



Driving Empathy on Social Media: Factors Influencing Empathy Expression on the Ministry of Education Brunei's Instagram

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ARTICLE INFO

Article history:

Received June 02, 2026

Revised Jul 05, 2026

Accepted Jul 20, 2026

Keywords:

Ministry of Education Brunei,
Educational information,
Instagram,
Empathy expression,
Social media engagement,
Informativeness,
Credibility,
Creativity,
Attitude towards empathy
expression

Conflict of Interest:

None

Funding:

None

ABSTRACT

This research evaluates the factors that influence individuals' intention to express empathy towards educational information disseminated via the Ministry of Education (MOE) Brunei's Instagram account. This research specifically investigates the influence of perceived informativeness, credibility, creativity, and attitude towards empathy expression on users' intention to express empathy. A quantitative research method was applied, using an online survey questionnaire developed with Google Forms. The survey was circulated via WhatsApp and Outlook email, which successfully achieved 160 responses. The data collected were then analysed using the Statistical Package for the Social Sciences (SPSS) through reliability analysis, Pearson correlation, simple scatterplot, and linear regression analysis. The findings showed that all four variables positively and significantly influenced intention to express empathy. Out of all variables, attitude towards empathy expression emanated as the strongest predictor. These results show that users are more inclined to express empathy to educational information when they perceive the content delivered as informative, credible, creative, and if they hold favourable attitudes towards empathy expression. Furthermore, this research contributes to the growing literature on social media communication by offering evidence from Brunei Darussalam, confirming that informativeness, credibility, creativity, and attitude towards empathy expression influence individuals' intention to express empathy towards educational information on Instagram. In addition, the findings recommend that MOE Brunei focus on fostering positive attitudes towards empathy expression, alongside creating informative, credible, and creative content, to encourage greater engagement with educational messages on social media.

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1. Introduction

1.1 Background of the Research

The emergence of the internet has transformed various spheres of human life, including communication and education (Susilo et al., 2022). As the digital era proceeds to evolve, social media arises as a crucial element of everyday life, specifically among working adults and students (Sharma, 2024, p. 167; Ohara, 2023). Social

media becomes a precious platform for accessing and disseminating information, while educators progressively recognise its value in substantiating teaching and learning activities (Raut, 2016; Sharma, 2024, p. 167).

Among many other social media platforms, Instagram allows information to be delivered swiftly, visually and interactively, making it an operative tool for information sharing and audience engagement (Geraldo & Pinto, 2020). The usage of social media in Brunei is prevalent. As reported by a survey across Southeast Asian countries, Brunei recorded the largest rate of social media usage at 94% (Urbano, 2022). Most recently, DataReportal noted that in January 2025, Brunei had 299,000 active social media users, representing 64.4% of its whole population (Kemp, 2025). It also needs to be noted that Bruneian current youth generation prefers to interact in English language rather than their mother tongue (Mumin et. al., 2025, Mumin, 2023).

The Ministry of Education (MOE) Brunei employs Instagram, Facebook, and X to disseminate education information, updates, and announcements. A comparison of the number of followers and posts for these platforms, as of 25 April 2026 where Instagram has the highest audience with 61.9k followers and 10.2k posts, compared to Facebook with 14k followers with 7.4k posts, and X with 6.7k followers. The greater number of followers and posts demonstrates that Instagram acts as MOE's main communication platform. It plays a positively significant role in achieving and engaging with its audience. This focus on Instagram is supported by social media usage trends in Brunei where between May 2025 and May 2026, Instagram usage rose from 25.57% in May 2025 to 31.49% in May 2026. As opposed to Facebook usage, it decreased from 41.21% to 29.39%, while X remained low at 12.35% and 12.06%. These trends suggest that Instagram emerged to be popular among Bruneian users, reinforcing it as a pertinent platform for evaluating the effectiveness of educational information dissemination.

Regardless of Instagram's thriving popularity and MOE's productive presence on the platform, it remains uncertain whether educational information disseminated successfully motivates users to engage with the content and express empathy. Since audience engagement can improve the expansion and effect of educational information, comprehending the factors that influence individuals' intention to express empathy is crucial.

Thus, this research contributes to evaluating the influence of perceived informativeness, credibility, creativity, and attitude towards empathy expression on people's intention to express empathy to educational information disseminated via MOE Brunei's Instagram account.

1.2 Problem Statement

The Ministry of Brunei (MOE) uses Instagram to distribute educational information however; it remains questionable about how effective Instagram is in helping the public understand their educational information. Furthermore, it remains uncertain whether the public perceives the information delivered as credible, informative, and engaging. MOE Brunei Instagram is one of its main platforms where Instagram holds the highest number of followers, number of posts, and an increase in users' percentage in May 2026.

One primary concern is that the effectiveness of social media communication is frequently measured via interaction metrics such as likes, comments, and shares. However, these measures do not often represent whether users perceive the information as valuable, credible, or important. Therefore, depending solely on interaction metrics might not reflect an understandable image of the effectiveness of educational information disseminated on Instagram. According to earlier studies, social media engagement and behavioural reactions are influenced by factors such as informativeness, credibility, creativity, and users' attitudes. However, only limited research has evaluated these factors with regard to educational information disseminated by government educational organisations, especially in Brunei.

Therefore, this research evaluates how perceived informativeness, credibility, creativity, and attitude towards empathy expression influence individuals' intention to express empathy towards educational information disseminated via MOE Brunei's Instagram account.

1.3 Aim of the Research

This research aims to evaluate the factors that influence individuals' intention to express empathy on education information disseminated via the MOE Brunei's Instagram account. From this evaluation, this research pursues an improved understanding of the factors contributing to the effectiveness of MOE Brunei's Instagram as a platform for disseminating educational information and promoting audience engagement.

1.4 Research Objectives

This research is guided by four (4) key objectives:

1. To evaluate the influence of perceived informativeness of MOE Instagram posts on individuals' intention to express empathy.
2. To evaluate the influence of perceived credibility of MOE Instagram posts on individuals' intention to express empathy.
3. To evaluate the influence of attitude towards empathy expression on individuals' intention to express empathy.
4. To evaluate the influence of attitude towards empathy expression on individuals' intention to express empathy.

1.5 Research Questions

Based on the objectives, this research aims to answer four (4) research questions below:

1. **RQ1:** How does perceived informativeness of MOE Instagram posts influence individuals' intention to express empathy?
2. **RQ2:** How does perceived credibility of MOE Instagram posts influence an individuals' intention to express empathy?
3. **RQ3:** How does perceived creativity of MOE Instagram posts influence individuals' intention to express empathy?
4. **RQ4:** How does attitude towards empathy expression affect individuals' intention to express empathy?

1.6 Significance of the Research

This research assists to produce an improved understanding of the factors that influence individuals' intention to express empathy towards educational information disseminated through MOE Brunei's Instagram account. The findings may aid in enhancing the Ministry's social media communication approaches by recognising content attributes that motivate users' engagement. This research also adds to the existing literature on educational information dissemination and social media communication, especially in the context of Brunei Darussalam.

1.7 Scope of the Research

This research will focus on the Ministry of Education (MOE) Brunei's Instagram as a platform for disseminating educational information. Instagram was chosen to be the centre of this research since it owns the largest number of followers and posts among other MOE's social media platforms, demonstrating its significance as MOE's predominant communication channel. This research will evaluate how perceived informativeness, credibility, creativity, and attitude towards empathy expression influence individuals' intention to express empathy on education information disseminated by MOE Brunei's Instagram account. Furthermore, this research is limited to respondents who answered the online survey and offered their perceptions of MOE Brunei's Instagram content. Even though MOE also uses Facebook and X to share information, these platforms are excluded to maintain a concentrated analysis on Instagram.

2. Literature Review

2.1 Key Concepts and Definition of Variables

2.1.1 Informativeness

The degree to which information is perceived as valuable, pertinent, and useful is referred to as informativeness (Ducoffe, 1996). Informative content improves users' comprehension and reinforces informed assessments of information (Huang, 2025; Zhang & She, 2025). Users' perceptions of the value and suitability of educational information disseminated on MOE Brunei's Instagram account are referred to, in this research as informativeness.

It has been shown in prior studies that informativeness positively influences users' engagement and attitudes on social media. Huang (2025) discovered that people are prone to react positively to informative, meaningful, and valuable content. Zhang and She (2025) revealed that pertinent information helps generate positive user perceptions and engagement. In addition, Lee and Hong (2016) argued that educational social media information generates positive behavioural reactions, including communication and engagement. Reinforcing these findings, Shahbaznezhad et al. (2021) stressed that informational or reasonable content becomes a crucial operator of user interaction, by offering valuable and significant information which

generates engagement with social media information. Ozkent (2022) highlighted that swift dissemination of information is expedited by social media, enabling effective individuals' admission, dissemination, and engagement with the information. Therefore, informative content contributes to users' knowledge but also motivates involvement and communication. Altogether, these findings indicate that users' willingness to express empathy on educational information shared on MOE Brunei's Instagram account is encouraged by educational content.

2.1.2 Credibility

Credibility is described as the extent to which information is perceived as accurate, dependable, credible, and trustworthy (Liu, 2004). It is also defined as the degree to which individuals view information as genuine, accurate, and dependable (Tseng & Fogg, 1999; Nabi & Hendriks, 2003; Shaheen et al., 2019). With regards to social media, credibility affects users' trust in the authenticity and calibre of information, creating their engagement and attitudes with online information (Keshavarz, 2020). In this research, credibility correlates to how users perceive the reliability and trustworthiness of educational information disseminated on MOE Brunei's Instagram account.

Credibility is one of the essential indicators of behavioural intentions and online engagement (Elsantil et al., 2022). It was deduced by Lee and Kweon (2013) that favourable attitudes and engagement behaviours are prone to exist among people who trust information sources. Likewise, dependable and frequently updated social media information elevates perceptions of credibility (Westerman et al., 2014). Additionally, a study extensively highlighted users' attitude and decision-making processes are affected by credibility (Keshavarz, 2020). According to Uncertainty Reduction Theory, people search for credible information to reduce uncertainty and make improved decisions (Kusumasondjaja et al., 2012; Shaheen et al., 2019). Therefore, credible information has been discovered to have a significant impact on users' attitudes and intentions (Kusumasondjaja et al., 2012; Shaheen et al., 2019). People may be more likely to believe and display a sense of empathy towards educational information on MOE Brunei's Instagram account, only if they trust it as credible.

2.1.3 Creativity

Creativity is defined as the capability to produce and convey authentic, unique, and meaningful ideas or information through innovative techniques (Saleh et al., 2025). In terms of social media communication, creativity is revealed via interactive visuals, persuasive messages, and innovative information that pulls attention and motivates engagement (Acar et al., 2020; Kumar et al., 2024). The word "creativity" is defined as users' perceptions on the authenticity and allure of educational information disseminated on MOE Brunei's Instagram account.

Creativity has been described as a crucial component influencing social media engagement. Chai & Fan (2017) revealed that social media with creative environments motivate user interaction and engagement. Lee and Hong (2016) also recorded that with creative information, it draws attention and favourable emotional reactions, thus boosting readiness to engage with social media content. Meanwhile, Acar et al. (2019) stressed the point that creative engagement generates immense user participation. Suhaili & Mumin (2024) found persuasive verbal communication and focus on audience engagement can help cater to the audience's level of understanding and emotional comfort. Also recently, Kumar et al. (2024) highlighted that social media platforms including Instagram, YouTube, and TikTok offer chances for innovation, self-expression and creative involvement.

Their study stated that social media is a stimulus for creativity, as a result, when there is creative social media content it can cultivate higher user interest, engagement, and participation. Together, these findings indicate that creativity can improve the emotional appeal of social media posts. The employment of attractive images or graphics, unique storytelling methods, innovative style of presentation, and engaging characteristics, creative educational information can enhance users' reactions more favourably and express empathy towards the information disseminated. Thus, creativity is anticipated to favourably influence users' intention to express empathy towards educational information shared on MOE Brunei's Instagram account.

2.1.4 Attitude towards Empathy Expression

Empathy can be understood as an emotional response that arises from understanding and sharing another individual's feelings or experiences, which may encourage supportive reactions such as liking, sharing, or commenting on posts on social media (Cuff et al., 2016). Attitude towards empathy expression is described as a person's positive or negative evaluation of expressing empathy, concern, understanding, and emotional support to others via online engagement (Lee & Kweon, 2013). It demonstrates an individual's perception

concerning the cruciality and worth of responding empathetically to others in online settings (Sharma et al., 2020). In this research, the phrase “attitude towards empathy expression” is known as users’ attitudes on expressing empathy to educational information shared via MOE Brunei’s Instagram account.

Attitude is very essential in forming one’s own behavioural intentions and interactions online. According to the Belief-Attitude-Behaviour framework, individuals first form beliefs from the information and experiences they stumble upon (Illieva et al., 2024). Afterwards, these beliefs affect how they feel, shaping their attitudes which influences their actions and behavioural intentions (Illieva et al., 2024). For instance, people who trust that expressing empathy on social media is advantageous and profound are more inclined to form favourable attitudes towards empathy expression. As a result, this may raise their intentions to participate in online empathetic behaviours.

Prior studies have constantly deduced that positive attitudes for online information, brands, and online interactions promote higher engagement and collaboration among users (Motwani et al., 2014; Al Haj Eid et al., 2020). Moreover, Demirci et al. (2024) declared that when social media content emotionally connects with users, they are more prone to express empathy, whereas Lee and Kweon (2013) reported that positive attitudes which evolved due to online interactions encourage cooperative and considerably sociable behaviours. All these findings reveal that people who possess favourable attitudes towards empathy expression tend to display empathetic intentions to educational information on social media.

2.1.5 Intention to Express Empathy

The term “intention to express empathy” refers to one’s behavioural intention to utilise social media communication to demonstrate compassion, comprehension, and emotional support (Demirci et al., 2024). Interactive behaviours on social media namely liking, sharing, and commenting on information that resonates with the users may be indicators of intentions (Weiss & Cohen, 2019; Mirowska & Arsenyan, 2023). In this research, the preparedness of users to display empathy for educational information disseminated through MOE Brunei’s Instagram account is described as intention to express empathy.

2.2 Research Gap

Earlier studies frequently displayed the significance of informativeness, credibility, creativity, and attitudes in influencing individuals’ engagement and behavioural intentions on social media. However, the majority of these studies were covering on health communication, political communication, advertising, and customer behaviour contexts (Lee & Hong, 2016; Keshavarz, 2020; Zhang & She, 2025). Educational communication has received inadequate attention and exploration, especially within the context of information dissemination on government organisations’ social media accounts. Additionally, present studies essentially concentrated on results of engagement including likes, shares, comments, involvement, and purchase propensity (Chai & Fan, 2017; Acar et al., 2019).

Although empathy holds a significant duty in nurturing online interactions and profound engagement, only minimal studies have investigated the intention to express empathy as a separate behavioural result (Demirci et al., 2024). Moreover, prior studies have frequently evaluated these factors individually, namely informativeness, credibility, creativity, and attitude which produced an insufficient comprehension of their collaborated influence on empathetic intentions.

Furthermore, in Bruneian context, research remains seldom especially concerning MOE Brunei’s Instagram account. Empirical evidence assessing how these factors together influence users’ intention to express empathy towards educational information is still deficient. Hence, this research aims to acknowledge these gaps by evaluating the influence of informativeness, credibility, creativity, and attitude towards empathy expression on users’ intention to express empathy towards educational information disseminated on MOE Brunei’s Instagram.

2.3 Conceptual Framework and Hypotheses

2.3.1 Conceptual Framework

Figure 1 below illustrates the conceptual framework for this research. The framework suggests that perceived informativeness, credibility, creativity, and attitude towards empathy expression as the independent variables, while intention to express empathy as the only dependent variable.

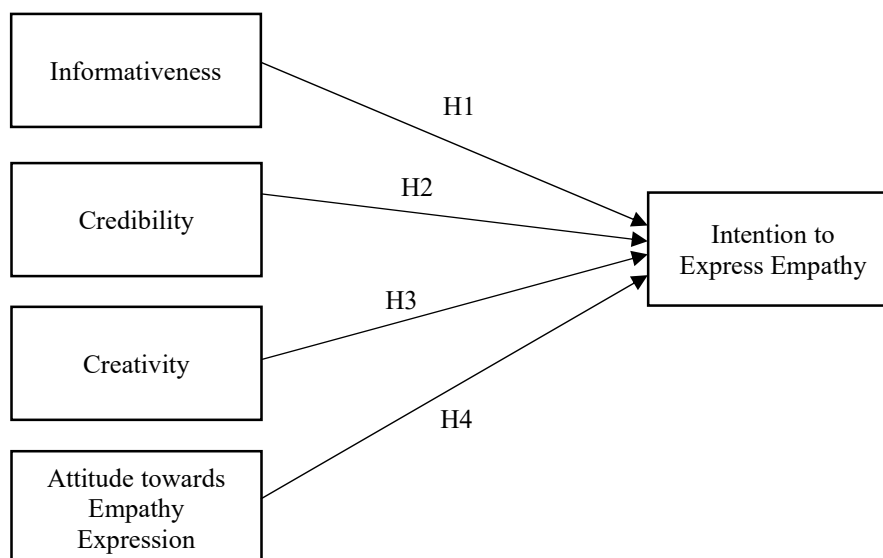


Figure 1: Conceptual Framework of the Research

The conceptual framework for this research was created based on earlier literature evaluating users' reactions to content on social media. This framework presents that users' intention to express empathy towards educational information disseminated via MOE Brunei's Instagram account is influenced by perceived informativeness, credibility, creativity, and attitude towards empathy expression.

Earlier studies had demonstrated that by offering valuable and beneficial information, it can elevate users' engagement and favourable behavioural reactions due to their informative character (Lee & Hong, 2016; Kaynak et al., 2017; Zhang & She, 2025). Social media promotes effective sharing of information which possibly motivates larger user engagement and participation (Ozkent, 2022). Likewise, credibility has been revealed to reinforce users' confidence and belief in digital content, propelling their willingness to engage with the information (Westerman et al., 2014; Keshavarz, 2020).

Furthermore, creativity creates a space for self-expression, attracts attention, draws favourable emotional reactions, and motivates engagement via modern presentation style (Chai & Fan, 2017; Acar et al., 2019; Kumar et al., 2024). People who believe in favourable attitudes towards empathy expression tend to participate and display encouraging behaviours online, which are liking, sharing, and commenting (Lee & Kweon, 2013; Demirci et al., 2024). Thus, these four variables have been anticipated to significantly influence individuals' intention to express empathy on education information disseminated on MOE Brunei's Instagram account.

2.3.2 Proposed Hypotheses

H1: Perceived informativeness of MOE Instagram posts positively influences individuals' intention to express empathy.

H2: Perceived credibility of MOE Instagram posts positively influences individuals' intention to express empathy.

H3: Perceived creativity of MOE Instagram posts positively influences individuals' intention to express empathy.

H4: Attitude towards empathy expression positively influences individuals' intention to express empathy.

3. Methodology

3.1 Research Design and Approach

This research evaluated four independent variables; informativeness, credibility, creativity, and attitude towards empathy expression, and one dependent variable, intention to express empathy. The quantitative research approach was employed using the descriptive-correlational design because it allows the measurement of variables and investigation of relationships through statistical analysis (Ghanad, 2023). The descriptive element inspected respondents' perceptions of MOE Brunei's Instagram content, while the correlational component evaluated the correlations between the four independent variables with the only

dependent variable in this research. An online survey questionnaire was chosen because it enables effective data collection from a great number of respondents in a limited period. Moreover, since the questionnaire was made online, it was easy for the respondents to answer and access using their mobile phones or any digital devices.

3.2 Variables and Measurement

Table 1 below shows the operational definitions and measurement items for the variables used in this research. The majority of the items were adapted from established studies to assure consistency with earlier research. However, some items were self-developed and altered to fit the context of MOE Brunei's Instagram account and the research objectives. The self-developed items were built on conceptual definitions found in relevant literature, to assure their relevance and alignment with the research objectives.

Table 1. Measure of Variables

Variables	Operational Definition	Items	Items Source
Informative ness	The extent to which online posts provide complete, relevant, and up-to-date information (Ducoffe 1996).	INF1: Information obtained from MOE's Instagram account is useful. INF2: The MOE Instagram account provides relevant information. INF3: The MOE Instagram account is a good source of updated information. INF4: I think the information obtained from MOE's Instagram account is helpful. INF5: MOE Instagram account provides information that is easy to understand. INF6: MOE Instagram account keeps me informed about educational updates. INF7: The captions and explanations in MOE's Instagram posts are clear.	Ducoffe (1996); Abu Bakar (2024); and self-developed
Credibility	Perception of the message (accuracy, authenticity, and believability); Believable communicator; Positive impressions in relation to the message.	CRD1: I consider the messages put out by MOE's Instagram account is accurate, authentic, and believable CRD2: I believe everything the MOE Instagram account says. CRD3: My impressions are positive when I see the MOE posts on my Instagram homepage. CRD4: I would appreciate it if the MOE Instagram account regularly updates their Instagram page. CRD5: MOE Instagram account appears professional and reliable. CRD6: I feel confident sharing information posted by the MOE Instagram account with others.	Lee and Hong (2016) and self-developed
Creativity	The extent to which a content (posts, videos, stories) is original, unique, out of the ordinary, artistic, and intriguing.	CRE1: The content is original and unexpected. CRE2: The content is unique or out of the ordinary. CRE3: The content is artistic.	Andersson et al. (2019) and self-developed

		CRE4: The content is interesting. CRE5: MOE Instagram posts are visually appealing. CRE6: Creative content on MOE's Instagram captures my attention. CRE7: Videos and graphics on MOE's Instagram help make the information more engaging.	
Attitude to Express Empathy on Social Media Posts	Predisposition to respond in a favourable or unfavourable manner about clicking "Like" for an Instagram post.	AEE1: I feel good about clicking "Like" for MOE's Instagram posts. AEE2: I feel positive about clicking "Like" for MOE's Instagram posts AEE3: I feel favourable about clicking "Like" for any MOE's Instagram posts. AEE4: My overall attitude toward MOE's Instagram posts is positive. AEE5: Supporting MOE's Instagram posts through engagement (like, comment, and share) is meaningful to me. AEE6: I enjoy engaging (liking, commenting, sharing) with positive educational content on MOE's Instagram account.	Lee and Hong (2016); Mercanti-Guerin (2008) and self-developed
Intention to Express Empathy on Social Media Posts	Perceived likelihood that a user will engage in the behaviour of clicking Like, Share and Comment for a social media post.	IEE1: I find it appropriate to click "Like" for any MOE Instagram post. IEE2: I am likely to click "Like" for any MOE Instagram post. IEE3: I would share or repost MOE Instagram posts to show support or encouragement. IEE4: I would comment on MOE's Instagram post. IEE5: I am willing to engage with MOE's Instagram posts in the future. IEE6: I would encourage others to engage with MOE's Instagram posts. IEE7: I am more likely to engage with MOE's Instagram posts that are both informative and creative.	Lee and Hong (2016) and self-developed

3.3 Target Population and Sampling

The target population for this research were the general public who were either familiar or had been exposed to MOE Brunei's Instagram account and its material. This research aims to collect perspectives from people of diverse backgrounds, including parents, educators, students, and the general public. Respondents were scouted via convenience sampling where participants were chosen according to their availability and preparedness to participate in the survey. The questionnaire was shared via online platforms, enabling the researcher to achieve a wide range of respondents within the accessible time period. In order to understand respondents' degree of exposure, the questionnaire incorporated questions asking if they followed MOE Brunei's Instagram account, how often they view its posts, and how often they visit the account.

3.4 Instrument, Tools, and Materials

The main research instrument was a structured questionnaire created using Google Forms. Structured questionnaires allow researchers competently and constantly obtain data from a large number of respondents. The questionnaire consisted of demographic questions and all measurement items. A five-point Likert scale ranging from Strongly Disagree to Strongly Agree was applied to measure respondents' perceptions. The Likert scale is broadly utilised for evaluating attitudes, perceptions, and opinions (Joshi et al., 2015). The

data gathered from Google Forms were transferred and analysed utilising the Statistical Package for the Social Sciences (SPSS).

3.5 Data Collection Method

The data were collected using an online questionnaire created with Google Forms, distributed under two weeks via WhatsApp and Outlook email. The online survey was open from 12th May 2026 to 24th May 2026. Upon answering the questionnaire, respondents were presented with information concerning the research purpose and their privilege as participants. After completing data collection, responses received were inspected, coded, and exported into SPSS for statistical analysis.

3.6 Data Analysis Technique

Statistical Packages for the Social Sciences (SPSS) were used to analyse collected data where they were cleaned, coded and exported to SPSS. The researcher claimed that SPSS is consistent because it allows the use of statistical tools to aid research in analysing quantitative data and assess the relationship between variables, another author also confirmed that SPSS is very significant for quantitative data analysis (Rahman & Muktadir, 2021).

First, descriptive statistics were executed to summarise respondents' demographics and their survey responses. Secondly, a reliability analysis using Cronbach's Alpha was conducted to evaluate the internal consistency of the measurement items. Next, Pearson correlation analysis was performed to evaluate the strength and direction of the relationships between independent variables and the dependent variable. Then, simple scatterplots were generated to evaluate to visually evaluate these relationships and identify any observable patterns in the data. Lastly, regression analysis was employed to verify the degree to which informativeness, credibility, creativity, and attitude towards empathy expression influenced respondents' intention to express empathy, as well as to test the proposed hypotheses. The results were subsequently interpreted to evaluate the achievement of the research objectives.

3.7 Ethical Considerations

Ethical considerations were upheld throughout the whole research process to ensure that the research was performed respectfully and responsibly. Respondents were notified by providing a short explanation on the purpose of the research and their rights as participants, that they are allowed to withdraw from participating anytime. To protect respondents' privacy, personal information beyond basic demographic details were not requested in the survey, they were assured that all information collected would remain confidential and used solely for educational purposes. Moreover, the questionnaire items were constructed to be relevant, considerate, and concordant with this research's objectives. The data collected were safely stored to avoid unauthorised access reported by ethical guidelines for research purposes (Sekaran & Bougie, 2016; American Psychological Association, 2017; Resnik, 2018).

3.8 Limitations of Methodology

The first limitation is using convenience sampling which may restrict the generalisability of the results to the broad population. Secondly, using an online questionnaire may omit individuals with limited internet connectivity or minimal social media usage. Thirdly, since the research employed self-reported responses, the data received may be influenced by personal prejudice or misinterpretation.

This research was conducted within a restricted duration and the survey was only open to responses under two weeks. A longer duration and a larger sample size would have presented more detailed, accurate findings. Additionally, the research did not specifically confirm that all respondents had an Instagram account. Rather, familiarity with MOE Brunei's Instagram account was examined via questions on following behaviour and frequency of exposure to the account and its posts. Furthermore, the survey did not include examples of MOE Brunei's Instagram posts. Thus, respondents who had limited or no exposure to MOE Brunei's Instagram account, may potentially affect the accuracy of their responses. Future research could include sample posts to offer a common basis for evaluation. Moreover, this research purely concentrated on MOE Brunei's Instagram account and evaluated only five specific variables. Thus, the results may not be relevant to other social media platforms, even other factors that could influence empathy expression and online engagement.

4. Results

4.1 Respondents' Demographic Profile

Table 2: Personal Category of Respondents

Characteristic	Category	Frequency (n)	Percentage (%)
Personal Category	Teacher/Educator	21	13.1%
	Parent	27	16.9%
	Student	48	30%
	General Public	64	40

In terms of respondent category, the general public accounted for the highest percentage (40.0%), followed by students (30.0%), parents (16.9%), and teachers or educators (13.1%).

Table 3. Respondents' Following Status of MOE Brunei's Instagram

Characteristic	Category	Frequency (n)	Percentage (%)
Following Status	Yes	78	48.8%
	No	82	51.2%

From Table 3 above, 48.8% of respondents answered following the account, while 51.2% did not.

Table 4. Respondents' Frequency of Visiting MOE Brunei's Instagram Account

Frequency of Visit	Frequency (n)	Percentage (%)
Very Often	5	3.1
Often	8	5.0
Sometimes	58	36.3
Rarely	64	40.0
Never	25	15.6

Regarding Instagram usage, majority of respondents visiting the account rarely (40.0%) or sometimes (36.3%).

Table 5. Respondents' Frequency of Viewing MOE Brunei's Instagram Posts

Frequency of Viewing	Frequency (n)	Percentage (%)
Very Often	6	3.8
Often	11	6.9
Sometimes	67	41.9
Rarely	52	32.5
Never	24	15.0

Similarly, the majority of respondents viewed MOE's Instagram posts sometimes (41.9%) or rarely (32.5%), suggesting a moderate degree of exposure to Instagram's content.

4.2 Reliability Analysis

Reliability analysis was executed to assess the stability and consistency of the informativeness construct (Noor & Fuzi, 2025). The instrument's reliability becomes stronger when the sample size is at least 100 (Noor & Fuzi, 2025). According to Nunnally and Bernstein (1994), a Cronbach's Alpha value of 0.7 or higher reveals a satisfactory reliability. Table 4 below summarises the Cronbach Alpha values for each variable. All alpha values exceed the minimum threshold (above 0.7), ranging from 0.899 to 0.948.

Among the variables, Informativeness in particular recorded the highest reliability value ($\alpha = 0.948$), followed by Attitude towards Empathy Expression ($\alpha = 0.943$), Creativity ($\alpha = 0.922$), Intention to Express Empathy ($\alpha = 0.918$), and Credibility with the lowest reliability value ($\alpha = 0.899$). According to these findings, each of the measurement scales demonstrated excellent levels of reliability and internal consistency. As a result, the questionnaire items were deemed reliable and appropriate for further statistical analysis, such as correlation and regression analysis.

Table 6. Cronbach Alpha Values for All Research Variables

Variables	Cronbach Alpha Values
Informativeness	0.948
Credibility	0.899
Creativity	0.922
Attitude towards Empathy Expression	0.943
Intention to Express Empathy	0.918

4.3 Pearson Correlation Analysis

4.3.1 Results for Hypotheses 1: Informativeness – Intention to Express Empathy

Table 7: Pearson's Correlation between Informativeness and Intention to Express Empathy

		Informativeness	Intention to Empathy Expression
Informativeness	Pearson Correlation	1	.468***
	Sig. (2 tailed)		<.001
	N	160	160
Intention to Empathy Expression	Pearson Correlation	.468***	1
	Sig. (2 tailed)	<.001	
	N	160	160

***. Correlation is significant at the 0.001 level (2-tailed).

A Pearson correlation analysis was conducted to further evaluate the relationship between Informativeness and Intention to Express Empathy. The results shown in Table 7 demonstrates a significant positive correlation between Informativeness and Intention to Express Empathy ($r = 0.468$, $p < 0.001$), the $r = 0.468$ value is moderately strong. These results indicate that when users perceive that the content is more informative, they are more inclined to express empathy, such as showing support or understanding. Therefore, this means that the higher perceptions of informativeness are positively correlated with a higher intention to express empathy among users.

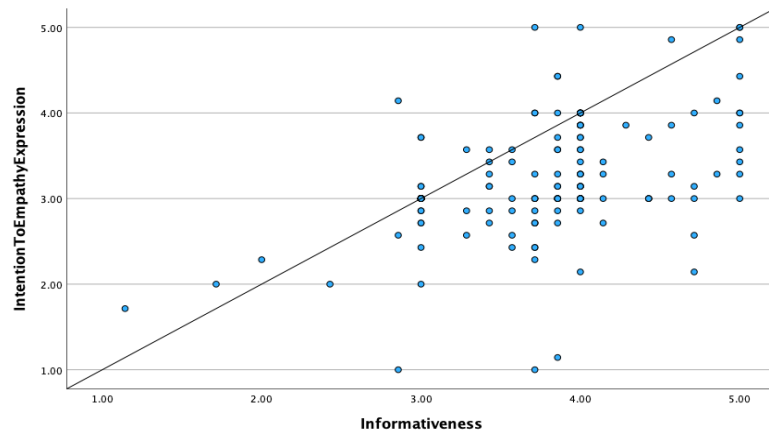


Figure 2: Scatterplot of Intention to Express Empathy and Informativeness

A simple scatterplot was created to visually evaluate the relationship between Informativeness and Intention to Express Empathy. As shown in Figure 2 above, the dots display an upward trend which suggests that there is a positive linear relationship between the two variables, namely Informativeness and Intention to Express Empathy. Even though the dots are dispersed, the overall pattern indicates that higher informativeness is linked with a higher intention to express empathy.

4.3.2 Results for Hypotheses 2: Credibility – Intention to Express Empathy

Table 8: Pearson's Correlation between Credibility and Intention to Express Empathy

		Intention to Empathy Expression	Credibility
Intention to Empathy Expression	Pearson Correlation	1	.489***
	Sig. (2 tailed)		<.001
	N	160	160
Credibility	Pearson Correlation	.489***	1
	Sig. (2 tailed)	<.001	
	N	160	160

***. Correlation is significant at the 0.001 level (2-tailed).

A Pearson correlation analysis was conducted to further evaluate the relationship. The results shown in Table 8 above reveals that there is a significant positive correlation between Credibility and Intention to Express Empathy ($r = 0.489$, $p < 0.001$). The results suggest that the higher the credibility of the content, the higher the users' intention to express empathy.

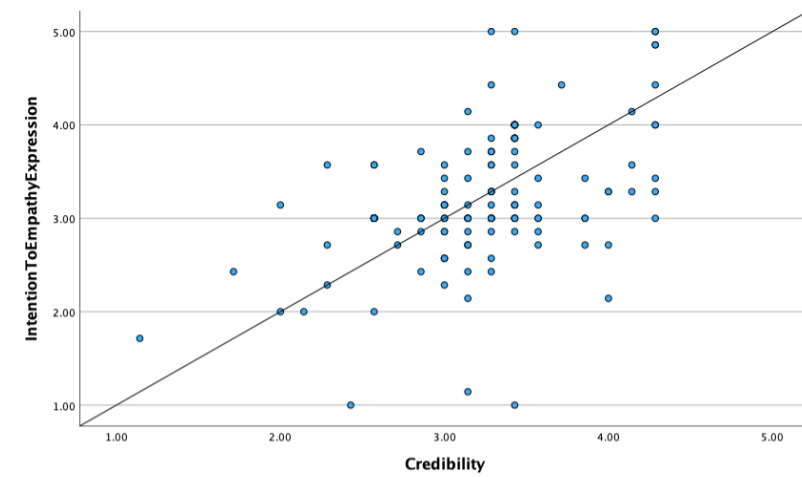


Figure 3: Scatterplot of Intention to Express Empathy and Credibility

A scatterplot was generated to visually evaluate the relationship between Credibility and Intention to Express Empathy. As seen in the figure above, the dots are pointing upwards which suggests that there is a positive linear relationship between the two variables. Although there is some variation in the observation, respondents who perceive social media content as credible tend to have a higher intention to express empathy. Therefore, the pattern indicates there is a moderate positive link between Credibility and Intention to Express Empathy.

4.3.3 Results for Hypotheses 3: Creativity – Intention to Express Empathy

Table 9: Pearson's Correlation between Creativity and Intention to Express Empathy

		Intention to Empathy Expression	Creativity
Intention to Empathy Expression	Pearson Correlation	1	.670***
	Sig. (2 tailed)		<.001
	N	160	160
Creativity	Pearson Correlation	.670***	1
	Sig. (2 tailed)	<.001	
	N	160	160

***. Correlation is significant at the 0.001 level (2-tailed).

The results of the Pearson correlation analysis revealed a significant positive correlation between two variables ($r = 0.670$, $p < 0.001$) which indicates that when users have a perception that the content is creative, they are more likely to express empathy. Thus, higher perceptions of creativity are linked with a higher intention among users to express empathy.

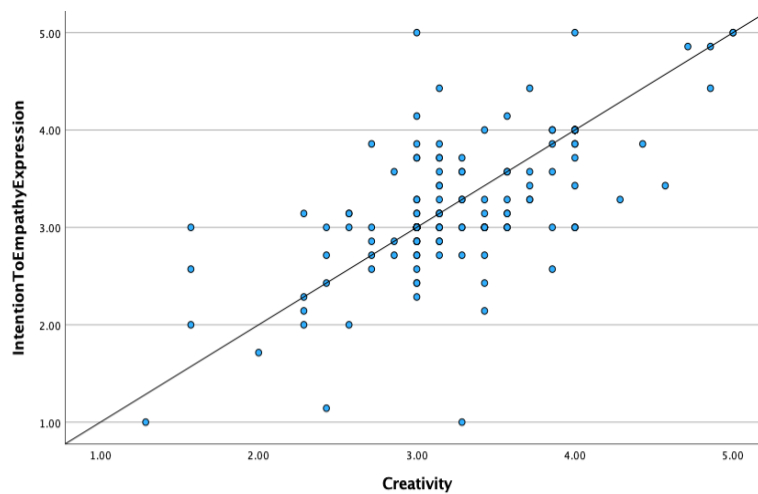


Figure 4: Scatterplot of Intention to Express Empathy and Creativity

A scatterplot was generated to visually evaluate the relationship between Creativity and Intention to Express Empathy. In Figure 4 above, the data points display an upward trend, suggesting that there is a positive linear relationship between the two variables. Respondents who view social media content as having higher creativity, tended to demonstrate higher intention to express empathy.

4.3.4 Results for Hypotheses 4: Attitude Towards Empathy Expression – Intention to Express Empathy

Table 10: Pearson's Correlation between Attitude towards Empathy Expression and Intention to Express Empathy

		Intention to Empathy Expression	Attitude to Empathy Expression
Intention to Empathy Expression	Pearson Correlation	1	.809***
	Sig. (2 tailed)		<.001
	N	160	160
Attitude to Empathy Expression	Pearson Correlation	.809***	1
	Sig. (2 tailed)	<.001	
	N	160	160

***. Correlation is significant at the 0.001 level (2-tailed).

A Pearson correlation analysis was conducted to further examine the relationship between Attitude towards Empathy Expression and Intention to Express Empathy. The results shown in Table 10 above reveals that there is a significant positive correlation between Attitude towards Empathy Expression and Intention to Express Empathy ($r = 0.809$, $p < 0.001$). The results indicate that respondents who have more positive opinions toward empathy expression are more inclined to possess a stronger intention to express empathy.

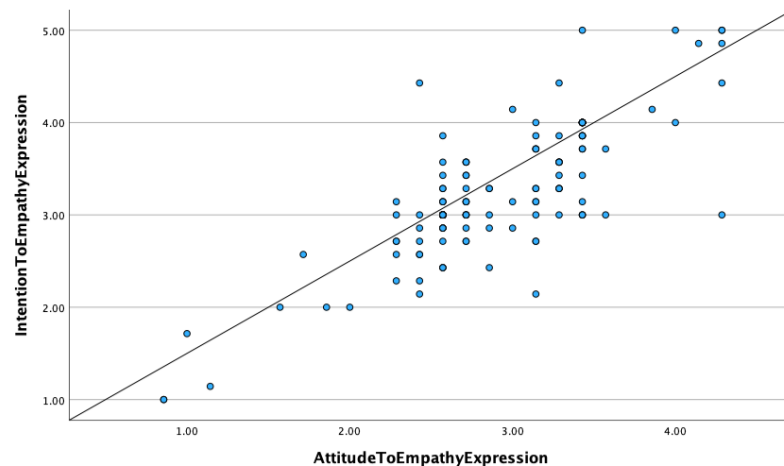


Figure 5: Scatterplot of Intention to Express Empathy and Attitude towards Empathy Expression

Figure 5 displays the scatterplot showing the positive linear relationship between Attitude toward Empathy Expression and Intention to Express Empathy. The data points show an obvious upward trend, demonstrating a strong positive linear relationship between the two variables. Respondents who demonstrate more favourable or positive attitudes toward empathy expression often tend to assert higher intentions to express empathy. In addition, a strong association between both variables is further indicated by the data points clustering around the regression line.

4.4 Regression Analysis

4.4.1 Informativeness – Intention to Express Empathy

Table 11: Variables Entered/Removed for the Regression Model (Informativeness and Intention to Express Empathy)

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Informativeness		. Enter

a. Dependent Variable: Intention to Empathy Expression

b. All requested variables entered.

Table 12: Model Summary for the Relationship between Informativeness and Intention to Express Empathy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468	.219	.214	.60325

a. Predictors: (Constant), Informativeness

Table 13: ANOVA Results for the Relationship between Informativeness and Intention to Express Empathy

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.134	1	16.134	44.336	<.001
	Residual	57.498	158	.364		
	Total	73.632	159			

a. Dependent Variable: Intention To Empathy Expression

b. Predictors: (Constant), Informativeness

Table 14: Regression Coefficients for the Relationship between Informativeness and Intention to Express Empathy

Coefficients						
Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	1.456	.268		5.431	<.001
	Informativeness	.471	.071	.468	6.659	<.001

a. Dependent Variable: Intention To Empathy Expression

The dependent variable Intention to Express Empathy was regressed on the independent variable Informativeness. The independent variables significantly predict Intention to Express Empathy, $F(1, 158) = 44.336$, $p < 0.001$, which indicates that informativeness has a significant impact on Intention to Express Empathy. Moreover, the $R^2 = 0.219$, depicts that the model explains 21.9% of the variance in Intention to Express Empathy. Additionally, coefficients were further assessed to determine the influence of each of the factors on the criterion variable (Intention to Express Empathy). Hypothesis 1 (H1) evaluates where informativeness significantly and positively affects Intention to Express Empathy. The results revealed that Informativeness has a significant and positive impact on Intention to Express Empathy ($B = 0.471$, $t = 6.659$, $p < 0.001$). Hence, H1 was supported. The findings show that Informativeness holds a crucial role in influencing users' Intention to Express Empathy toward social media content.

4.4.2 Credibility – Intention to Express Empathy

Table 15: Variables Entered/Removed for the Regression Model (Credibility and Intention to Express Empathy)

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Credibility		. Enter

a. Dependent Variable: Intention to Empathy Expression**b. All requested variables entered.****Table 16: Model Summary for the Relationship between Credibility and Intention to Express Empathy**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489	.240	.235	.59531

a. Predictors: (Constant), Credibility**Table 17: ANOVA Results for the Relationship between Credibility and Intention to Express Empathy**

ANOVA					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	17.637	1	17.637	49.767
	Residual	55.995	158	.354	<.001
	Total	73.632	159		

a. Dependent Variable: Intention To Empathy Expression**b. Predictors: (Constant), Credibility**

Table 18: Regression Coefficients for the Relationship between Credibility and Intention to Express Empathy

Coefficients						
Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Coefficients		
		Beta				
1	(Constant)	1.289	.277		4.661	<.001
	Credibility	.605	.086	.489	7.055	<.001

a. Dependent Variable: Intention To Empathy Expression

The dependent variable Intention to Express Empathy was regressed on the independent variable Credibility. The independent variables significantly predict Intention to Express Empathy, $F(1, 158) = 49.767$ $p < 0.001$, indicating that credibility has a significant impact on Intention to Express Empathy. Moreover, the $R^2 = 0.240$, depicts that the model explains 24.0% of the variance in Intention to Express Empathy. Additionally, coefficients were further assessed to determine the influence of each of the factors on the criterion variable (Intention to Express Empathy). Hypothesis 2 (H2) evaluates where informativeness significantly and positively affects Intention to Express Empathy. The results revealed that Credibility has a significant and positive impact on Intention to Express Empathy ($B = 0.605$, $t = 7.055$, $p < 0.001$). Hence, H2 was supported. The findings show that Credibility holds a significant role in influencing users' Intention to Express Empathy toward social media content.

4.4.3 Creativity – Intention to Express Empathy

Table 19: Variables Entered/Removed for the Regression Model (Creativity and Intention to Express Empathy)

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	Creativity		. Enter

a. Dependent Variable: Intention to Empathy Expression

b. All requested variables entered.

Table 20: Model Summary for the Relationship between Creativity and Intention to Express Empathy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670	.449	.446	.50667

a. Predictors: (Constant), Creativity

Table 21: ANOVA Results for the Relationship between Creativity and Intention to Express Empathy

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.071	1	33.071	128.821	<.001
	Residual	40.561	158	.257		
	Total	73.632	159			

a. Dependent Variable: Intention To Empathy Expression

b. Predictors: (Constant), Creativity

Table 22: Regression Coefficients for the Relationship between Creativity and Intention to Express Empathy

Coefficients						
Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	.806	.216		3.734	<.001
	Creativity	.738	.065	.670	11.350	<.001

a. Dependent Variable: Intention To Empathy Expression

To further evaluate the predictive effect of Creativity on Intention to Express Empathy, a linear regression analysis was executed. The dependent variable Intention to Express Empathy was regressed on the independent variable Creativity. The independent variables significantly predict Intention to Express Empathy, $F(1, 158) = 128.821$, $p < 0.001$, which indicates that Creativity has a significant impact on Intention to Express Empathy. Moreover, the $R^2 = 0.449$, depicts that the model explains 44.9% of the

variance in Intention to Express Empathy. Additionally, the coefficients were further assessed to determine the influence of each of the factors on the criterion variable (Intention to Express Empathy). Hypothesis 3 (H3) evaluates where creativity significantly and positively affects Intention to Express Empathy. The results revealed that Creativity has a significant and positive impact on Intention to Express Empathy ($B = 0.738$, $t = 11.350$, $p < 0.001$). Hence, H3 was supported.

4.4.4 Attitude towards Empathy Expression – Intention to Express Empathy

Table 23: Variables Entered/Removed for the Regression Model (Attitude towards Empathy Expression and Intention to Express Empathy)

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	AttitudeToEmpathyExpression		. Enter

a. Dependent Variable: Intention to Empathy Expression

b. All requested variables entered.

Table 24: Model Summary for the Relationship between Attitude towards Empathy Expression and Intention to Express Empathy

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.809	.654	.652	.40131

a. Predictors: (Constant), Creativity

Table 25: ANOVA Results for the Relationship between Attitude towards Empathy Expression and Intention to Express Empathy

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.187	1	48.187	299.207	<.001
	Residual	25.446	158	.161		
	Total	73.632	159			

a. Dependent Variable: Intention To Empathy Expression

b. Predictors: (Constant), AttitudeToEmpathyExpression

Table 26: Regression Coefficients for the Relationship between Attitude towards Empathy Expression and Intention to Express Empathy

Coefficients						
Model		Unstandardized	Coefficients	Standardized	t	Sig.
		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	.540	.158		3.424	<.001
	AttitudeToEmpathyExpression	.936	.054	.809	17.298	<.001

a. Dependent Variable: Intention To Empathy Expression

To further evaluate the predictive effect of Attitude toward Empathy Expression on Intention to Express Empathy, a simple linear regression analysis was executed. The dependent variable Intention to Express Empathy was regressed on the independent variable Creativity. The independent variables significantly predict Intention to Express Empathy, $F(1, 158) = 299.207$, $p < 0.001$, which indicates that Attitude toward Empathy Expression has a significant impact on Intention to Express Empathy. Moreover, the $R^2 = 0.654$, depicts that the model explains 65.4% of the variance in Intention to Express Empathy. Additionally, the coefficients were further assessed to determine the influence of each of the factors on the criterion variable (Intention to Express Empathy). Hypothesis 4 (H4) evaluates where Attitude toward Empathy Expression significantly and positively affects Intention to Express Empathy. The results revealed that Attitude toward Empathy Expression has a significant and positive impact on Intention to Express Empathy ($B = 0.936$, $t = 17.298$, $p < 0.001$). Hence, H4 was supported.

5. Discussion

5.1 Discussion of Hypotheses 1: Informativeness and Intention to Express Empathy

The results of this research unveiled that perceived informativeness has a significant positive influence on people's intention to express empathy towards educational information disseminated on MOE Brunei's Instagram account ($B = 0.471$, $p < 0.001$). Thus, Hypothesis 1 was supported. This demonstrates that when respondents perceived MOE's Instagram posts as informative, relevant, and useful, they were more likely to express empathy via social media interactions such as liking, commenting, or sharing posts.

These findings correspond with earlier studies, for instance Huang (2025) highlighted that people often show favourable reactions towards clear and valuable information. Likewise, Zhang and She (2025) recorded that users have higher favourable attitudes when the information is beneficial and pertinent. While Lee and Hong (2016) expressed that informative social media content promotes favourable reactions and user engagement. The present research corroborates these findings by proving that informative educational content can also motivate users to express empathetic intentions.

One possible argument is that MOE Brunei's educational information aids users to comprehend educational updates, initiatives, and concerns. When users observe the information as beneficial and valuable, they might sense emotional connection towards the content and more probable to display support and comprehension. As suggested from this finding, informativeness is significant in promoting emotional engagement with educational information on social media.

Furthermore, since most earlier studies focused on advertising and commercial contexts, this finding fills the research gap noted in the literature review. Thus, this research intends to expand on previous studies by demonstrating that informativeness is a crucial predictor of empathy expression in the context of educational information on Instagram disseminated by a government organisation.

5.2 Discussion of Hypotheses 2: Credibility and Intention to Express Empathy

The results revealed that perceived credibility has a significant positive influence on people's intention to express empathy ($B = 0.605$, $p < 0.001$). Hence, Hypotheses 2 was supported. These results indicate that individuals who believed MOE Brunei's Instagram content is accurate, credible, and reliable were more inclined to express empathy to the information delivered.

The results coincide with the findings by Lee and Kweon (2013), they discovered that users' behavioural intentions and engagement are positively influenced by confidence and trust in social networking services (SNS). Similarly, Westerman et al. (2014) discovered that regularly updated and reliable social media content refines perceptions of credibility while Keshavarz (2020) emphasised that credibility influences users' attitudes and online decision-making practices.

The favourable relationship detected in this research may be justified by the fact that MOE Brunei is an official government organisation, meaning users may perceive educational information delivered by MOE as reliable and accurate which boosts their confidence in the information. Therefore, users may become more comfortable expressing empathy and engaging with the content. When users are confident in the information source, they are more inclined to present favourable emotional reactions toward the communicated messages.

Moreover, this result helps close the research gap identified in previous studies because majority concentrated on credibility in online news, health communication, and political communication circumstances. This research implies that credibility is crucial in influencing empathy expression to educational information disseminated by government organisations.

5.3 Discussion of Hypotheses 3: Creativity and Intention to Express Empathy

The third hypotheses is supported based on the results, suggesting that creativity has a significant positive influence on people's intention to express empathy ($B = 0.738$, $p < 0.001$). Creativity proved to be the second strongest influence on intention to express empathy, validating that creative content promotes users' emotional engagement.

This result is consistent with Chai and Fan (2017) who discovered that creative social media settings foster engagement, communication, and participation. Lee and Hong (2016) highlighted that creative content draws attention and favourable emotional reactions from users, whereas according to Acar et al. (2019), creative social media engagement urges profound user engagement and involvement.

To explain this result, although in an extremely competitive social media setting creative content remains aesthetically pleasing and capable of attracting users' attention. Components such as attractive graphics and

images, captivating captions, storytelling methods, and interactive features could make educational content emotionally appealing and engaging. Hence, users become more likely to respond favourably and express empathy to the content.

Furthermore, prior studies were more centred on creativity in the domains of entertainment, advertising, and self-expression. Thus, by evaluating MOE Brunei's Instagram, this research extends existing knowledge by showing that creativity is an essential factor in promoting empathy expression to educational information as well.

5.4 Discussion of Hypotheses 4: Attitude towards Empathy Expression and Intention to Express Empathy

The results revealed that attitude toward empathy expression has a significant positive influence on intention to express empathy ($B = 0.936, p < 0.001$), implying that Hypotheses 4 is supported. Among all variables, attitude toward empathy expression surfaced as the strongest predictor, explaining 65.4% of the variance in intention to express empathy. The result is consistent with a study by Demirci et al. (2024), stating that users tend to express empathy if social media content emotionally resonates with them. According to Zhang and She (2025), content with emotional appeal contributes to favourable user attitudes, while Lee and Kweon (2013) discover that favourable attitudes on social media motivate encouraging and collaborative behaviours.

An explanation is that people who already think that expressing empathy is essential are naturally more likely to act empathetically online. Additionally, when the educational information corresponds to their values, emotions, and encounters, users may develop a greater motivation to provide support via liking, commenting, or sharing posts. Therefore, favourable attitudes to empathy expression are an important aspect in influencing empathetic behaviour online. These results coincide with the theoretical arguments by Demirci et al. (2024), they proposed that users with favourable attitudes toward empathy expression tend to show encouraging behaviours on social media platforms.

Moreover, the result closes the gap in the literature by indicating that attitude toward empathy expression does influence intention to express empathy for educational content disseminated by government educational organisations. This research stresses the importance of cultivating favourable emotional relations between users and educational information, in order to promote higher engagement and empathy expression.

6. Conclusion

6.1 Summary of Key Findings

The findings of this research emphasises that informativeness, credibility, creativity, and attitude towards empathy expression have significant positive relationships with intention to express empathy, demonstrating that all hypotheses were supported. Attitude towards empathy expression emerged as the strongest predictor of intention to express empathy, followed by creativity, credibility, and informativeness. The findings verify that people who have positive attitudes towards expressing empathy tend to interact with educational information via liking, commenting, and sharing posts. Furthermore, creative content holds a significant role in drawing users' attention and motivating emotional interactions. Additionally, credibility and informativeness also significantly influence intention to express empathy, indicating the significance of delivering relevant, credible, and valuable educational information.

Therefore, the findings imply that MOE Brunei's Instagram can be an effective site for disseminating educational information among users when the content is informative, credible, creative, and able to cultivate positive attitudes towards empathy expression.

6.2 Achievement of Research Objectives

All four research objectives were successfully accomplished. The first objective was achieved through the discovery that perceived informativeness significantly influenced intention to express empathy ($B = 0.471, p < 0.001$), supporting H1. The second objective was accomplished because it was found that credibility has a significantly positive influence on intention to express empathy ($B = 0.605, p < 0.001$), supporting H2. The third objective was similarly achieved since H3 was supported by the significant influence of creativity on the intention to express empathy ($B = 0.738, p < 0.001$). Furthermore, H4 was supported by the finding that attitude towards empathy expression had the strongest influence on intention to express empathy ($B = 0.936, p < 0.001$).

It was further confirmed by the findings' discussions that all relationships correspond with earlier studies. As a result, all four hypotheses were supported, indicating that informativeness, credibility, creativity, and attitude towards empathy expression are important factors positively influencing individuals' intention to express empathy towards educational information delivered via MOE Brunei's Instagram account.

6.3 Limitations Encountered

Despite the significant results, several limitations should be addressed. Firstly, the research depended on self-reported survey responses, which can raise the risk of social desirability bias. According to Sekaran and Bougie (2016), this is a common drawback in survey-based behavioural research. Secondly, this research applied convenience sampling which may lead to sampling bias (Cresswell, 2014). The results were derived from a sample of 160 respondents, demonstrating that they may not fully represent the larger Bruneian population. Moreover, this research is only centred on MOE Brunei's Instagram account. This restricted the results' applicability to other social media platforms and organisations. Another limitation is that respondents were not categorised based on their genuine exposure to MOE Brunei's Instagram content. Some respondents may have followed the account without frequently viewing its posts, while others may have seen the content without following the account which may also influence their responses. Lastly, even though Attitude towards Empathy Expression being the strongest predictor ($R^2 = 0.654$, $B = 0.936$), other factors that influence empathy expression were not evaluated in this research.

6.4 Implications

6.4.1 Theoretical Implications

The research adds support to the existing literature on social media communication by expanding prior findings on informativeness, credibility, creativity, and attitude towards empathy expression with regards to educational information disseminated by a government educational organisation. While prior studies by Lee and Hong (2016), Chai and Fan (2017), Keshavarz (2020), and Demirci et al. (2024) predominantly concentrated on online communities, commercial advertising, and interaction. This research demonstrates that these factors are similarly significant predictors of individuals' intention to express empathy on educational information.

Hence, this research aids in filling the research gap by providing genuine data derived from MOE Brunei's Instagram account, which extends the comprehension of engagement resulting from empathy in educational information.

6.4.2 Practical Implications

The results offer valuable understanding particularly for MOE Brunei and other organisations that use social media to disseminate information. Considering that attitude towards empathy expression ($B = 0.936$, $R^2 = 0.654$) and creativity ($B = 0.738$, $R^2 = 0.449$) became the strongest predictors of intention to express empathy, organisations should strongly aim to produce engaging and emotionally appealing content, rather than only informative and credible content.

Moreover, the results indicate that to encourage higher public engagement, organisations should integrate inventive videos, visuals, engaging features, and relatable content. By implementing these strategies, MOE Brunei may have the opportunity to enhance the effectiveness of its Instagram account as a medium for disseminating education information, also creating healthier relationships with its audience.

6.5 Recommendations for Future Research

The first recommendation for future work is to extend this research by applying a wider and more representative sample to enhance the general sense of the results. In order to determine whether the factors influencing empathy expression vary among platforms, researchers should explore comparisons on numerous social media platforms, such as Instagram, Facebook, TikTok, and X. Additionally, future research should investigate other variables too, for instance content quality, emotional appeal, and confidence in government organisations which perhaps influence users' engagement to educational information. Furthermore, future research could compare respondents who follow MOE Brunei's Instagram account with those who do not follow it but still view its content. This may offer a better comprehension of how content exposure affects empathy expression. Finally, a mixed-methods approach that integrates interviews or focus groups. The approach might contribute deeper insights into the reasons behind people's empathy-related social media behaviours.

6.6 Closing Remarks

In conclusion, this research emphasises the significance of informativeness, credibility, creativity, and attitude towards empathy expression in influencing individuals' intention to express empathy towards educational information disseminated on MOE Brunei's Instagram. By addressing the research gaps and offering empirical evidence within Brunei's educational context, this research contributes to the growing literature regarding social media and educational communication. The findings provide practical insights for

improving educational communication approaches and show the potential of social media as a platform for cultivating meaningful engagement and empathy among audiences.

Acknowledgements

The author would like to express her sincere gratitude to Dr Syahirah for her guidance, patience, and continuous support throughout this research. Appreciation is also extended to Dr Fahmi for his assistance with SPSS and statistical analysis. Special thanks are given to the Ministry of Education (MOE) Brunei, especially Ka Fifah, Tuan Pengiran Hazri, Ka Fizah, and Ka Aida, for their encouragement and support during the completion of this research. Finally, the author gratefully acknowledges the unwavering support of family and loved ones, whose encouragement and motivation made the completion of this research possible.

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