



## Elements of positive relationships among Facebook users

Ooi Shok Hong, Intan Hashimah Mohd. Hashim

School of Social Sciences, Universiti Sains Malaysia

Correspondence: Ooi Shok Hong (email: [s.hong\\_89@hotmail.com](mailto:s.hong_89@hotmail.com))

### Abstract

Based on current literature review, there is no clear definition of positive relationships. A wide variety of concepts are used interchangeably in the literature to describe positive relationships. There are still debates as to what represent positive aspects of relationships, especially in the context of online interactions such as Facebook. As an attempt to further understand about what elements comprise positive relationships, particularly in the context of online relationships, this study examines responses from 800 participants on positive aspects of their relationships in Facebook. Participants were university students from a northern Malaysian public university (178 males; 622 females) and the age range were from 19 to 39 years old. The study was conducted online using Google Form online survey. The online survey was posted in e-learning for three months in order for students to participate in this research. From the qualitative analysis, responses can be divided into eight major themes including social support, trust, interaction, positive emotion, motivation, closeness, understanding and others. The findings shed some lights on elements of positive relationships especially in online context. It also highlights similarities between online and offline relationships. The study increases understanding on how positive aspects of relationships can be conceptualised and measured and further extend theories of positive relationships across online relationships.

**Keywords:** facebook, interaction, positive psychology, positive relationships, university students, well-being

### Introduction

The development of positive psychology has opened a new area for scholars to research on human relationships i.e. positive relationships. Positive psychology studies the condition and processes that contribute to the optimal functioning of people (Compton, 2005). In terms of relationships, positive psychology emphasizes on how positive relationships can enhance well-being, optimal functioning and flourishing in human (Gable & Haidt, 2005). According to PERMA model introduced by Seligman (2011), positive relationships contribute to the holistic well-being of an individual. The essence of positive relationships lies in the elements which enhance an individual subjective well-being. The positive elements of relationships bring happiness and provide capacity to cope with challenges in life. By taking the positive psychology approach, this study is interested in exploring what the elements of positive relationships are.

The explosion of social media has changed human relationships in the way they communicate and interact. Nowadays, people spend more time on online especially Malaysians who spend 64% of the time online (MCMC, 2017). More and more people are using technology to connect with their family and friends. Out of different forms of social media, Facebook plays a major role and has more users compared to other social media such as Instagram, WhatsApp and WeChat (MCMC, 2017). Research of Jafarkarimi et al. (2016) showed that university students spend around six hours a day in Facebook. Adolescents usually begin and end their day by checking the latest updates on Facebook (Hong et al., 2014). Given the increasing patterns of developing and maintaining social relationships in social media, this study focuses on elements of positive relationships in Facebook. More specifically, this study focuses on university students as they are the heaviest internet users.

## Literature review

### *Positive relationships*

According to Ho (1998), a relationship is defined as a particular type of connection exists between two people who influence each other. How about positive relationships? Based on the previous literature review, one way to define positive relationships is by identifying specific elements associated with them. For example, Roffey (2012) defined positive peer relationships as relationships that consist of support, intimacy, companionships and emotional security. In this context, elements of positive relationship can be referred to as characteristics that contribute to the positive aspects of that relationship. Crohn (2006) suggested that elements of positive relationships are characterized as what is good or positive about a particular relationship. Crohn (2006) conducted a research on positive parent-child relationships, and found that elements of optimism and understanding made up positive relationships between parent and child. This provides support to further explore positive relationships in terms of their elements.

Other researchers have examined the experience associated with positive relationships and suggested that there must be more positive than negative experiences in a positive relationship (Gottman, 1994; Fredrickson, 2009). Indeed, as suggested by Fredrickson (2009) that positivity of a particular relationship can be maintained when the occurrence of positive experience is more than negative experience. Her research has supported research of Gottman (1994) where positive relationships can be achieved between two parties when there are five positive interactions for every one negative interaction. In another word, positive relationships exist when there are substantially more positive interactions compared to negative ones.

Looking more closely into elements of positive relationships, we found that they have been studied within specific contexts. Earlier research has identified several different elements of positive relationships but they are based in the context of a particular relationship such as parent-child (Webster-Stratton, 1999), teacher-student (Pendergast, 2006), peer and romantic relationships (Fallah, 2010). For example, in the positive parent-child context, Webster-Stratton (1999) has identified the positive elements as consisting of trust, interaction, understanding and closeness. Pendergast (2006) has identified the positivity in teacher-student relationships as comprise of mutual respect, motivation, support and care for each other and the three contribute to positive outcomes of students in school. In the friendship context, positive peer relationship is defined as having the elements of companionship, positive emotion, support, reliable alliance and emotional security, all of which can protect children from psychopathology (Fallah, 2010).

The above studies have provided important information about positive relationships. However, the approach of studying elements of positive relationship as occurring in specific context of relationships have made it difficult to conclude as to what actually constitute positive relationships across various types of relationships. In the effort to gain more comprehensive understanding of the elements of positive relationships, a review of these diverse studies has been conducted. Based on this review, it can be concluded that elements of positive relationships include social support, trust, interaction, positive emotion, motivation, closeness and understanding (Crohn, 2006; Fallah, 2010; Lambert, 2017; Pendergast, 2006; Roffey, 2012; Webster, 1999). These elements have consistently been highlighted across different types of relationships. Each of the elements consists of positivity that makes up the positive relationships. In the following paragraphs, they will be discussed, one by one.

Social support can be defined as both verbal and nonverbal communication that occurred between two parties that can potentially reduce uncertainties (Albrecht & Adelman, 1987) and psychopathology such as stress in relationships (Mattson & Hall, 2011). Social support through physical or psychological resources in critical situation can enhance the sense of self-esteem, sense of belonging, competency and indirectly lead an individual to well-being (Mattson & Hall, 2011). Narayanan and Onn (2016) conducted research on Malaysian university students and the finding showed that social support enhances the well-being in university students. In this way, social support is part of the relationship that makes it “positive” and this contributes to the ultimate positive outcome i.e. well-being.

Trust on the other hand is often referred to as psychological state comprising of the intention to accept vulnerability based upon positive expectations of the intentions or behaviour of another (Rousseau et al., 1998). Previous studies have shown that the information shared between two people makes up the positivity aspect of that relationship (e.g. Sherchan et al., 2013). As more information is shared between two parties, the level of trust is increased and this further strengthens the relationships. According to MCMC (2017), Malaysian trust level is low as 60% of Facebook users value their privacy and security in which users refuse to disclosure personal information. In term of well-being, trust will not bring suspicion to an individual (Helliwell & Wang, 2011). Information exchange in trust as part of positive relationships contributes to an individual well-being and future relationships development.

On the other hand, interaction can be defined as communication and reciprocal action in an activity between different individuals (Yeager, 2004). Every relationship forms through interaction (Reis et al., 2000). During interaction, the information and behaviour shows increase in understanding. The overall experience of the interaction including exchange of information and shared behaviours made up the positivity of the relationships (Reis et al., 2000). According to Al-Dheleai and Tasir (2017), Malaysian university students have positive perception on the interaction in Facebook. For Malaysian university students Facebook interaction is the same as the face-to-face interaction (Khairuddin & Mohamad, 2014). Research of Lyndon et al. (2014) showed that Facebook usage enhance the student performance in university. In terms of well-being, the positive interaction process enables both parties to have positive experience in relation to each other and promotes positive relationships. Thus, the experience of interaction enhances the positivity of the relationship and the well-being of the individuals involved.

Previous studies showed that positive emotions facilitate positive relationships (Jacobs Bao & Lyubomirsky, 2012; Armenta et al., 2016). According to Fredrickson (2013), positive emotion refers to “pleasant or desirable response that ranging from interest and contentment to love and joy” (p.14). Based on broaden and build theory by Fredrickson, positive emotions broaden an individual mind-set such as creativity and facilitates the development of personal

resources (Fredrickson, 2013). Lyubomirsky et al. (2005) suggested that positive emotions are associated with a number of positive behaviours such as sociability, coping, prosocial behaviours and positive construct of self and others, all of which help to strengthen relationships. In addition, positive emotions enable an individual to feel good and enhance the sense of well-being. Research has shown that Malaysian less likely express happiness or sadness and most of the time keep silence (Awang Rozaimie, 2011). In a nutshell, positive emotion facilitates the personal resources which make up the positive relationships.

According to Broussard and Garrison (2004), motivation refers to “attribute that moves us to do or not to do something” (p.106). As for elements of motivation in relationships, it provides autonomy and growth where these resources enable an individual to view obstacles as challenges (Knee et al., 2002). Research by Heacox (2005) showed that motivation on academic from teacher increases students’ self-esteem and strengthens the relationships. In Malaysian context, Facebook enable users share knowledge with other users (Din & Haron, 2013). In addition, motivation enables an individual to be more opened to differences which in turn leads to acceptance and contributes to the well-being (Knee et al., 2002). Therefore, motivation is one of the elements for positive relationships.

Previous studies showed that closeness in relationships are associated with positive outcomes such as well-being (Adams et al., 2001). According to Adams et al. (2001), closeness can be defined as the degree to which people in the relationship are connected. Closeness is significant in positive relationships as it enables people to do something together and increases the understanding. For example, closeness lead people to be involved in an activity together, to share a variety of information and to engage in frequent social interactions. All of these enhance understanding towards each other and consequently build positive relationships. Thus, togetherness in the closeness is one the key element of positivity in relationships.

Lastly, the element of understanding can be argued as the foundation for positive relationships (Joseph & Strain, 2004). For example, in parent-child relationship, it is crucial for an adult to understand the children’s preferences, interests, background and culture before building the positive relationships. The element of understanding has shown that it ensures the content of conversation is relevant to all parties and facilitates continuous exchange of information through interaction which in turn can strengthen the relationships. In another word, understanding is another aspect of positivity in a relationship.

The above discussion suggests that positive relationships are represented by more than one element. Based on the above review, it can be concluded that elements of positive relationships include social support, trust, interaction, positive emotion, motivation, closeness, and understanding (Webster, 1999; Crohn, 2006; Pendergast, 2006; Fallah, 2010; Roffey, 2012; Lambert, 2017). These elements have been argued to represent certain aspects of the quality of the relationships and determine an individual’s well-being and happiness. They are what making a particular relationship “positive”. However, these elements have been studied in different context. As part of the attempt to conceptualise positive relationships, this study is looking at these different elements, in a single context. Secondly, can the same elements be observed across different medium of relationships such as online? At this point, limited research has focused on positive relationships as occurring in the online context, especially Facebook (Lambert, 2017). This is another focus of this study. The aim of this study is to further explore the elements of positive relationships in the context of Facebook. The next section discusses on the method used to carry out the research.

## Methods

Participants of the study were 800 university students from a northern Malaysian public university (178 males; 622 females). In the present study, the research design used was survey. The survey was conducted online (Google Form online survey) as it was related to Facebook. In this study, the university wide-courses were selected as the platform to conduct the survey. The link of the survey was posted in the e-Learning and Facebook of Basic Psychology course so that university students can access the general information about the research study. Purposive sampling method has been utilised in recruiting the potential participants. Purposive sampling method is an approach used to recruit participant who met the predetermined criterion (Wilson & MacLean, 2011). In this study, there were three inclusion criteria used to recruit the participants. The three inclusion criterion were undergraduate student from a public university located in northern region of Malaysia, young adult with the age range of 18 to 40 years old and active Facebook user. Active Facebook user in this study refer to user who login to Facebook at least once per day.

The original survey employed in this study consists of five instruments and one open ended question. However, for this paper, only responses to the open ended question on positive relationships (“What are the good and positive elements that you can get from your relationships over Facebook”) were analysed and presented. The responses obtained were analysed using thematic analysis. The analysis started by developing general categories for elements of positive relationships based on the literature review (e.g. social support, trust). In addition, sub-themes also developed from certain categories (e.g. emotional support from social support). In the present study, each category is exclusive and can be categorized into more specific elements. For example, for element of positive emotions, it can be further categorized into themes like general happiness and reducing negative emotions. The coding of the responses was conducted by the first author and then later verified by the second author. Definition and descriptions of each general and specific themes are provided in the results section.

In addition, there must be more positive than negative experience in positive relationships. Fredrickson (2009) suggests that positivity of a particular relationship can be maintained when the occurrence of positive experience is more than negative experience. Her research has supported research of Gottman (1994) where positive relationships can be achieved between two parties when there are five positive interactions for every one negative interaction. In another word, positive relationships exist when there are substantially more positive interactions compared to negative ones.

## Results

This research identifies the elements of positive relationships among university students via Facebook. This study was participated by 800 undergraduate students where 178 (22.2%) male and 622 (77.8%) female. The participants age range were from 19 to 39 years old ( $M = 21.08$ ,  $SD = 1.46$ ). For ethnicity, the percentage of Chinese, Malay, Indian and other ethnicity were 36.9 %, 55.0 %, 4.9 % and 3.3 % respectively. This sample had the representatives from all the major ethnic groups in Malaysia. For the year of study, the percentage of year one, two, three, and four were 17.8 %, 59.6 %, 19.0 %, and 3.6 % respectively. There were more second year students participated in this study. For the time spent on Facebook, majority of participants spent one to three hours on Facebook per day (50.5%), followed by three to five hours (19.9%), and less than one hour (9.2%). Averagely university student spends four hours on Facebook.

The findings showed that there were a variety of components representing positive relationships on Facebook as reported by the participants. These responses can be divided into eight main themes, which were (1) social support, (2) trust, (3) interaction, (4) positive emotions, (5) motivation, (6) closeness, (7) understanding, and (8) other. For example, participants in this study reported that “receiving help and support from Facebook friends (social support), able to trust the information shared by friends (trust), likes and comments on friends’ post (interaction), feel happy after having a chat with friends (positive emotion), friend’s photos that motivate them to be a better person (motivation), feeling connected by keeping contact with parents and cousin through Facebook (closeness), and information in Facebook deepen the understanding (understanding) can strengthen their relationships with other Facebook users.

These eight categories were further divided into nineteen specific categories, which were (1) general support, (2) specific support-emotion, (3) specific support-information, (4) specific support-esteem, (5) specific support- tangible, (6) specific support-network, (7) trust of Facebook friends, (8) general interaction, (9) specific interaction-disclosure/ sharing, (10) specific interaction-persuasion, (11) specific interaction-exchange knowledge, (12) specific interaction-engagement, (13) general happiness, (14) reducing negative emotions, (15) general motivation, (16) general closeness, (17) specific closeness-intimacy, (18) general information, and (19) specific information about people.

Based on the finding, interaction (330 responses) has been reported the most, followed by element of understanding (188 responses), support (137 responses) and closeness (88 responses) accordingly. However, element of trust (23 responses) was least reported by participants and follow by motivation (63 responses) and positive emotion (64 responses) (Table 1).

**Table 1.** Elements and sub-element of positive relationships via Facebook

General theme	Frequency	Specific themes	Frequency	Examples
<b>Social support-</b> defined as verbal and nonverbal communication between two parties that reduce uncertainty about the situation or relationships	137	General support - defined as general support received from others or provided to others.	4	They give me support when I need them.
		Specific support (emotion) - defined as support received from others or provided to others in the form of emotion.	44	Facebook can make my day when I’m down (many funny video and photos shared by my friends).
		Specific support (information) - defined as support received from others or provided to others in the form of information.	30	Facebook make me get a lot of opinions when I have a hard time in making a decision.
		Specific support (esteem) - defined as support received from others or provided to others in the form of esteem.	14	When getting more likes, feel be supported and proud.
		Specific support (tangible) - defined as support received from others or provided to others in the	24	Facebook help me express my feeling at a time to get support from

		form of actual help.		friends and family members.
		Specific support (network) - defined as support received from others or provided to others in the form of networking and companionship.	21	Facebook help me express my feeling at a time to get support from friends and family members.
<b>Trust</b> defined as psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviours of another (Rousseau et al.,1998)	23	Trust of Facebook friends - defined as the perception that a person and information shared by a person in Facebook can be trusted.	23	Trust Facebook friends will help me when I need it.
<b>Interaction</b> defined as communication and reciprocal action in an activity (Yeager, 2004).	330	General interaction - defined as general interaction between Facebook user.	91	Facebook makes me communicate with my friend around me.
		Specific interaction (disclosure/sharing) - defined as interaction with other mainly to share information.	70	Facebook gives me a platform to let people know what am I doing (share pictures).
		Specific interaction (persuasion) - defined as interaction with other mainly to persuade people.	11	Facebook make other see my post so that they can join my program.
		Specific interaction (exchange knowledge for education purpose) - defined as interaction with other mainly for academic knowledge.	40	Facebook is also a good communication place when doing assignment and project with my groupmates.
		Specific interaction (engagement) - defined as interaction with other mainly to maintain the relationships.	118	Facebook allow me to keep in touch my family members even though I live far from each other by communicating with them through a Facebook post.
<b>Positive emotions</b> defined as pleasant or desirable response that ranging from interest and contentment to love and joy (Fredrickson, 2013).	64	General happiness - defined as general happiness received from or provided to others .	53	Facebook make me feel good.
		Reducing negative emotions defined as Facebook post from others reduced the bad feeling.	11	I can reduce my stress by interacting with my friends on Facebook.
<b>Motivation</b> defined as attribute that moves us to do or not to do something	63	General motivation defined as general motivation that moves	63	Facebook makes me expose to various people with

(Broussard & Garrison, 2004).		Facebook user to do or not to do something.		different kinds of stories behind. The stories sometimes can encourage me to be better.
<b>Closeness</b> is defined as the degree to which people in the relationship are connected (Adams et al., 2001).	88	General closeness - defined as general closeness experienced with a number of people.	78	Facebook makes me feel close to people.
		Specific closeness (Intimacy) - defined as specific closeness experienced with just another person.	10	Facebook also help me in strengthen the relationships with my partner.
<b>Understanding</b> is defined as the further information towards certain people (Joseph & Strain, 2004)	188	General information - defined as source of general and useful information.	121	Can provide information about what is going on around the world.
		Specific information about people - defined as source of useful information about people.	67	Facebook gives me an opportunity to understand people better.
<b>Others</b> is defined as the element that cannot fit into any of the category			24	Facebook allows me to run a business.

## Discussion

The finding in this study shows that the elements of positive relationships via Facebook are social support, trust, interaction, positive emotion, motivation, closeness, understanding and other. The results in the present study are consistent with the earlier discussion in literature review. Most of the elements of positive relationships identified in the previous studies were also reported by the participants in this study.

The findings of this study appeared to suggest that the elements of positive relationships in online context are consistent with the offline context. One possible reason is participants in this study were born with the advancement of the technology in which they are used to the limited non-verbal cues in online context. In addition, university students may replace the non-verbal cues with the emotion sticker in online context, thus contributing to similarities that have been observed between online and offline relationships.

Based on the finding, interaction (330 responses) has been reported the most by the participants. The finding is consistent with previous study in which interaction has been reported as the foundation for human relationships (Reis et al., 2000; Al-Dheleai & Tasir, 2017; MCMC, 2017). This is because every relationship is formed through interaction. In addition, the information and behaviour throughout the interaction enhance the understanding and increase the positivity of the relationships. By taking a closer look into interaction, a subcategory of engagement in activity emerged. Engagement in activity may be salient to university students who are away from home are motivated to maintain the relationships with the family members and friends from hometown via certain social activities. This study also supported research of Al-Dheleai and Tasir (2017) in which Malaysian university students has positive perception over Facebook.



The element of understanding has been reported the most after element of interaction. In this study, the element of understanding has been further divided into understanding of general information and understanding of people information. The sample responses for these two subcategory are “Facebook provide information about what is going on around the world” and “Facebook gives me an opportunity to understand people better”. By taking a closer look into the finding of understanding, the subcategory of general information reported the most by the respondent. This is consistent with the role of Facebook as a platform for information sharing. According to Keath (2002), most of the users share other post (e.g. sharing information) in Facebook compared to disclosing their own information (e.g. status update or posting photo). Sharing information enable Facebook users and friends to know more about each other and thus strengthening the relationships. The findings of this study is consistent with the findings and explanation of the previous studies.

The present finding shown that element of trust was least reported by participants. In this study, the element of trust as reported by participants referred to perception that a person and information shared by a person in Facebook can be trusted. This is consistent with previous study that reported low rating of trust through interaction in Facebook (Håkansson & Witmer, 2015). This can be attributed to Facebook interaction which lacks in non-verbal cues and thus enhance suspicious of human. This other explanation can be related to the cultural background. According to Feng et al., (2016), Western people displaying higher trust towards out-groups while Asians including Malaysian have low level of trust towards people who are not part of their groups. The finding also consistent with MCMC (2017) where Malaysians were reported as less likely to disclosure home location, home number, email address and even real names in Facebook.

In addition, this study found that positive emotion can be both the element and outcome of the relationships. There were 15 responses as element and 38 responses for outcome of relationships. The responses from open ended question showed that the sources of positive emotion from Facebook such as funny posts can bring positive emotion to university students. This result is consistent with the previous finding in which positive emotions facilitate the positive relationships (Armenta et al., 2016). In term of facilitation, positive emotions broaden the mind of an individual which develop the positive construct of self (Fredrickson, 2009). This is because positive emotions which are related to several positive behaviours such as sociability, coping, prosocial behaviours, and positive construct of self and others help to strengthen the relationships (Lyubomirsky et al., 2005). However, we also found that some participants reported positive emotions as the outcome of positive interactions. More specifically, positive interaction can result in positive emotions such as contentment and joy. One of the students reported “Discuss the assignment through Facebook increase the sense of happiness”. Thus, positive emotion can be the element as well as the outcome of positive relationships. This is consistent with research by Reis et al. (2000) which suggested that positive emotion as the outcome of the relationships.

## **Conclusion**

There are several contributions of this study. Firstly, the elements of positive relationships are consistent with review of the previous studies by Webster (1999), Crohn (2006), Pendergast (2006), Fallah (2010), Roffey (2012) and Lambert (2017). This suggests that elements of positive relationships are somewhat similar for online and offline relationships. Secondly, this study provide evidence that positive relationships in general should consists of social support, trust, interaction, positive emotion, motivation, closeness and understanding. Previous studies have looked at these elements in different contexts but this study have

examined them in a single study and provide a more comprehensive picture of positive relationships. However, several sub-categories of elements of positive relationships have also emerged. This should be further explored in the future research.

There are several limitations in the present study that can be avoided and improved in the future research. This study primarily focuses on Facebook. While, Facebook is the most popular social networking site in the world for now, but it may not be so in the future. In the future, research must also examine other social networking sites. Secondly, this study totally relied on the self-report data from the participants and this may be biased. Although self-report is considered as the primary source of data but it is vulnerable to self-enhancing bias from the respondents (Carson et al., 2005). Future studies should consider utilising other sources of data including peer reports and behavioural ratings in order to capture a more convincing evidence to support the self-rated data from the respondents. Lastly, the results in this study cannot be generalised to the whole population in Malaysia due to the sampling approach of using purposive sampling. Future studies should consider probability sampling method. Related to analysis, there were also complexities in interpreting certain responses as representing which category of elements. Some responses can be coded into more than one categories and this represents one of the challenges of examining positive relationships. Future studies should further refine the categories.

This study provides better, more comprehensive understanding about positive relationships. It highlights the complexities of different elements of positive relationships. The study also gives more information as to how positive relationships can occur in the context of online relationships. More studies should be conducted to further conceptualise and define positive relationships.

## Acknowledgement

First author received funding from the Graduate Assistance Scheme at the Universiti Sains Malaysia.

## References

- Adams, R.E., Laursen, B., & Wilder, D. (2001). Characteristics of closeness in adolescent romantic relationships. *Journal of Adolescence*, 24(3), 353-363.
- Albrecht, T.L., & Adelman, M.B. (1987). *Communicating social support: A theoretical perspective*. Beverly Hills, C.A., Sage.
- Al-Dheleai, Y.M., & Tasir, Z. (2017). Using facebook for the purpose of students' interaction and its correlation with students' academic performance. *Tojet*, 16(4), 170-178.
- Armenta, C.N., Fritz, M.M., & Lyubomirsky, S. (2016). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. Retrieved from <http://sonjalyubomirsky.com>.
- Awang Rozaimie, S. (2011). Expatriates' emotion reactions toward Malaysian multicultural society. *European Journal of Social Sciences*, 25(2), 171-181.
- Broussard, S.C., & Garrison, M.E.B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106-120.
- Carson, S.H., Peterson, J.B., & Higgins, D.M. (2005). Reliability, validity, and factor structure of the creative achievement questionnaire. *Creativity Research Journal*, 17(1), 37-50.

- Compton, W.C. (2005). *Introduction to positive psychology*. Belmont, C.A., Wadsworth, Cengage Learning.
- Crohn, H. (2006). Young women recall their positive relationships with their mothers and stepmothers. Retrieved from <https://kb.osu.edu>.
- Din, N., & Haron, S. (2013). Benefits of using the Facebook from the Malaysian perspectives. *Journal of Asian Behavioural Studies*, 3(9), 29-40.
- Fallah, N. (2010). *Interparental conflict and internalizing symptoms: The moderating role of positive peer relationships* (PhD dissertation). Retrieved from University of North Carolina, Greensboro.
- Feng, Z., Vlachantoni, A., Liu, X., & Jones, K. (2016). Social trust, interpersonal trust and self-rated health in China: A multi-level study. *International Journal for Equity in Health*, 15(1), 180.
- Fredrickson, B. (2009). *Positivity: Ground breaking research reveals how to embrace the hidden strength of positive emotions, overcome negativity, and thrive*. New York, Crown Publishing.
- Fredrickson, B.L. (2013). Positive emotions broaden and build. *Advances in Experimental Social Psychology*, 47, 1-53.
- Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110.
- Gottman, J.M. (1994). *Why marriages succeed or fail and how you can make yours last*. New York, N.Y., Fireside.
- Håkansson, P., & Witmer, H. (2015). Social media and trust: A systematic literature review. *Journal of Business and Economics*, 6(3), 517-525.
- Heacox, C. (2005). Building positive relationships with students and its effect on student attitude and learning. *Masters Abstracts International*, 44(3), 89-94.
- Helliwell, J.F., & Wang, S. (2011). Trust and wellbeing. *International Journal of Wellbeing*, 1(1), 42-78.
- Ho, D.Y. (1998). Interpersonal relationships and relationship dominance: An analysis based on methodological relationism. *Asian Journal of Social Psychology*, 1(1), 1-16.
- Hong, F.Y., Huang, D.H., Lin, H.Y., & Chiu, S.L. (2014). Analysis of the psychological traits, facebook usage, and facebook addiction model of Taiwanese university students. *Telematics and Informatics*, 31(4), 597-606.
- Jacobs Bao, K., & Lyubomirsky, S. (2012). The rewards of happiness. In Boniwell & David, S. (Eds.), *Oxford handbook of happiness* (pp. 119-133). Oxford, U.K., Oxford University Press.
- Jafarkarimi, H., Sim, A.T.H., Saadatdoost, R., & Hee, J.M. (2016). Facebook addiction among Malaysian students. *International Journal of Information and Education Technology*, 6(6), 465-469.
- Joseph, G.E., & Strain, P.S. (2004). Building positive relationship with young children. *Young Exceptional Children*, 7(4), 21-28.
- Khairuddin, M.S. & Mohamad, F.S. (2014). Interaksi di ruang maya: Kajian kes jaringan sosial melalui laman Facebook di Malaysia. *Geografia Malaysian Journal of Society and Space*, 10(6), 138-147.
- Keath, J. (2012). Where users spend most of their time on Facebook. Retrieved from <http://www.maestrosocialmedia.com>.
- Knee, C.R., Patrick, H., Viator, N.A., Nanayakkara, A., & Neighbors, C. (2002). Self-determination as growth motivation in romantic relationships. *Personality and Social Psychology Bulletin*, 28(5), 609-619.
- Lambert, N.M. (2017). Positive relationships. In Biswas-Diener, R., & Diener, E. (Eds.), *Noba textbook series: Psychology*. Champaign, I.L., DEF Publishers.

- Lyndon, Suhana, Sivapalan, Azima, Mohd, Y.H., Abdul, H.A., Zaimah, Sarmila & Lim Jie We (2014). Pemerkanan dengan media sosial: Aplikasi Facebook dan pembelajaran Bahasa Inggeris dalam kalangan mahasiswa Antropologi dan Sosiologi, Universiti Kebangsaan Malaysia. *Geografia Malaysian Journal of Society and Space*, 10(1), 78-86.
- Lyubomirsky, S., King, L.A., & Diener, E. (2005). The benefits of frequent positive affect. *Psychological Bulletin*, 131, 803-855.
- Malaysian Communications and Multimedia Commission (MCMC). (2017). Overview of internet user survey 2016. Retrieved from <https://www.mcmc.gov.my>.
- Mattson, M., & Hall, J.G. (2011). *Health as communication nexus: A service-learning approach*. United States, Kendall Hunt Publishing.
- Narayanan, S.S., & Onn, A.C.W. (2016). The influence of perceived social support and self-efficacy on resilience among first year Malaysian students. *Kajian Malaysia*, 34(2), 1-23.
- Pendergast, D. (2006). *Teaching middle years rethinking curriculum*. Pedagogy Assessment Crow's Nest.
- Reis, H.T., Collins, W.A., & Berscheid, E. (2000). The relationship context of human behavior and development. *Psychological Bulletin*, 126(6), 844-872.
- Roffey, S. (2012). *Introduction to positive relationships: Evidence-based practice across the world*. Dordrecht, Springer.
- Rousseau, D.M., Sitkin, S.B., Burt, R.S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *The Academy of Management Review*, 23, 393-404.
- Seligman, M.E.P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, Free Press.
- Sherchan, W., Nepal, S., & Paris, C. (2013). A survey of trust in social networks. *ACM Computing Surveys (CSUR)*, 45(4), 47.
- Webster-Stratton, C. (1999). *How to promote children's social and emotional competence?* London, Paul Chapman Publishing.
- Wilson, S., & MacLean, R. (2011). *Research methods and data analysis for psychology*. Italy, McGraw-Hill.
- Yeager Jr, W.L. (2004). *The effect of the Capturing Kids' Hearts staff development program in fostering positive teacher-student relationships at Jane Long Middle School in Bryan ISD* (PhD dissertation). Retrieved from University in College Station, Texas, United State.