The Impact of Public Service Announcement (PSA) on Cyber Wellness and Digital Citizenship Among Students of Faculty of Education, Language and Communication, University Malaysia Sarawak, Malaysia.

Vimala Govindaraju, Maisurah binti Yazid

Faculty of Education, Language and Communication, University Malaysia Sarawak, Malaysia

DOI: https://doi.org/10.47772/IJRISS.2026.10100501

Received: 25 January 2026; Accepted: 30 January 2026; Published: 14 February 2026

ABSTRACT

This study looks at how Public Service Announcements (PSAs) affect students at University Malaysia Sarawak's Faculty of Education, Language and Communication (FELC) in terms of cyber wellness and digital citizenship (UNIMAS). An online questionnaire was used to gather data from 82 undergraduate students as part of a quantitative study design that used a descriptive survey approach. Students' exposure to PSAs, attitudes, social norms, and digital activity were all examined using descriptive statistics and multiple regression analysis. The results indicate that students exhibit good digital citizenship behaviors and a high degree of awareness of cyber wellbeing. Students' digital conduct was found to be strongly influenced by attitudes about social norms and cyber health. However, exposure to PSAs by itself did not significantly alter behavior, suggesting that PSAs have an indirect impact on behavior through social influence and internal views. The most popular platform for coming across PSAs was found to be TikTok. This study offers information for creating more successful initiatives to promote cyber wellness among college students.

Keywords— Cyber Wellness, Digital Citizenship, Public Service Announcements, University Students

INTRODUCTION

Background of the Study

In recent years, there has been a rise in the use of Public Service Announcements (PSA) to raise awareness of cyber wellness and digital citizenship. This has become a critical tool in the age of digital communication. Moreover, with the increasingly engagement on social media platforms and online content from the students, there is an increasing demand to educate students about safety, ethical and responsibility of digital behavior. According to Witte and Allen (2000), public health campaigns utilizing fear appeals are significantly more effective when combined with strong efficacy components that enable individuals to take protective action against perceived threats. From the perspectives of cyber wellness, PSA should not only raise awareness about online threats, but it also should be able to empower students to respond effectively.

As digital platforms expand, kids become more exposed to disinformation, online exploitation, and malicious content. This vulnerability highlights the need for systematic, research-based interventions, such as PSAs, to promote digital resilience and behavioral change. According to Windisch et al. (2022), online treatments that integrate multimedia material and behaviorally informed messaging have been demonstrated to increase public participation while decreasing cyber threats. Thus, PSAs on social media platforms are an important instructional and preventative tool for encouraging cyber health and digital citizenship among university students.

Problem Statement

In spite of the high levels of online activity, majority of the students are most likely to encounter cyber threats such as misinformation, cyberbullying and digital addiction. Livingstone and Helsper (2007) found that while youth are highly active online, they often lack the critical awareness and skills needed to manage digital risks effectively. The lack in awareness and behavior highlights the importance of targeted interventions like PSA to foster a responsible digital habit among students.

Research Questions

1) How aware are the students of cyber wellness awareness and engaged in digital citizenship practices?

2) How do PSAs on social media platforms able to influence students' attitudes and behaviors related to cyber wellness and digital citizenship?

3) What is the effectiveness of social media platforms (e.g., Instagram, TikTok, Facebook, X) in shaping students' perceptions of mental health and digital responsibility through targeted PSAs?

Research Objectives

1) To examine the current level of cyber wellness awareness and digital citizenship practices among students in the Faculty of Education, Language and Communication (FELC), UNIMAS.

2) To identify the influence of Public Service Announcements (PSAs) on students' attitudes, awareness and behavior regarding cyber wellness and responsible digital engagement.

3) To assess the effectiveness of social media platforms (e.g., Instagram, TikTok, Facebook, X) in shaping students' perceptions of mental health and digital responsibility through targeted PSAs.

Significant of the Study

This study is significant in deepening our understanding of how theory-based and audience-targeted PSAs play a role in shaping positive behavioral change among students. Noar (2006) reviewed over a decade of health mass media campaigns and concluded that theory-driven and audience-specific campaigns yield more measurable behavioral outcomes. Findings from this research could assist many universities and educators in designing effective cyber wellness campaigns. Furthermore, the study adds to the small corpus of research in the Southeast Asian setting, particularly in Malaysia, where digital safety interventions targeted at local adolescents are underrepresented.

Scope and Limitation of the Study

This study will analyze students within the Faculty of Education, Language and Communication (FELC) at UNIMAS. This evaluation examines what students' perceptions, awareness and behavioral responses to PSAs disseminated through social media platforms are.

LITERATURE REVIEW

Introduction

This chapter reviews and summarizes past studies that are related to the influence of Public Service Announcements (PSA) on cyber wellness and digital citizenship, especially among youth and students. It highlighted on understanding the key terms, theoretical grounding, the relationship between the core topic and the research problem and an overview of the study's framework. This chapter concludes with identifying research gaps in the field.

Given the increased reliance on digital platforms, particularly among university students, it is critical to understand how strategic media tools such as PSAs impact behavior. The literature review not simply investigates definitions and hypotheses, but also examines procedures and findings from previous research to lay the groundwork for the current study. This chapter contextualizes the study by highlighting what has been discovered and what remains unexplored.

Understanding on the impact of Public Service Announcement (PSA) on Cyber Wellness and Digital Citizenship

Cyber wellness is an important element of digital literacy, incorporating responsible behavior and emotional well-being in digital environments. PSA act as a main communication tool that are aimed at promoting health

and safety behaviors, including those in digital spaces. According to Popat & Tarrant (2022), emotional awareness in digital communication significantly affects students' online behavior and well-being. PSA are strategic communication tools that focus on educating and influence public behavior. Herrera-Peco et al. (2023) found that multimedia-based PSAs significantly enhance awareness and behavioral intentions toward digital safety among university students. Digital citizenship is about engaging with digital content, including respectful online interactions and adherence to digital norms. Suryani et al. (2022) emphasized the importance of media literacy in fostering cyber ethics, which correlates with improved digital citizenship practices. Similarly, Augustine & Harikumar (2024) concluded that targeted PSAs positively impact students' understanding of digital responsibility and citizenship.

Measurement of Cyber Wellness and Digital Citizenship

Evaluating the impact of PSAs necessitates the use of credible measures to assess cyber health and digital citizenship. Mardianto et al. (2019) created a 14-item Cyber Wellness Scale in Indonesia with high internal consistency ($\alpha = 0.82$) and emphasized emotional awareness, digital safety, and responsible internet use. This scale is frequently used to evaluate student behavior in reaction to cyberbullying and general digital conduct. Such technologies provide more detailed comparisons and the construction of instructional programs. Similarly, Kocoglu et al. (2023) employed digital literacy and self-efficacy assessments to predict digital citizenship among STEM teacher candidates. Their findings revealed that pupils with stronger digital abilities and confidence were more likely to engage in ethical and responsible online activity. These measuring methods are critical for determining how kids comprehend and practice cyber health, particularly following exposure to digital ads like as PSAs.

PSA Design and Effectiveness in Digital Contexts

Effective PSA advertisements rely on design features that emotionally connect with the target audience. Yurdakul and Bütün Ayhan (2022) found that cyberbullying awareness PSAs greatly increased teenagers' abilities to identify and respond to hazardous online conduct. Their findings emphasized the relevance of organized material and interactive delivery. Emotional appeal and elements of multimedia, such as cartoons or films, have been shown to improve PSA message memory. Windisch et al. (2022) did a comprehensive assessment of web campaigns and discovered that culturally appropriate and visually appealing PSAs were more successful than generic, one-size-fits-all messaging. Visual design, clarity, tone, and relatability all influenced spectator perception. The results shown support the use of emotionally focused and culturally appropriate PSAs to promote digital safety and wellbeing.

Application of TPB in Cyber Behavior Research

The Theory of Planned Behavior conduct (TPB) is commonly used to explain digital conduct. According to Ajzen (1991), attitude, perceived social standards, and perceived behavioral control all impact behavior. This hypothesis helps explain why people choose to be responsible or irresponsible online. Mardianto et al. (2021) used TPB to investigate cyber violence, and their findings revealed that students' attitudes and perceived influence were significant determinants of their desire to avoid hostile online conduct. Hanif et al. (2022) used TPB to investigate ethical internet usage among university students and discovered that perceived norms from others and institutions influenced students' readiness to adopt good digital habits. These studies support TPB's usefulness in determining how various elements influence online decision-making. It gives a methodical approach to evaluating how PSAs might influence students' intentions and lead to better digital citizenship.

Role of Social and Institutional Support

PSAs are most effective when encouraged by a supportive atmosphere. Lukács J. et al. (2022) assessed the STAnD (Study, Teach, Understand) program, a peer-led intervention that incorporated digital awareness PSAs and group discussions. According to the study, students were more likely to engage in beneficial online behavior when PSA messages followed by opportunity to talk and reflect. Peer contact helps to emphasize the value of the teachings. Yurdakul and Bütün Ayhan (2022) discovered that school-based assistance, such as digital safety regulations and instructional programs, greatly improved the long-term effectiveness of PSA interventions. Without reinforcement, PSA benefits tend to disappear over time. These studies demonstrate that institutional support and peer engagement can considerably boost PSAs' influence on cyber health and digital citizenship.

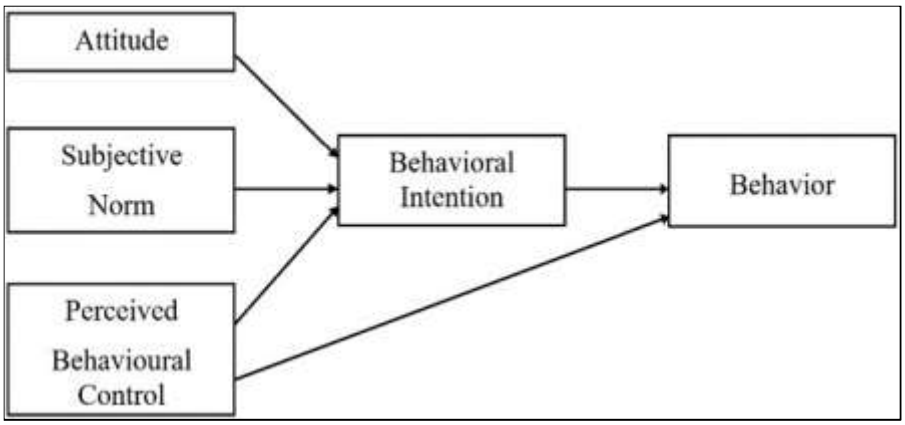
Relationship of Public Service Announcement and Cyber Wellness

The importance of PSAs for behavior change relies on the mounting digital security threats which university students encounter. PSAs addressing cyberbullying and misinformation are impactful when created based on audience values and requirements. Dennis et al. (2021) conducted a randomized controlled study demonstrating that tailoring PSAs to individuals' identities significantly enhances compliance with public health guidelines, highlighting the importance of personalized messaging in digital campaigns. Grammon (2020) highlighted the correlation between media-based interventions and students' ability to handle digital risks, emphasizing the effectiveness of visual and auditory cues in PSAs.

Recent studies have shown the effectiveness of awareness campaigns, especially Public Service Announcements (PSA) that can clearly influence youth behavior in digital environments. For example, according to Yurdakul and Bütün Ayhan (2022) found that a structured cyberbullying awareness program significantly improved adolescents' ability to recognize and respond to online threats, underscoring the value of emotionally resonant educational messaging. Correspondingly, Lukács et al. (2022) highlighted that PSAs are more effective when supported by institutional programs or peer-led initiatives, suggesting that the success of digital safety campaigns often hinges on how they are embedded within broader social structures.

Theory of Planned Behavior (TPB)

This research is based on Theory of Planned Behavior (TPB) by Ajzen (1991), which suggests that intention to engage in a behavior is influenced by attitudes, subjective norms, and perceived behavioral control. This theory is relevant in digital contexts, in which social influences and self-regulation play key roles. Hanif et al. (2022) applied TPB to digital behavior and found that these constructs reliably predicted students' intentions toward ethical internet use. TPB is especially beneficial in this study since it captures not just individual attitudes but also external factors like social norms and institutional impact. In the context of PSAs, this methodology enables researchers to examine how tailored message influences awareness, intention, and, eventually, responsible behavior. TPB enables a systematic knowledge of the factors that drive behavior change in response to digital safety initiatives.



Framework of the theory of planned behavior [TPB] (adopted from Ajzen, 1991)

Figure 1: Theoretical Framework

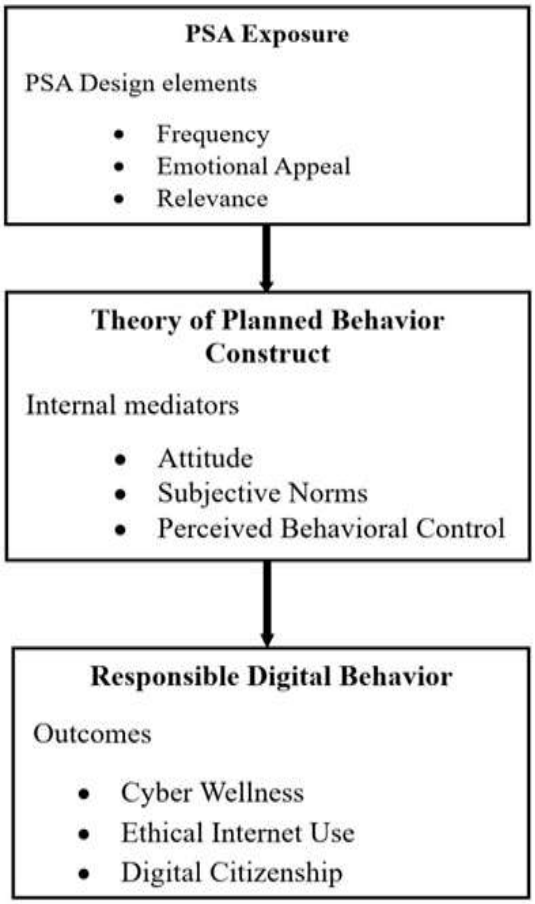
Theory of Planned Behavior (TPB) is relevant to this study because it considers not only the personal factors but it also applies to the social environmental influences that PSA aim to shape. By applying TPB, this study aims to understand how PSA affect the actual behavior of students that concern the cyber wellness and also the digital responsibility.

I. Framework of the study

This study uses the conceptual framework that puts Public Service Announcement (PSA) as responsible independent variable then traces responsible digital behavior as the dependent variable through Theory of Planned Behavior (TPB) constructs. This framework is created to investigate the connections between the

different elements that affect digital citizenship and cyber wellness levels of university students. Through the assumption framework effective Public Service Announcements which process through TPB psychological mediators result in better intention and practice of responsible digital behavior. The framework predicts that the outcome from this process will generate enhanced digital citizenship and cyber wellness result.

Figure 2: Conceptual Framework of the Study



Based on the Theory of Planned Behavior (Ajzen, 1991)

METHODOLOGY

Introduction

The methodological framework employed to investigate the effectiveness of Public Service Announcements (PSA) in promoting cyber wellness and digital citizenship among university students. It specifies the research design, research instruments, the study location, selection of the respondents and the sampling procedures. The methodology used is grounded to ensure the validity and the reliability of the findings.

The format of this chapter is intended to present a rational and straightforward approach to data collection and interpretation. Each component tackles an important part of the study procedure, ensuring the legitimacy of the findings and allowing future researchers to replicate comparable issues in the context of higher education and media interventions.

Research Design

This study employed a quantitative research design using a descriptive survey method. Because it allows comparison and statistical analysis of important factors, a quantitative research methodology is appropriate for studies that seek to quantify variables and use results from a sample to derive conclusions about a wider population. When identifying patterns, attitudes, and behaviors within a certain group, descriptive survey research is especially helpful (Creswell & Creswell, 2018).

Additionally, survey research methods provide structured means to collect data systematically about respondents' experiences and perceptions (Fink, 2016). This design was selected to facilitate the collection of a large number of responses efficiently and consistently. Using an online survey also enhances accessibility for participants and aligns with the digital nature of the research topic, which focuses on online behavior.

Studies involving cyber wellness and public awareness initiatives have frequently used descriptive survey designs because they allow researchers to effectively gather data from a sizable sample of respondents (Fink, 2016). Survey techniques are useful for gathering students' knowledge levels, attitudes, and behavioral intentions in online environments, according to earlier research on digital citizenship and online accountability (Ribble, 2015; Dennis et al., 2021).

Researcher as an Instrument

The main research tool in this study was a carefully structured questionnaire. The development of this instrument used already published studies and valid measurement instruments for cyber wellness, digital citizenship and media campaign effectiveness as its foundation. The questionnaire consisted of four places that students or teachers filled out: basic demographics, what they learned from PSAs, awareness of cyber wellness and behaviors related to digital citizenship.

For quantitative research, questionnaires are often the main way to collect information, but it is the researcher who must plan these instruments, test their accuracy and supervise the collection of all the data. Among the researcher's tasks were making the survey questionnaire, running a pilot test to ensure it was clear and reliable, distributing the survey and processing the information gathered.

In order to guarantee that the data gathered appropriately reflects the target population, sampling strategies are essential. When access to particular respondent groups, such university students, is necessary, convenience sampling is commonly employed in educational and communication studies (Etikan et al., 2016). Convenience sampling has been used in similar research on student digital use because of accessibility and time constraints, while yet yielding valuable insights into behavioral trends (Hanif et al., 2022).

Experience of the Researcher

The researcher has training in media communication and digital literacy, taking courses such as media effects, communication ethics and digital behavior. It guided the formation of the questionnaire and methods for interpreting signals about digital activities. Additionally, prior experience conducting small-scale surveys enhanced the quality and reliability of this research process. The researcher's knowledge with PSA content, cyber safety frameworks, and communication campaign assessment enhanced the survey instrument's depth and capacity to discover significant behavioral markers. These experiences enabled the researcher to successfully traverse the study's preparation, execution, and interpretation phases.

In research on attitudes, social norms, and behavioral intentions, especially in the context of the Theory of Planned Behavior, questionnaires are an often-used tool (Ajzen, 1991). Prior studies on digital citizenship and cyber wellness have effectively measured students' attitudes and online behaviors using structured questionnaires with Likert-scale items (Ribble, 2015; Windisch et al., 2022). This demonstrates that the questionnaire employed in this investigation was appropriate.

Location and Subject of the Study

The study will be conducted at the University Malaysia Sarawak (UNIMAS), precisely among the Faculty of Education, Language and Communication. The reason for selecting this faculty was selected due to its diverse student population actively engaged in digital spaces, making it an ideal setting for examining the impact of PSA on cyber wellness and digital citizenship.

UNIMAS students, particularly those from this faculty, use social media on a daily basis and are constantly exposed to digital material. This makes them a very relevant subject group for studying the relationship between PSA exposure and responsible online conduct. The university location also offered a controlled environment for concentrated data collecting. In research on attitudes, social norms, and behavioral intentions, especially in the

context of the Theory of Planned Behavior, questionnaires are an often-used tool (Ajzen, 1991). Prior studies on digital citizenship and cyber wellness have effectively measured students' attitudes and online behaviors using structured questionnaires with Likert-scale items (Ribble, 2015; Windisch et al., 2022). This demonstrates that the questionnaire employed in this investigation was appropriate.

Selection of the Respondents

Participants were recruited by purposive sampling, ensuring we chose students who use digital platforms and have come across PSAs on cyber wellness. By using purposeful sampling, researchers can select individuals who are most likely to include good and important information about the research topics (Etikan et al., 2016). This strategy also helps identify persons who have firsthand experience with PSA exposure, which is crucial to the study's goal.

The selection method guaranteed that each respondent had the requisite background to reflect on their knowledge and conduct around cyber health and digital citizenship.

To find patterns, correlations, and predicting factors among variables in quantitative research, statistical data analysis is crucial. While inferential studies like multiple regression are used to investigate the impact of independent variables on behavioral outcomes, descriptive statistics are frequently used to characterize respondents' traits and general perceptions. Similar analytical methods utilizing SPSS have been used in earlier research on cyber wellness and digital behavior to evaluate hypotheses and validate research models (Hanif et al., 2022; Dennis et al., 2021). As a result, the data analysis techniques used in this work are suitable and backed by the body of previous research.

Criteria of Respondents

To guarantee the validity and reliability of the findings, this study employed the following criteria for selecting participants: (1) Be an undergraduate student at UNIMAS; (2) Be at least 18 years old; (3) Be an active user of at least one social media platform; and (4) Have seen at least one PSA about cyber wellness or digital citizenship in the last six months. These criteria ensure that all participants have genuine experience with the topic area being investigated. Using these inclusion criteria allows the study to collect more precise and context specific data. Respondents that match these characteristics are more likely to recall and reflect on their contacts with PSAs, including how such messages may have affected their awareness and conduct.

Population and Sampling Procedures

The target population comprising undergraduate students within the Faculty of Education, Language and Communication at UNIMAS. A sample size 80120 students is determined to be sufficient for statistical analysis while maintaining manageability. To make sure the sample represented students with relevant exposure to PSA and digital behavior issues, the purposive sampling method was employed to select participants who met the inclusion criteria.

This strategy guarantees that the data obtained is relevant and in line with the study's aims. Focusing on a specific, well-defined cohort increases the internal validity of the research by increasing the possibility that observed patterns are caused by PSA exposure rather than other factors.

RESULTS AND DISCUSSION

The results of the analysis of information gathered from undergraduate students using a structured questionnaire are presented in this chapter. IBM SPSS Statistics was used to evaluate 82 valid replies in total. To address the research objectives and assess the hypotheses developed in Chapter 3, the analysis techniques include multiple regression analysis, reliability analysis, and descriptive statistics. Tables are used to support the findings, which are presented in a methodical way for accuracy and clarity.

Demographic Profile of Respondents

Table 1 provides an overview of the respondents' demographics. In order to assess respondents' exposure to public service announcements (PSAs) and their digital activity, it is crucial to comprehend their histories.

TABLE 1 Demographic Profile of Respondents (N = 82)

Variable	Category	Frequency	Percenta ge (%)
Gender	Female	51	62.2
	Male	31	37.8
Program me of Study	Strategic Communication	41	50.0
	Linguistics	24	29.3
	Others	17	20.7
Daily Social Media Usage	Less than 2 hours	13	15.9
	3–4 hours	40	48.8
	5 hours and above	29	35.4
Main Platform for PSAs	TikTok	33	40.2
	YouTube	17	20.7
	Instagram	14	17.1
	Others	18	22.0

In all, 37.8% of respondents were men and 62.2% of respondents were women. This distribution indicates that female students might be more represented in conversations on digital ethics and cyber wellbeing. It also represents the gender mix typically found in academic programs related to communication. Students in strategic communication made up the largest group (50%), followed by students studying linguistics (29.3%). This is significant because students in communication-based fields can be more familiar with the persuasive communication techniques employed in digital campaigns due to their increased exposure to media content like PSAs.

A significant percentage of respondents said they used social media for three to four hours a day (48.8%) and more than five hours a day (35.4%). This research emphasizes how important social media is to students' everyday life, which supports its applicability as a platform for spreading PSAs about cyber wellbeing. Lastly, the most popular platform for seeing PSAs was TikTok (40.2%), followed by YouTube (20.7%) and Instagram (17.1%). This suggests that Generation Z is moving toward short-form video platforms as important avenues for public awareness messaging.

Reliability Analysis

The internal consistency of the measuring scales employed in this study was evaluated by reliability analysis. For every construct—including exposure to PSA, attitudes, social norms, and digital behavior—Cronbach's Alpha coefficients were computed. A Cronbach's Alpha value of 0.70 or more denotes satisfactory dependability, according to Hair et al. (2019).

TABLE 2 Reliability Statistics for Study Variables

Variable	Number of Items	Cronbach’s Alpha
Exposure to PSA	6	0.779
Attitudes	5	0.793
Social Norms	5	0.731
Digital Behavior	2	0.755

All structures surpassed the suggested value, as indicated in Table 4.2. The Cronbach's Alpha value for exposure to PSAs was 0.779, which indicates that the items evaluating respondents' exposure and views of PSAs were generally consistent. Strong reliability was shown in attitudes regarding cyber wellness (α = 0.793), indicating that students' evaluative judgments about responsible online behavior were consistently captured by the measures. Additionally, Social Norms demonstrated acceptable reliability (α = 0.731), indicating consistency in gauging perceived social impact from instructors and peers. The dependent variable's reliability was confirmed by Digital Behavior's Cronbach's Alpha value of 0.755. These findings prove to the questionnaire's dependability and suitability for further statistical analysis.

Descriptive Statistics of Study Variables

To investigate respondents' general opinions on PSAs, attitudes toward cyber health, perceived social norms, and digital behavior, descriptive statistics were utilized. A significant degree of agreement among responders is indicated by mean scores greater than 4.00.

TABLE 3 Descriptive Statistics of Main Study Variables

Variable	N	Mean	Standard Deviation
Exposure to PSA	82	4.21	0.52
Attitudes	82	4.25	0.55
Social Norms	82	4.24	0.51
Digital Behavior	82	4.16	0.66

In overall, respondents had favorable opinions on every variable. Students' attitudes had the highest mean score (Mean = 4.25), demonstrating their strong belief in the significance of acting responsibly online. Additionally, exposure to PSAs received a high mean score (Mean = 4.21), indicating that respondents regularly come across PSAs and think they are pertinent and understandable. Peers and instructors are crucial in promoting appropriate digital behavior, as seen by Social Norms' mean score of 4.24. With a mean score of 4.16, Digital Behavior demonstrated mainly good self-reported online behaviors.

Characteristic Evaluation of Digital Behavior Items

This section further examines particular variables related to respondents' digital behavior after exposure to PSAs. The findings show that most respondents believe PSAs are successful at promoting appropriate online conduct.

TABLE 4 Descriptive Statistics for Digital Behavior Items

Item	Mean	Std. Deviation
Effectiveness of PSAs in encouraging responsible online behavior	4.09	0.69
Likelihood of changing online behavior after seeing PSAs	4.23	0.78

The item measuring perceived effectiveness of PSAs received an average score of 4.09, indicating that students agree that PSAs play an important role in promoting digital responsibility. Additionally, after viewing PSAs, respondents indicated a significant possibility of altering their online behavior (Mean = 4.23), including thinking before posting, doublechecking information, and respecting privacy. These results imply that PSAs have a beneficial impact on students' intentions to act appropriately when using the internet.

Hypothesis Testing Using Multiple Regression Analysis

The impact of PSA exposure, attitudes, and social norms on digital behavior was investigated using multiple regression analysis. The Theory of Planned conduct, which holds that attitudes and perceived social expectations have an impact on conduct, is consistent with this analysis.

TABLE 5 Model Summary for Multiple Regression Analysis

Model	R	R^2	Adjusted R^2	Std. Error
1	0.658	0.433	0.412	0.411

According to Table 5's model summary, the regression model accounted for 43.3% of the variation in digital behavior (R2 = 0.433). The model's statistical significance ($F(3,78) = 19.896$, $p<.001$) showed that the independent factors together predict students' digital behavior. Exposure to PSA did not have a statistically significant direct effect, but attitudes and social norms strongly predicted digital behavior, according to additional analysis of the regression coefficients.

TABLE 6 Regression Coefficients Predicting Digital Behavior

Predictor	B	Beta (β)	t	Sig. (p)
Constant	1.157	—	2.593	.011
Exposure to PSA	0.043	0.045	0.433	.666
Attitudes	0.354	0.341	3.106	.003*
Social Norms	0.533	0.413	3.234	.002*

The findings support Hypotheses 2, *Attitudes toward cyber wellness significantly influence digital behavior* and Hypotheses 3, *Social norms significantly inflence digital behavior* by showing that attitudes and social norms have a major impact on students' digital behavior. However, as exposure to PSA by itself did not significantly predict behavior, Hypothesis 1, *Exposure to PSAs significantly influence students' digital behavior was rejected.*

SUMMARY OF FINDINGS

In conclusion, the results show that students have favorable attitudes and high levels of awareness regarding cyber wellbeing. Although PSAs are frequently watched and seen to be effective, their influence on behavior is mostly indirect, working through attitudes and perceived societal standards rather than exposure alone. These results confirm that the Theory of Planned conduct can be used to explain students' online conduct.

Social Implications

From the point of view of society, the results of this study demonstrate how crucial Public Service Announcements (PSAs) are in influencing university students' responsible digital conduct through social influence as opposed to direct exposure alone. The high influence of attitudes and social norms implies that behavior modification takes place within a larger social environment, even though PSA exposure alone did not significantly predict students' digital activity. Results suggest that when instructors, classmates, and the larger university community support healthy cyber wellness principles, students are more likely to engage in responsible digital conduct. This suggests that PSAs work best when they conform to societal norms that

encourage moral and responsible behavior online. Peer pressure and social interactions are important factors in determining how students understand and react to digital messages in a university setting.

Additionally, the results indicate that rather than focusing on passive viewing, social media-based PSAs ought to promote dialogue, introspection, and mutual understanding. Students are more likely to internalize PSA messages and put them into practice when they believe that appropriate internet activity is socially acceptable and encouraged. This emphasizes how crucial it is to incorporate PSA efforts into more extensive social and educational endeavours, like peer-led events, campus conversations, and digital awareness campaigns. Overall, this study shows that the influence of PSAs on cyber wellness and digital citizenship can be increased by fostering good digital norms and social support networks within the student body. Universities may have a significant impact on encouraging students to behave more ethically and healthily online by creating a welcoming and socially conscious online community.

Practical Implications

The study's findings have practical consequences for schools, colleges, and marketing creators. First, rather than just offering facts, cyber wellness PSAs should emphasize personal relevance, real-life implications, and emotional involvement in order to change youth attitudes. Second, by using peer-led messaging, testimonials, or group-based storylines that mainstream appropriate digital conduct, ads should take advantage of social influence. Collaborative and community-based communications approaches could be more successful given the powerful influence of social norms.

The study's practical implications are consistent with previous research on digital health initiatives and public service announcements. According to research, PSAs are more successful when they focus on realistic social situations, emotional involvement, and attitude modification rather than just imparting information (Noar, 2006; Witte & Allen, 2000). Additionally, it has been demonstrated that community-based and peer-led marketing techniques improve message credibility and behavioral influence, especially with younger audiences (Dennis et al., 2021). These results corroborate the suggestion that educational institutions create PSA content that promotes active reflection and makes use of peer influence. Last but not least, content producers must make sure that PSA messages promote observation and conversation rather than passive consumption, even though TikTok should be given priority as a medium for distribution.

Limitations of Study

This study has a number of disadvantages despite its contributions. The results may not be as broadly applicable as they could be because the sample was restricted to students from specific university's faculty. Furthermore, judgments on causality are not possible due to the cross-sectional design. Additionally, the study used self-reported data, which could be skewed by social desirability. To more accurately measure behavioral change over time, future studies may use experimental methods or longitudinal designs.

Studies that include digital behavior and social media research frequently address limitations pertaining to sample size, research location, and selfreported data (Creswell & Creswell, 2018). Prior studies have demonstrated that social desirability bias can affect self-reported measures, especially when evaluating moral or responsible behavior (Etikan et al., 2016). Cross-sectional designs also make it more difficult to prove causation, which has been identified as a prevalent limitation in behavioral and communication research (Hair et al., 2019). Acknowledging these constraints enhances the current study's academic rigor and transparency.

Recommendations for Future Research

To improve flexibility, larger and more varied samples from several universities should be used in future research. To learn more about how PSAs affect cyber wellness behavior, researchers may also look at other factors including perceived behavioral control, message framing, or emotional appeal. Furthermore, qualitative methods like focus groups and interviews may offer more in-depth understanding of how students understand PSA messages and what drives them to alter their online activity.

CONCLUSION

In summary, this study shows that public service announcements are essential in encouraging cyber health and digital citizenship among college students, especially through influencing attitudes and applying social norms.

Effective and socially reinforced messages can significantly contribute to responsible digital participation, even while exposure to PSAs alone is insufficient to directly alter behavior. The results confirm the applicability of the Theory of Planned Behavior in the study of digital communication and offer helpful direction for the creation of more successful cyber health initiatives in higher education environments.

REFERENCES

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50(2), 179–211. https://doi.org/10.1016/0749-5978(91)90020-T
2. Anderson, C. (2024). What is cyber wellness? – Focuskeeper Glossary. Focuskeeper.co. https://focuskeeper.co/glossary/what-iscyber-wellness
3. Augustine, M. P., & Harikumar, M. S. (2024). Pandemic Communication through Public Service Broadcasters: A Study on Strategies of COVID-19 Awareness Creation in Kerala. 12(1), 105–116. https://www.researchgate.net/publication/378774412_Pandemic_Communication_through_Public_Service_Broadcasters_A_Study_on_Strategies_of_COVID19_Awareness_Creation_in_Kerala
4. Creswell, J. W., & Creswell, J. D. (2017). Research Design. Google Books. https://books.google.com.my/books?hl=en&lr=&id=335ZDwAAQBAJ&oi=fnd&pg=PT16&dq=Creswell
5. Dennis, A. S., Moravec, P. L., Kim, A., & Dennis, A. R. (2021). Assessment of the Effectiveness of Identity-Based Public Health Announcements in Increasing the Likelihood
6. of Complying With COVID-19 Guidelines: Randomized Controlled Cross-sectional WebBased Study. JMIR Public Health and Surveillance, 7(4), e25762. https://doi.org/10.2196/25762
7. Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. American Journal of Theoretical and Applied Statistics, 5(1), 1–4. https://doi.org/10.11648/j.ajtas.20160501.11
8. Fink, A. (2016). How to Conduct Surveys: a step-by-step Guide (6th ed.). Sage. https://archive.org/details/howtoconductsurv0000fink_5ed
9. Grammon, T. (2020). Comparing Digital Citizenship Perceptions Of Online Students And Teachers. https://digitalcommons.liberty.edu/cgi/viewc ontent.cgi?article=3815&context=doctoral
10. Hanif, M. S., Abdul Hamid, A. B., Khurshid, A., & Butt, M. F. T. (2022). What leads to cyberslacking intentions among students in Pakistan: An enhanced theory of planned behavior perspective. EJISDC: The Electronic Journal on Information Systems in Developing Countries, 88(6). https://doi.org/10.1002/isd2.12224
11. Herrera-Peco, I., Fernández-Quijano, I., & Núñez, C. R. (2023). The Role of social media as a Resource for Mental Health Care. European Journal of Investigation in Health, Psychology and Education, 13(6), 1026–1028. https://doi.org/10.3390/ejihpe13060078
12. Kocoglu, E., Oguz-Hacat, S., & Gocer, V. (2023). The Relationship between Digital Literacy and Digital Citizenship Levels of STEM Teacher Candidates: The Mediating Role of Digital Teaching Material Development Self-Efficacy. Journal of Education in Science Environment and Health, 9, 194–205. https://doi.org/10.55549/jeseh.1331283
13. Lee, G., & Choi, S. (2025). A Comparative Study on Cyberbullying Behaviors Among Korean and American College Students: Insights from Social Learning Theory and General Strain Theory. Social Sciences, 14(5), 257. https://doi.org/10.3390/socsci14050257 [13] Livingstone, S., & Helsper, E. (2007). Gradations in digital inclusion: children, young people and the digital divide. New Media & Society, 9(4), 671–696. https://doi.org/10.1177/1461444807080335
14. Lukács J., Á., Takács, J., Soósné Kiss, Z., Kapitány-Fövény, M., Falus, A., & Feith, H. J. (2022). The Effects of a Cyberbullying Intervention Programme Among Primary School Students. Child & Youth Care Forum, 52(4). https://doi.org/10.1007/s10566-022-09714-9
15. Mardianto, Fattah Hanurawan, Tutut Chusniyah, Hetti Rahmawati, & Negeri Malang. (2019). Cyber Aggression of Students: The Role and Intensity of the Use of social media and Cyber Wellness. Cyber Aggression of Students: The Role and Intensity of the Use of social media and Cyber Wellness, 5(6), 567–582. https://www.researchgate.net/publication/342049797_Cyber_Aggression_of_Students_The_Role_and_Intensity_of_the_Use_of_Social_
16. Media_and_Cyber_Wellness

17. Noar, S. M. (2006). A 10-Year Retrospective of Research in Health Mass Media Campaigns: Where Do We Go from Here? Journal of Health Communication, 11(1), 21– 42. https://doi.org/10.1080/10810730500461059
18. Ribble, M. (2015). Digital Citizenship in Schools. International Society for Technology in Education.
19. Suryani, A., Soedarso, S., Muhibbin, Z., Wahyuddin, W., & Saifulloh, Moh. (2022). Youth as Educators: Cultivating Youth Digital Contribution to Community Education. IJECA (International Journal of Education and Curriculum Application), 5(2), 95. https://doi.org/10.31764/ijeca.v5i2.8470
20. Windisch, S., Wiedlitzka, S., Olaghere, A., & Jenaway, E. (2022). Online interventions for reducing hate speech and cyberhate: A systematic review. Campbell Systematic Reviews, 18(2). https://doi.org/10.1002/cl2.1243
21. Witte, K., & Allen, M. (2000). A MetaAnalysis of Fear Appeals: Implications for Effective Public Health Campaigns. Health Education & Behavior, 27(5), 591–615. https://doi.org/10.1177/109019810002700506
22. Yurdakul, Y., & Ayhan, A. B. (2022). The effect of the cyberbullying awareness program on adolescents' awareness of cyberbullying and their coping skills. Current Psychology, 42.https://doi.org/10.1007/s12144-02203483-3