports is the one that involves conflict-based stories or negativity bias. According to Baden, McIntyre, and Homberg (2019), consumption of negative news is inevitable due to the distressing elements that usually make it to the headlines and are impossible to ignore by the readers. The results showed negatively framed news leads to negative behaviours among the readers in the way they react to that news which further indicates impact in perception and behavioural change among readers. Therefore, the need to provide more positive outcomes in news contraction is evident to promote positive behaviour changes and problems solving initiatives among readers.

A decline in tolerating behaviour, lack of empathy, and giving a sense of anxiousness are some of the behaviours that are caused by consumption of the negatively framed news (Baden et al., 2019). The challenge is evident when the world has been struck by the pandemic COVID-19 in the year 2020. The news always reported how infectious this virus and millions of people are having a hard time recovering from this disease. This angle of news has made society become anxious over time. When the news blasted out that the government of Malaysia had announced to enforce the movement control order (MCO) in March 2020, Malaysians started to panic. Most of them panicked and flew back to their hometown which made the government fail in controlling this disease. This shows how news can give negative psychology to the readers which makes them react with negative behaviour.

It is also reported that Malaysians rushed to police stations to get interstate travel permit and public transport stations to go back to their hometown before the MCO started (“Serbu stesen pengangkutan, balai polis untuk keizinan balik kampung,” 2020). The congestion in those public places increased the risk of infection between persons which was opposite to the plan by the government to stop the transmission of the virus.

Constructive journalism wants to show readers a wider view of a story and describe more specific content that is related to society's problems without focusing on the negativity too much. This is evident that 52% of the respondents focuses on positivity limit by constructive journalism rather than negative framing. (Hermans & Prins, 2020). Therefore, journalists start to apply positive psychology techniques in producing the news by incorporating constructive elements to enhance the positive emotions among the readers. Baden et. al. (2019) found that that positive emotions can lead to positive behaviour which was proved by the broaden-and-build theory. Most journalists tend to think that conflict and ‘bad’ events are newsworthy. Negative bias in news framing would cause negative mental health which leads to negative behaviour among the readers (Baden et. al., 2019). Negative behaviours among readers reportedly resulted 59% of responses in the lack of social responsibility, reduction in social well-being, lack of empathy towards communities as well as anxiousness. Baden et. al (2019) also highlighted that 45% respondents reported to have negative interpersonal evaluations and behaviours as they are getting more consumption of negative news. The negative news reporting will result in bad behaviours and thoughts among readers as well as students which can stimulate negative actions in the future.

Besides, readers nowadays mostly have a negative perception of all types of news which makes them think that all news published at one time has the same content even with different publications. These stereotypes lead to low engagement of news where some of the passive messages conveyed by journalists did not have the chances to reach them. This is relevant to the news industry, which has been grappling with decreasing viewers, with some experts pointing to depressed and negatively framed news as a contributing factor (Baden et al., 2019). In addition, despite the fact that news is available at all times and in all places nowadays, research suggests that younger generations, in particular, frequently neglect conventional news sources which are likely to be found in journalism techniques rather than a loss of news interest (Hermans & Prins, 2020). Constructive elements in news are newly emerged in journalists’ practice. Some of the journalists did not practice them yet in their writing style. According to McIntyre (2017) the use of constructive elements in journalism practices such as problem-solving suggests readers view news positively and expect the readers to practice them. Nevertheless, journalists still fail to incorporate the problem-solving elements through their writings which make them unable to influence the public. The insufficient use of constructive journalism among journalists imposes a gap between showcasing possible positive framing that may happen in news articles. The gap also influences the perceptions that the readers would have versus the intended messages to be delivered by the news has been seen often contradictory hence resulted the loss of interest in readers. Therefore, the researchers examines the reaction of student’s behaviour towards problem-solving elements in constructive news in this study by the attempt to answer these objectives which include; to identify students' perception towards the problem-solving element in constructive news; to determine the reaction of students’ behaviour towards the problem solving element of constructive news and to examine the relationship between a student’s behaviour and problem-solving element in constructive news.

2. LITERATURE REVIEW

2.1 Constructive News and The Elements

Constructive news or constructive journalism is a different way of news reporting in which it aims to convey more dynamic and solution-based news that focuses on positive values of news despite only the bad event that has been reported (Baden et. al, 2019). It is a newly emerging approach in news writing and still developing in the journalism industry. According to Hermans and Prins (2020), constructive journalism usually interrogates the main causes of negative bias in the news that has been reported. It desires to produce a precise and well-balanced reporting which includes various views and references to be well aware and engage with readers. The findings also highlighted well balance reporting and problem-solving elements in the news help with well-being of readers. 60 % of respondents suggested the use of constructive journalism fulfills their expectations of professional journalism art schools.

It is also supported by Hermans and Gyldensted (2018), constructive journalism includes diversification and a larger range of opinions and perspectives as it incorporates public-oriented views to cover current affairs and news, suggesting solutions, actions as well as future-oriented perspective. Another claim by McIntyre (2018), constructive journalism focuses on covering the full truth including picturing the world precisely, insisting the reporters only write on negative framed stories and development values. It is seen that both of the research agreed on this type of news reporting did not aim for the conflict context of news.

Besides, it is said that the establishment of 'mediated reality' is one of the focuses disclose by the journalists as their vital role through constructive journalism (Hermans & Gyldensted, 2019). News is one of the tools which readers discover about what is happening in their daily life. Thus, journalists need to have the sense of responsibility to influence the reader itself as well as on the societal level.

Additionally, news that is classified as constructive news has constructive elements that are incorporated in the news writing process. It does not mean to replace the traditional news practices but instead, it exists to complement them (Hermans & Gyldensted, 2019). Constructive elements have classified by the Journalism at Windesheim University of Applied Sciences in the Netherlands in 2016. Six constructive elements developed by Windesheim include solutions including attaching a solution-oriented framing when reporting problems in news. Solution oriented framing also can be considered as a problem-solving technique as it deals with the next action that one can do to improve society's well-being with the the experimental study supports the use of solution-oriented framing has positively affected personal well-being. More than 45% of the respondents and Greece while only 5% reported they are not sure about the use of solution-oriented framing positively affect their news consumption. This is supported by Baden et. al. (2019) who agreed that one way to practice constructive journalism is to report the individual's reaction toward a problem as well as include the suggestion of solutions in the news writing.

The next element is the 'future orientation' which is putting on the 'What Now?' question along with the traditional journalistic questions to initiate the idea to create a wonderful future as well as the capability to achieve them. This element was supported by Hermans and Drok (2018) in their studies where they stated that journalists should broaden the views in news writing by asking about the future possibilities to the public instead of just providing the breaking news and reporting about the event of the day.

Moreover, 'inclusiveness and diversity' element goes against the usual stream of news media by inserting more voices and perspectives in the news. Hermans and Prins (2020) mentioned that the public-oriented approach as a strategy of constructive journalism is worth more public control and comprises a journalism function where journalists have a sense of inclusiveness and

connection with the public. This element takes into account the wide range of people's views in news reporting.

'Empower people' is also one of the constructive elements as providing various types of questions that look into possible resources, collaboration, common ground, and solutions to certify locals. This element can increase the engagement of news among readers as it is the approach of constructive news. Besides, journalists should be closer and more connected to the public as they can ask them about the problems or social issues that can bring up to the eye of society (Hermans & Drok, 2018). In short, they have to be more from observers.

The next constructive element is called 'The Rosling'. The name was chosen in tribute to Hans Rosling who promoted the use of data in developing issues. This element includes decoding news as well as offering context which the purpose is to reveal the truth using data from pointing out the incidents in a news to disclosing the contexts. Moreover, it is considered as an effort in contributing to the society's well-being by "contextual reporting" in which journalists write stories that cover a larger part from current issues such as including public knowledge (McIntyre et al., 2018).

The last element is 'co-creation' which means including the public views and opinions and bringing them up in news writing. In practice, interchanging and including their personal values, opinions, emotions, interests as well as information to generate public perspectives (Hermans & Drok, 2018). Hence, it will break up all the stereotypes as it embraces different layers and groups of people.

2.2 Problem-solving and News Engagement

Hermans and Drok (2018) agreed that journalists have to be critical in news reporting, yet they have to go over covering the problems with exploring measures to reduce them such as explaining solutions that can be made and how the public might pitch into it transforming into news engagement. Thus, it is evident, study demonstrated while in reporting the current problems, they should also include the idea of various ways the readers can participate in improving the matter. This approach creates realization among the public while helping them to be aware of the world around them accurately. The problem-solving element in constructive news as the researcher chose this element for the independent variables. Moreover, problem-solving is one of the main approaches in constructive news as the journalist can include some suggestions for improvement in their practices. The problem-solving element serves to enhance the idea among the public as well as perceive more knowledge about the topic. In addition, it is a way to enhance the problem-solving skills among the students.

However, some practitioners strongly object that journalists should be involved in problem-solving as they believe it breaches the main value of this profession and disapproves a high number of public views as it can give a different impact on the news (Hermans & Drok, 2018). They seem to disagree with this new approach as it will give a big change towards the journalism role. Nevertheless, in living this interactive era, different voices and views should be included to open up discussions that can lead to improving society's well-being.

In this technology era, the existence of online platforms especially for digital news has changed the pattern of news engagements compared to the traditional platform. Most of the news such as *Berita Harian* and *The New Straits Times* has an online platform to share the news including engaging with a larger audience online. Online engagement has been captivating the younger groups especially with the presence of social media networks where they can interact, share an opinion and participate (Meier, 2018). Hence, this is one of the main reasons why news companies decided to create online platforms for news distribution.

Hermans and Gyldensted (2018) stated that there is proof which readers attract to news that incorporates constructive elements. This element of news helps readers to think more about the steps or actions that they can take in improving society's well-being. This proves that news that is incorporated with constructive elements has a higher engagement than the traditional way of news reporting. Similarly, to research by Meier (2018) and Christian Staal Bruun Overgaard (2021), writings that include solutions are widely informative and enhance new knowledge on a certain topic are most likely to have a higher potential in engagement in clicking on positive headlines and news contents with 56 and 67 % respectively with the emergence of the Covid 19 crisis people are more active in search for constrictive journalism. In addition, constructive journalism aims to engage with the public and associate with society through methods like including problem-solving, future orientation as well as inclusiveness and diversity of views and society's preferences (Hermans & Gyldensted, 2018)

Moreover, the younger generation felt a large gap between what news has to offer and what they expected from the news. They felt that the news standards were too high and did not relate to their life despite the negatively framed news. They long for news that can motivate them about the possibility of improvement and ideas in taking action (Hermans & Prins, 2020). This showed that solution-based elements in constructive news are much needed in engaging them with current issues.

2.3 Perception of Constructive News and Behaviour Change

Constructive news elements influence perception and feelings of readers. McIntyre (2017) revealed that readers experience positive feelings from constructive news and encourage them to show a good attitude towards the news report as well as finding ways to attain solutions to the problem reported by the news. This is similar to findings by Hermans and Prins (2020), readers that consume constructive news tend to show more positive emotions and less negative emotions compared to those who consume mainstream news which approves the theoretical findings that constructive elements in news can enhance emotional responses. A solution-oriented approach to constructive news happens to increase knowledge about a topic, enhance positive attitudes towards the news and strive individuals to be more engaged (Hermans & Drok, 2018). As a result, later studies showed, the public has a better perception towards constructive news as the approach is a bit different from mainstream news reporting with the constructive elements that are included with the news writing, and it has been increasingly important (Baden et. al., 2019) On the contrary, the acknowledgment does not apply fully to the approach of constructive journalism. Constructive journalism still reports about the negative news, but it is included with constructive elements that have been said can enhance the positive emotions. McIntyre (2017) stated news reports that include solution-focused practice proved real social changes. Therefore, these situations require further intervention to close the gap between negative news framing and the use of constructive journalism to inject problem solving elements to improve news framing outcome. This can relate with past research which showed the constructive elements in news such as problem-solving do give positive psychology which influences the readers to take good action in improving social well-being. This is similar to a study by Hermans and Prins (2020) and Van Antwerpen, et all. (2023). which stated that constructive journalism is predicted to give inspiration, motivation, hope and impart the public's capability in problem-solving. Both studies reported high and moderate level of correlation between constructive journalism and positive emotional reactions. Consequently, the positive psychology retrieved from the impact of constructive news, the public will act in a proper way in improving society's well-being.

2.4 Theoretical Underpinning

Most of the past research tested the broaden-and-build theory for the study in this field. The broaden-and-build theory which was discovered by Fredrickson (2004) stated that positive emotions increase the level of awareness and motivate individuals in their future needs. It is

supposed that positive emotion broadens the mindsets of individuals which in return build their actions. For instance, positive emotions promote positive actions and social bonds by an individual's momentary thoughts which in turn builds that individual's physical or intellectual resources to psychological and social resources (Fredrickson, 2004). Hermans and Prins (2020), relate their research to the broaden-and-build theory in proving constructive news elements can give positive psychology among readers. In this psychological theory, it is stated that the novel of thoughts, actions, and behaviours are dependent on positive emotion that a person feels from the constructive elements of news. The researcher finds this theory is more related to psychological context than journalism context. McIntyre and Gyldensted (2018) argued that journalism's function in society is the same as psychological function when they mostly focus on pathology and mental illness, meanwhile journalists aim to seek the truth to the society by exposing flaws. Nevertheless, in the journalism context, McIntyre (2017) stated that constructive journalism can be visualized through framing theory. In constructive journalism, the journalist appeals to frame their stories that can lead to social change. Constructive elements in news framing can give inspiration, hopefulness, and contribution to the reader's capability in solving problems (Hermans & Prins, 2020). The use of constructive elements in journalism practices such as problem-solving suggests readers to view news positively and expect the readers to practice them (McIntyre, 2017). Other research suggested, the problem-solving elements that are incorporated in a news article is a way of journalists framing their stories where they bring the readers to think about wider expectations for changes in society (Swijtink, et al. 2023). In this research, the framing theory relates to the problem-solving element that has been incorporated in constructive news. This constructive element in news writing shows how journalists frame the readers in figuring out ways to solve problems, despite just reporting about the issues. Thus, it focuses on the perception of the students and the changes in the students' behaviours towards the problem-solving element in constructive news.

3. RESEARCH METHODOLOGY

This study uses quantitative research with descriptive and correlational statistical analysis. The two variables included in this study are itemized and the data collected from each item were analysed. The targeted population for the research is mainly focusing on the students at University Putra Malaysia (UPM). The reason is that the students consume news daily in the traditional and new media. The sample of this research is calculated by using the Taro Yamane formula (Yamane, 1973) 390 respondents. The respondents are among the bachelor students from the first year to final year students.

3.1 Operationalization Variables

The two main variables that have been focused on in this study are the reaction of student's behaviours towards the problem-solving element and the constructive news. A quantitative approach which is the questionnaire will apply the two variables to give some exposure and explanation for the respondents to have the same understanding. Moreover, the dependent variable of this study is constructive news in news reporting, whereby the independent variable is the reaction of a student's behaviours towards the problem-solving element. These variables are tested to measure the significance of this study that has been stated. There are three sections in the questionnaire to measure the variables of this study: demographic part, constructive news, and students' reaction towards problem-solving elements in news. The questionnaire that has been constructed was measured using the Likert scale 1-5 which is from strongly disagree to strongly agree and from most likely to most unlikely. In the demographic part of this study, it will measure the characteristics of the respondents and how frequently they view the news.

Table 1 Types of variables

Variables	Literature Review	Authors
Constructive news	<ol style="list-style-type: none"> 1. Constructive news aims to convey more dynamic and solution-based news that focuses on the positive values of news despite only the bad event that has been reported. 2. Constructive news includes diversification and a larger range of opinions and perspectives as it incorporates public-oriented views to cover current affairs and news, suggesting solutions, actions as well as future-oriented perspectives. 3. Constructive journalism focuses on covering the full truth including picturing the world precisely, insisting the reporters only write on negative-framed stories and development values. 	Baden et al., (2019); Hermans and Gyldensted, (2018); McIntyre, (2018)
Problem-solving element in constructive news	<ol style="list-style-type: none"> 1. Journalists have to be critical in news reporting, yet they have to go over covering the problems with incorporating on how to solve them such as explaining solutions that can be made and how the public might pitch into it. 2. One way to practice constructive journalism is to report the individual's reaction toward a problem as well as include the suggestion of solutions in the news writing. 	Hermans and Drok, (2018); Baden et. al., (2019)
Student's perception towards problem-solving element in news	<ol style="list-style-type: none"> 1. Readers experience positive feelings from constructive news and encourage them to show a good attitude towards the news report as well as finding ways to attain solutions to the problem reported by the news. 2. A solution-oriented approach to constructive news happens to increase knowledge about a topic, enhance positive attitudes towards the news and strive individuals to be more engaged. 	McIntyre, (2017); Hermans and Drok, (2018)
Changes of behavior towards problemsolving element in constructive news	<ol style="list-style-type: none"> 1. News reports that include solution-focused practice proved real social changes. 2. Constructive journalism is predicted to give inspiration, motivation, hope and impart the public's capability in problem solving. 	McIntyre, (2017); Hermans and Prins, (2020)

3.2 Research Instrument

The research instruments used in collecting the data were questionnaires. The questionnaires will be self-distributed via Google Forms to the qualified respondents. This time, the distributions will be online as the movement restriction due to the pandemic Covid-19. This instrument is relevant as it developed from the adopted and adapted approach. The questionnaire consists of three sections which are sections A, B, and C. Section A is the demographic part as well as their

regularity in viewing news daily. For section B of the questionnaires contain items discussed on the dependent variable which is the constructive news. Next, in section C, the questions will be about the independent variables of this study. In this section, there will be two parts. The items include the students' perception of the problem-solving element (C1) and the changes of behavior (C2). From the item listed, ordinal measurement where 5 Likert Scale was provided will be applied to measure the respondent's answer. The item will follow the scale from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). However, in C2, the scale will be measured from 1 (Most Unlikely), 2 (Unlikely), 3 (Undecided), 4 (Likely), and 5 (Most Likely). 30 respondents have been selected among UPM students to fill out the questionnaires that have been developed by the researcher. The results are as shown:

Table 2 Results

Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	N of Items
.777	.813	19

The Cronbach's Alpha value obtained from the reliability and validity test indicates that the instrument produced and used in this analysis is suitable and accurate enough to produce the best results when the full-scale study is launched. The instrument's Cronbach's Alpha value of 0.777 indicates that it is very accurate for use in large-scale data collection. The study's goals, such as internal consistency and stability in terms of content and layout of questions, were designed using this pilot test. The steps in collecting this data are properly planned to ensure all of the data are valid before analysing them. Due to the restricted movement, the researcher can only distribute the questionnaire online. The questionnaire responded to by the undergraduates' students from UPM Data that has been collected will be analysed to obtain the results and outcomes of the study through the evaluation given by the respondents. Next, the data will be processed in the Statistical Package for The Social Science (SPSS).

The participants were given the link to the online questionnaire and on the questionnaire cover page the participants need to indicate they are willing to participate in the study as part of the consent process. As indicated by the Cronbach Alpha value, the overall 19 items included in the questionnaire are considered acceptable to be part of the questionnaire items. Therefore, the questionnaire is able to be use for the main data collection.

4. ANALYSIS AND RESULTS

All of the results and discussions of this research will be interpreted by the data collection that has been collected and analysed using standardized software which is SPSS accordingly. The researcher collected 390 respondents from all the faculties in UPM including students from different years of studies. The respondents are all the undergraduates studying in UPM. The questionnaires were divided into three sections. They are stated as below:

Section A: Demographic Information

Section B: Constructive News

Section C: Students' reaction towards problem solving element in news.

The distribution of respondents depending on many demographic features is seen in the table below. There are a total number of 390 respondents, 25.9% represented by male while more than half of the respondents are female which is 74.1%. It indicates that the females participate as respondents to these respondents are more than females.

Next, it is obvious that the age of the respondents is from the range 18-26 years old as it shows 99.2% compared to the other two options. This indicates that most of the undergraduates are in their early 20's. However, there are also some participants from the range of age 27-44 years old, but they are only 0.8%.

The respondents came from all of the faculty in UPM as shown in the table. Every faculty has representatives participating in the questionnaire of this research. Most of the respondents are from the Faculty of Modern languages and Communication with 19.7% followed by respondents from Faculty of Educational Studies and Faculty of Engineering with both of them being 10.5% respectively.

In addition, the researcher itemized the duration of news consumption of respondents and platform preferred in consuming news in this section. This is precisely to make sure that the respondents are news consumers as it is one of the requirements for valid data. Based on the table, most of the respondents consume news at least 1-3 days per week (43.1%). However, the number of respondents who read news daily is quite high with 41.8%. Furthermore, it is seen that most of them prefer to read news on new media such as social media and online news portal with the high number of percentages which is 97.2%. Nonetheless, they are also respondents that still consume news on traditional media such as newspaper and printed articles (2.8%).

Table 3 Distribution of Respondents According to Profiles

Total numbers of respondents (n=390)			
Profile		Frequency, N	Percentage (%)
Gender	Male	101	25.9
	Female	289	74.1
Age	18-26	387	99.2
	24-44	3	0.8
	45 and above	0	0
Year of Study	1 st year	49	12.6
	2 nd year	41	10.5
	3 rd year	271	69.5
	4 th year	28	7.2
	5 th year	1	0.3
Faculty of Studies	Faculty of Agriculture	17	4.4
	Faculty of Biotechnology and Biomolecular Sciences	11	2.8
	Faculty of Computer Science and Information Technology	14	3.6
	Faculty of Design and Architecture	3	0.8
	Faculty of Educational Studies	41	10.5
	Faculty of Engineering	41	10.5
	Faculty of Food Science and Technology	19	4.9
	Faculty of Forestry and Environmental Studies	33	8.5
Faculty of Human Ecology	9	2.3	

	Faculty of Medicine and Health Sciences	31	7.9
	Faculty of Modern Languages and Communication	77	19.7
	Faculty of Science	36	9.2
	Faculty of Veterinary Medicine	29	7.4
	School of Business and Economics	29	7.4
News Consume	1-3 days per week	168	43.1
	4-5 days per week	59	15.1
	Daily	163	41.8
Platform Preferred	New Media	379	97.2
	Traditional Media	11	2.8
TOTAL		390	100.0

4.1 Constructive News

The mean response for constructive news among the respondents is shown in the table below. There are 8 items under this section of the questionnaire, which is about the constructive news, with the dependent variables of this research. The items are constructed to identify students' perception towards the problem-solving element in constructive news. Therefore, the researcher can find the mean of every item responded by the respondents. The highest mean in this section is 4.69 with the standard deviation of 0.548 which represents the item of 'News should provide more in-depth information.' The item 'News should include more diverse sources and perspective' also has a quite high number of meanings which is 4.66 with the standard deviation of 0.548. In this section, the lowest mean is 3.57 which represents the item 'News is too negative, the tendency of news items should be more positive' with standard deviation of 1.129.

Table 5 Students' perception towards problem solving element in constructive news

Items	Mean	Std. Deviation
News should include more diverse sources and perspective.	4.66	.548
News should provide more in-depth information.	4.69	.519
News should contain more varied info, less about always the same.	4.59	.630
News content should contribute to the solution of social problems.	4.56	.665
News should more often be explained.	4.61	.623
News is too negative; the tendency of news items should be more positive.	3.57	1.129
News should more often be reported from the perspective of people involved.	4.43	.768
People themselves should be able to contribute to the news more.	4.32	.786
OVERALL	3.83	1.133

As the items are constructed to identify students' perception towards the problemsolving element in constructive news, it can be seen that they do value news that incorporates constructive elements. They are most likely to agree on the items that should be included in constructive writing especially on items 'news should provide more in-depth information.' This is supported by Hermans and Prins (2020) which stated that younger generations longing for news that can motivate them about the possibility of improvement and ideas in taking action. Therefore, the high number of means proved that the student's value and have an understanding of constructive news. Thus, the findings accept the hypothesis that there is a positive relationship between student's perception towards problem-solving elements and constructive news.

4.2 Students' Perception towards Problem Solving Elements in Constructive News

The mean for Section C which is students' reaction towards problem solving elements in news will be discussed in this subtopic. The first subtopic will show the results and discuss students' perception towards problem solving elements in constructive news as shown below. There are six items under this part that has been analysed which are:

Table 5 Students' perception towards problem solving element in constructive news

Items	Mean	Std. Deviation
I feel well informed after reading news that includes a problem-solving element.	4.41	.714
News that includes a problem-solving element will confuse me.	2.71	1.199
I want to learn more about the topic dealt with by the news that includes the problem-solving element.	4.33	.724
I would like to read articles that include problem solving elements more often.	4.33	.763
Article that includes a problem-solving element in their writing seems to me full of hope.	4.26	.855
I will feel emotionally moved reading news that includes a problem-solving element in it.	3.95	.973
OVERALL	3.99	0.871

Based on the table, it can be seen that the item 'I feel well informed after reading a news article that includes a problem-solving element' has the highest mean with 4.41 and 0.714 for standard deviation. In contrast, the item 'News that includes a problem-solving element will confuse me' has the lowest mean which is 2.71 and 1.199 for the standard deviation. The item of this section is to determine the reaction of student's behaviours towards the problem-solving element of constructive news. The result shows that students are most likely to react to news incorporated with a problem-solving element and the most likely to disagree that this type of news confuses them. The result is aligned with the research by Meier (2018) that stated readers prefer constructive news, but they did not appreciate it if the problems of a news are presented half-way. In other words, the readers are mostly engaged with fully reported news about an issue that includes problem-solving elements. Based on the results, constructive news does give a slight change in student's behaviours as there is a high mean score from the results. Thus, students do show changes of behaviours when they consume news that incorporate the problem-solving elements. The element acts as educating the public in the function of news which these slight changes can help them to take action in improving the society's well-being. This indicates the preference on having constructive news in contributing towards more positive outcome of news reading habits. This was consistent with the findings from Swijtink, et al. (2023) which showed that constructive reporting elicited lower levels of negative emotions and higher levels of positive

emotions compared to nonconstructive news. The previous study was conducted in Europe enlist the current study is conducted in Malaysia. The consistency of constructive journalism delivered positive emotions and outcome has a global impact.

4.3 Students' behaviour towards the problem-solving elements of constructive news

This subtopic will show the results and discuss about the second part of section C which is the students' behavior towards the problem-solving elements of constructive news There are five items under this part that has been analysed which are:

Table 6 Students' behaviours towards the problem-solving elements of constructive news

Items	Mean	Std. Deviation
I would read a similar story of an issue.	3.88	1.023
I will leave feedback (like/comment) on the post.	2.66	1.371
I will share the story around social media.	3.21	1.259
I will talk about the issue with the people around me.	4.24	.791
I will volunteer for the sake of improving the social well-being of my community.	3.61	1.081
OVERALL	3.52	1.105

From the table it is obvious the highest mean is 4.24 which represents the item 'I will talk about the issue with the people around me' with the standard deviation is 0.791. It is followed by the item 'I would read a similar story of an issue' which has the mean 3.88 and standard deviation 1.023. The lowest mean is 2.66 which represents the item 'I will leave feedback (like/comment) on the post' with standard deviation 1.371.

From the results, it is seen that the respondents are most likely to talk about the issue with others compared to other behaviours. The result of the item is different from the findings by McIntyre (2017) and Christian Staal Bruun Overgaard (2021) which stated that the problem solving element in constructive news did not significantly impact the readers behaviours. Even though it does not give a big impact in changes of behaviours, they do talk about the issue among them. This result accepts the hypothesis that there is a positive relationship between changes in behaviours and constructive news.

4.4 Relationship between a student's behaviours and problem-solving element in constructive news

Table 6 Relationship between a student's behaviours and problem-solving element in constructive news

		MeanDV	MeanIV
MeanDV	Person Correlation	1	.223**
	Sig. (2-tailed)		.000
MeanIV	Pearson Correlation	.223**	1
	Sig. (2-tailed)	.000	

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

Table above shows the Pearson's correlation coefficient for the relationship between the independent variable and dependent variable which is student's behaviour and problem-solving element in constructive news respectively. The significance correlation between the two variables is 0.223. This can be interpreted according to Guilford Rules of Thumb for the Pearson's correlation coefficient as below:

Table 7 Guilford Rules of Thumb

R	Strength of Relationship
<0.2	Slight Relationship
0.2 – 0.4	Low correlation, definite but small
0.4 – 0.7	Moderate correlation, substantial relationship
0.7 – 0.9	High correlation, marked relationship
>0.9	Very high correlation, very dependable relationship

Source: Guildford Rule of Thumb (1973)(24)

Based on the table, there is a low correlation between student's behaviour and problem-solving elements in constructive news. Also, the relationship between the two variables is definite but small. This result shows that the problem-solving elements in constructive news does not fully cause the changes of behaviour among students in the way they react to the news. Based on the findings, there is not enough evidence that showed problem-solving elements can change or influence the students' behaviour. Nevertheless, there is a positive relationship between students' behaviours and problem-solving elements in constructive news as the high number of means interpreted from the items given for the data collection. Thus, the positive relationship supports the objective of examining the relationship between a student's behaviours and problem-solving element in constructive news. This is in line with the findings by Van Antwerpen & Fielding (2023) which provided further empirical evidence that constructive journalism tremendously improves the quality and usefulness of news content with aims and techniques to showcase solutions that bring to an active form of objectivity, clarifying the contested relation of constructive journalism to objective reporting.

In conclusion, this study is to determine the reaction of student's behaviours towards problem-solving elements in constructive news. The researcher has presented the results which have been analysed from the data collection among 390 undergraduates in UPM. The results showed that there is a positive relationship between a student's behaviours and problem-solving elements in constructive news, but it is low in correlation.

5.0 CONCLUSION, LIMITATION AND FUTURE DIRECTION

This research summary is intended to provide a quick overview of the study. This chapter will highlight the key structures and aspects for the readers to have a better understanding. This study was carried out to examine reaction of student's behaviour towards problem-solving elements in constructive news. to explain students' perception on ways constrictive news influence readers behaviour and help to boost interests in more news consumption. The first objective of this research was to identify students' perception towards the problem-solving element in constructive news. The researcher identifies that students do recognize the constructive elements in news and value them if they come across the news that is incorporated with constructive elements.

The second objective focuses on the reaction of student's behaviour towards the problemsolving element in constructive news. Most students these days consume news in the new media in which they are exposed to different sources and types of news. This is according to the result of the item "I will talk about the issue with the people around me", the students' behaviours changes when they are initiated with a problem-solving element in news. The third objective is to examine the relationship between a student's behaviour and problem-solving element in constructive news. There is a significant relationship between these two variables from the findings. This has been validated by several previous studies based on the two variables even though it has not been emphasized in only problem-solving elements out of all the five other constructive elements.

Despite the individual construction score significant positive outcomes Anyhow, it shows that there is low correlation between the two variables. These findings show that students did not show massive changes of behaviour towards news that incorporate a problem-solving element. Thus, this confirms that the problem-solving element in news only is not enough in giving impact to student's behaviours. Despite evidence that the problem-solving element in news has potential to further influence students' behaviours, this study has several limitations that have not been explored and these guys widely in Asia in developing countries including Malaysia. The application of quantitative methodology has surfaced the initial understanding of problem-solving elements in constructive news and these practices. To further improve the outcome of future research more research needs to be conducted in developing countries to seek understanding whether the constructive news concept and problem-solving element can be applied into journalism practices not only by journalists but as an added value to societies in different regions around the world in appreciating constructive journalism in that manner. There is a need for framing of news to be inclined to positive framing to instil back trust, worthiness and confidence in journalistic practices and profession particularly in the young minds of young people and the future generations. this is not only important for mental health but for the overall well-being of audiences that consume media on a daily basis.

REFERENCES

- Baden, D., McIntyre, K., & Homberg, F. (2019). The Impact of Constructive News on Affective and Behavioural Responses. *Journalism Studies*, 20(13),1940-1959. <https://doi.org/10.1080/1461670x.2018.1545599>.
- Christian Staal Bruun Overgaard. (2021). Constructive Journalism in the Face of a Crisis: The Effects of Social Media News Updates About COVID-19, *Journalism Studies*, 22:14, 1875-1893, DOI: 10.1080/1461670X.2021.1971107.
- Hermans, L., & Drok, N. (2018). Placing Constructive Journalism in Context. *Journalism Practice*, 12(2) 1-16. 10.1080/17512786.2018.1470900.
- Hermans, L., & Gyldensted, C. (2018). Elements of constructive journalism: Characteristics, practical application and audience valuation. *Journalism*, 00(0),1-17. <https://doi.org/10.1177/1464884918770537>.
- Hermans, L., & Prins, T. (2020). Interest Matters: The Effects Of Constructive News Reporting On Millennials' Emotions And Engagement. *Journalism*,00(0),1-18. <https://doi.org/10.1177/1464884920944741>.
- Malaysia announces movement control order after spike in Covid-19 cases (updated). (2020). March 16). The Star. Retrieved from <https://www.thestar.com.my/news/nation/2020/03/16/malaysia-announces-restricted-movement-measure-after-spike-in-covid-19-cases>.
- McIntyre, K. (2017). The Effects of Including Solution Information In News Stories About Social Problems. *Solution Journalism*, 00(0), 1-16. <https://doi.org/10.1080/17512786.2017.1409647>.

- McIntyre, K., & Gyldensted, C. (2018). Positive Psychology as a Theoretical Foundation for Constructive Journalism. *Journalism Practice*, 12(6), 662–678. <https://doi.org/10.1080/17512786.2018.1472527>.
- Meier, K. (2018). How Does the Audience Respond to Constructive Journalism? *Journalism Practice*, 12(6), 764–780. <https://doi.org/10.1080/17512786.2018.1470472>.
- Serbu stesen pengangkutan, balai polis untuk keizinan balik kampung. (2020, March 18). BeritaHarian. Retrieved from <https://www.beritaharian.sg/dunia/serbu-stesen-pengangkutan-balai-polis-untuk-keizinan-balik-kampung>.
- Swijtink, N., Prins, T., Hermans, L., & Hietbrink, N. (2023). An informed audience: The effects of constructive television news on emotions and knowledge. *Journalism*, 24(11), 2436–2453. <https://doi.org/10.1177/14648849221109333>.
- Tavakol, M., & Dennick, R. (2011). *Making sense of Cronbach's alpha*. *International Journal of Medical Education*, 2, 53–55. doi:10.5116/ijme.4dfb.8dfd.
- Teijlingen van, E., Rennie, A. M., Hundley, V., Graham, W. (2001). The importance of conducting and reporting pilot studies: the example of the Scottish Births Survey, *Journal of Advanced Nursing* 34: 289-295.
- Van Antwerpen, N., Searston, R. A., Turnbull, D., Hermans, L., & Kovacevic, P. (2023). The effects of constructive journalism techniques on mood, comprehension, and trust. *Journalism*, 24(10), 2294-2317.
- Van Antwerpen, N., & Fielding, V. (2023). Constructive Journalism: Techniques for Improving the Practice of Objectivity. *Journal of Media Ethics*, 1-15.