

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**OPPORTUNITIES AND CHALLENGES OF USE OF FACEBOOK
AS SOCIAL MEDIA AMONG THE YOUTH IN PRIVATE HIGHER
EDUCATIONAL INSTITUTIONS:
THE CASE OF HOPE COLLEGE IN ADDIS ABABA**

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This is to certify that the thesis prepared by Gashaw Tefera, entitled *Opportunities and Challenges of use of Facebook as social media among the youth in private higher educational institutions: the case of Hope College in Addis Ababa* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the university and notes the accepted standards with respect to originality and quality.

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Abstract

Facebook is one of the largest sites in the world where we are not only allowed, but encouraged to connect with everyone. Facebook is user-friendly and open to everyone. Even the least technical-minded people can sign up and begin posting on. The study aims at examining Opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions; with particular focus on Hope College in Addis Ababa.

Both quantitative and qualitative research methods (mixed method research method) were adopted for the study where survey questionnaire and interview were used as specific methods for gathering the data from students and their teachers.

A survey questionnaire was administered to 250 students selected through a random sampling technique, whereas in-depth interview was held with 9 teachers, for gathering first hand information. Explanatory sequential method was employed to analyze both quantitative and qualitative data.

The finding shows that facebook has many advantages for both their social communication and for students' academic purposes. It helps them to develop their knowledge because they can meet professionals, researchers, academicians and scientists. And also develops their social communication with their friends.

The study also reveals that although facebook has many advantages; it has also some challenges for youth's social communication especially with their family because, they are using at their home, in addition some students also prefer online chatting instead of face –to-face communication. It has also some negative impacts on their academic performance because; use of Facebook takes students study time.

Finally, on the basis of such findings, the study has suggested pertinent recommendations with the view to coping up challenges of facebook and to use its advantages for their social communication and academic performance of students.

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LIST OF ACRONYMS

| | |
|--------|---------------------------------|
| URL | Uniform Resource locator |
| CMC | Computer Mediated Communication |
| SNS | Social Networking Sites |
| SD | Strongly Disagree |
| D | Disagree |
| Ne | Neutral |
| A | Agree |
| SA | Strongly Agree |
| S Dev. | Standard Deviation |

Chapter One: Introduction

1. Background of the study

Facebook was founded on February 4, 2004 when a 19-year-old sophomore Harvard University student named Mark Zuckerberg along with fellow Harvard College students founded the revolutionary site to connect Harvard University students (Grossman, 2010). But later this site allowed users to build social networks with hundreds or even thousands of people around the world of which university and college students are one of the primary demographics using Facebook, with features such as photos, wall posts, and status updates becoming seemingly irresistible to those who want to connect with their friends (Gold, 2011).

There are about 2.07 billion monthly active Facebook users around the world (sproustsocial.com, 2017). Almost half of them, about 0.71 billion people, using Facebook on a mobile device. Users must register before using the site, after which they may create a personal profile, add other users as friends, and exchange messages, including automatic notifications when they update their profile.

Additionally, users may join common-interest user groups, organized by work place, school or college, or other characteristics, and categorize their friends into lists such as “people From Work” or “Close friends”.

Facebook is beneficial to one’s social life because they can continuously stay in contact with their friends and relatives, while others say that it can cause increased antisocial tendencies because of people are not directly communicating with each other. Some argue that Facebook has affected the social life and activity of people in various ways. With its availability on many mobile devices, Facebook allows users to continuously stay in touch with friends, relatives and other acquaintances wherever they are in the world, as long as there is access to the internet.

Facebook is also unite people with common interests and/or beliefs through groups and other pages, and has been known to reunite lost family members and friends because of the widespread reach of its network.

Even though Facebook is by now used by a much wider variety of users; university and college students are still its main fans. Results from a recent paper Ellison et al. (2007) reported that 94% of college students are active facebook users, spending 60-90 minutes online each day communicating with their friends. Similarly, Wiley and Sisson (2006; as cited in Pempek et al, 2009) conducted a large survey on college students from universities in the developing countries indicated that 91 % of students use facebook.

Internet Users in Africa, (June 2017) report shows that Ethiopia has 4,500,000 facebook subscribers, 15.4 penetration (% population). It is estimated that almost half of them are students. Ethiopia ranked 13th out of 49 African countries in May 2011 and currently stands 12 in facebook users.

Meanwhile, Facebook continues to prompt debate about user's behavior. The effects of on line activities on themselves and their interactions with others have discussed intensively among scholars. In particular, students are a main class of facebook users who spend long hours on the social network, which has worried parents, educational authorities, and other professionals about their interpersonal social interaction and academic performance.

Facebook networking site typically offer many features and those features are positively the reason why many students are interested in checking out this site. One of the general features of facebook is profile. A profile contains all the information about the person plus their photos, videos, applications that they use and comments/messages posted by other persons.

It is evident that many students in Ethiopia greatly rely on this site in order to interact with their friends and other people whether they know them or not. Being dependent to this site promotes online friendships which are not good since they might encounter people that are suspicious in behavior. This site hinder face-to –face friendship but many students reason out that they use in order to communicate conveniently with their faraway friends.

In Addis Ababa city, in colleges, recreation areas, transport places etc. youths (college students) using facebook on their mobile phones. It is an everyday activity we can observe in different places especially in colleges and universities.

Hope College is one of the private colleges found in Addis Ababa, and its students widely use facebook as other college students do. Hope College is a property of Hope Enterprises.

Hope Enterprises was established in 1971 and began its outreach with the motto, “providing hope to the needy”. As one of the first local charities in Ethiopia, Hope has consistently and continuously responded to the needs of a variety of marginalized people like children, women, families, the disabled, the aged, the homeless and the sick affected by one crisis or another by investing in programs like basic needs, education, vocational training, job and business mediation, rural rehabilitation. Hope initiated the establishment of a college in Addis Ababa with a vision to provide the first competency-based education in the country in areas such as leadership, management, science and technology and develop manpower that is internationally competitive.

The college opened its door for students, and its first batch of students graduated on July 26, 2014. The college delivers quality education in its beautiful Lebu-Jemmu campus in Addis Ababa, for different undergraduate programs for about a total of 1200 students. Almost more than 98% of students enrolled are fee paying students and they have modern smart phones. So, most of the time in their break times and around the campus, they frequently use their mobile phone in search of facebook and other social media.

At Hope College, almost all students are surfing facebook continuously. Students are sitting together and instead of talking to each other they usually check their facebook notification on their mobile phone. This is a day- to- day observation in the campus and other areas where the youth are available.

How does Facebook usage influence Hope college students’ social communication behavior and their academic performance? What are the social and academic advantages the students get from using Facebook? The researcher main purpose is to show and address these questions and learn

about, Hope college students' usage of facebook, what opportunities and challenges it has about their social/communicative behavior and their academic performance.

2 Statement of the problem

Social networking sites, most notably Facebook has become so popular today that they are leading words on the lips of every student. They spend most of their times checking their facebook updates. But, there are many negative effects of using Facebook. Most of the students don't realize the negative effects of Facebook on their life. And the main reason for their usage is because they are already addicted to it and, this addiction can lead to several negative developments.

The emergence of facebook has created a new avenue for facilitating daily information and communication needs. As technology grows and expands our range of communication, facebook and other social media is becoming a vital tool for daily social interaction. It creates opportunities for people to interact with each other in the way that is both helpful and essential to socially motivate people. This rapid and quick communication style has shifted our interpersonal communication from face-to-face instances to through-the-screen ones.

With the shift from face-to-face conversation, are we missing out on being in the moment or losing the ability to sense how someone is really feeling as they relay a message? Does this have impact on our interpersonal communication?

Besides this, when students communicate through facebook with people with different cultures across the world do they successfully communicate with them? Students' perceived barriers when they communicate with people with different cultures and the impact of those barriers on the quality of online discussions between two distinct cultural groups. Findings indicate that cultural influences can add potential barriers to online communication aside from those widely reported in the literature.

Studies show that, cultures are typically divided into two categories; collectivist and individualist. Individualist cultures, such as those of the United States and Europe, emphasize personal achievement regardless of the expense of group goals, resulting in a strong sense of competition. Collectivist cultures, such as those of China, Korea, and Japan, emphasize

family and work group goals above individual needs or desires. Another theory called “Face-Negotiation Theory” that was first proposed by Brown and Levinson (1978) to understand how people from different cultures manage rapport and disagreements, the theory posits "face", or self-image, as a universal phenomenon that pervades across cultures.

Face Negotiation Theory seeks to explain and understand the dynamics of intercultural communication. People from individualistic cultures and people from collectivistic cultures, as use different ways to save face and resolve conflict. In fact, they have different ideas of what constitutes saving face. Unfortunately, what seems right and natural to members of one culture may seem highly inappropriate to members of another. Fully understood and properly applied, Face Negotiation Theory can help people of different cultures avoid needless misunderstandings and come to mutually beneficial agreements.

In Collectivist society’s people belong to 'in groups' that take care of them in exchange for loyalty. Ethiopia, is considered a collectivistic society (the culture factor, 2017). This is manifest in a close long-term commitment to the member ‘group’, be that a family, extended family, or extended relationships. The society fosters strong relationships where everyone takes responsibility for fellow members of their group. Ethiopians live in an extended family and we work, talk and live together. But nowadays the younger generation especially youths communicate most of their time using facebook and other social Medias to chat with their friends of whom they know personally, and even with people they don’t know personally. Previously there was a lot of interpersonal communication in different places with people we know, or strange people sitting around with many places in different topics.

Recently, in many places in Addis Ababa like, college, recreation areas, transport places, etc. youngsters and college students are seen surfing facebook & using their mobile phone, instead of talking to the people sitting around. Even if, we can also observe in different areas, friends are sitting together in the college, cafeteria & other places using their mobile phone to visit web sites & social Medias, instead of talking to each other. Especially youths of college students purposely avoid communicating with stranger people sitting around and focused on surfing facebook. Additionally, when they sit with their friends, they also use facebook and other social Medias. Hope College students are also usually using facebook and other social Medias in the campus.

Currently youths' communicating habit, after coming facebook is a little bit different from previous communicating habit and, it seems that individualist culture will dominate in the future. As we observed that youths, minimized communicating with people and family face to face and, instead they focused on chatting online and surfing Facebook. They also use many hours using Facebook.

There are many research studies on the effects and challenges of facebook, especially on their academic performances and these studies concluded that it has some effects on students' academic performances. But, we should assess other areas not only on disadvantages but also with opportunities that Facebook has.

So, this study assesses and describes opportunities and challenges of use of Facebook as social media among the youth in private higher educational institutions: by focusing on Hope College in Addis Ababa.

This study will assess opportunities & challenges of use facebook among youths on their social/communicative behavior and their academic performance. it also describe, & assess for what purpose they use facebook, what advantages they got from using it, for how many hours they use daily. And, also assess if it has impact on their study habits and in turn if it affects their academic performance, and other opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions: by focusing Hope College in Addis Ababa.

3 Research questions

In order to better understand the opportunities and challenges of using facebook among college students with respect to their social/communicative behavior and academic performance; the following research questions must be addressed

Research questions

1. How does Facebook usage influence Hope college students social communicative behavior?
2. How frequently do they use facebook for various purposes?
3. What are the social advantages the students get from using facebook?
4. What are the academic advantage students get from facebook?
5. How do students describe the challenge they experience while using facebook?
6. How can students benefit from use of facebook by minimizing the challenge?

4 Objectives

4.1 General Objective

To identify, opportunities and challenges of use of Facebook as social media among the youth in private higher educational institutions:

4.2 Specific Objectives.

1. To assess opportunities and challenges of using facebook with respect to college students social/communicative behavior.
2. To assess opportunities and challenges of using facebook with respect to academic performance of college students.

5 Scope of the study

This study considered every aspect of students including the age, gender and year level in terms of using facebook site and its opportunities and challenges of using it.

Although it was preferable to conduct this research in all private colleges found in Addis Ababa town on opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions; due to financial, and time constraints this research only focuses on assessing opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions specifically on students enrolled in main campus of Hope college. This college is selected as a site of the current study, due to that it is the private college & almost all students are from well to do family (rich family), so they have access in using facebook & other social media. Moreover, students at this college male and female) frequently using facebook in all areas of the campus.

6 Significance of the study

It is expected that the results obtained would add to the wealth of information currently available on facebook usage opportunities and challenges, as it is newly emerging and instantly advancing technology which would be very important for policy makers, communication scholars, service providers, teachers, potential users, and future researchers.

Hence, the output of this research can contribute to these endeavors by creating awareness at the grass root level. More specifically, it will assist any interested body as showcase, which is responsible for youngsters' social/communication behavior and their academic performance by showing facebook usage opportunities and challenges and moreover its advantage contributed and its disadvantage in general, on college students in particular.

In addition to the above mentioned some people viewed social media as a distraction and lead the student to procrastination in their academics and has negative impact on their communicative behavior. Some students, however, also claim that visiting social media sites during campus helps them to deal with the boredom they experience in college and other useful advantages. This study would provide information on opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions. In addition, the findings of the study are expected to contribute a little towards blessing opportunities of Facebook in the social communication and academic environment.

7 Limitations of the study

No study is without limitation (Creswell 2008). Accordingly, this research is subject to the following limitation that future studies should address to shed more light on the subject under investigation. The focus of this study is limited with students who maintain a Facebook account and its opportunities it gives for students and challenges faced in using it.

Opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions is the topic of this research; The results depended on students' and teachers answers, and opinions, There may be other opportunities & challenges other than mentioned. Thus, implementing a true & holistic experimental design will also provide rewarding research to other researchers.

CHAPTER TWO

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

Social media is described as the collection of online communication channels dedicated to community based input, interaction, content sharing and collaboration. Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users (“friends”) with whom they have a connection, read and react to postings made by other users on the site, and send and receive messages either privately or publicly.

Some of the commonly known communication websites are Facebook, Twitter, LinkedIn, and Instagram. Within these websites people can share memories, reconnect with friends, plan events, and communicate almost instantaneously.

Social media was initially accessed strictly through computers. However, with the great technological advancements over the last ten years, people have had the option to purchase a “Smartphone” that could access almost anything a computer could, while still functioning as a cell phone. Initially, these phones did not sell well when they became available to the public. However, this quickly changed as these phones became very easy to use and people started recognizing the benefits of owning a Smartphone opposed to a traditional cell phone.

As the popularity of Smartphone’s began to increase, social media began to adapt to operating on a cell phone through the use of applications that can run more efficiently on a Smartphone. Furthermore, a significant amount of people still access these websites by computer.

The rise in social networking online can also be attributed to an increase in greater access to both technology and networks that have been made available to a larger number of people in the world. An increase in public access points such as Wi-Fi spots and wireless networks have allowed greater connectivity and accessibility. Computer stations at libraries, internet cafes and cheaper hardware have allowed those who once could not own a computer the ability to get access (Rheingold, 2003).

The introduction of computers into schools and the workplace in greater numbers has contributed to more usage as well. The mobilization of the Web to hand-held devices has allowed individuals to get access the internet from any location. Internet use is also progressing further among middle-aged adults and senior citizens. One-third of adults over the age of 64 were using the internet between 2006 and 2008, according to a survey conducted by the Pew Research Center. The majorities of younger adults who attend college own a computer, or have access to one. A report by Kvavik and Caruso (2005) found that 62 percent of students own a desktop computer.

According to Lenhart et al., (2010), about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately 30 minutes a day socializing, mostly during the evening hours between 9 p.m. to 12 a.m.

Students spent an average of 47 minutes a day on Facebook. More than 50% of college students go on a social networking site several times a day (Sheldon, 2008). Quan-Haase and Young (2010) found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009).

Use of Facebook

Facebook is an account which can help everyone to connect with different people from anywhere in the world, include the students. It will improve their knowledge about other places, customs and cultures. For example English students can improve their English by using chatting application that is provided in Facebook.

In facebook, students are able to chat with foreigner in other countries. Therefore, students can learn about how to speak English well. In addition, Facebook also gives the students the opportunity to communicate with their friends very easily. Students can use Facebook for group study by creating a group only for studying. Students can share any information's and learn about homework, assignments, exams, etc in that group. They can also establish social connections with students at school and at institutions across the country and connect with likeminded individuals, and individuals with similar interests stay in contact with old friends.

Facebook is the most used social networking by college students. Moreover, according to a study by Online PhD; students spend roughly 100 minutes per day on Facebook. In 2007, the number of students who used Facebook was already enormous: 92 percent of college students had an account. That is quite a large amount considering the service was opened in 2006 to everyone.

Social networks differ from other online communities in several distinct ways, most notably in setup and function. For example, while the primary goal of users of online dating is to establish an intimate connection with someone, the setup of social networking is largely geared toward identifying the friends that are members of the site and interacting with them. The way this functions on most social networking sites is for a user to search for an individual that user is already acquainted with in the real world who has also created an account on the site.

A second goal of the social networking format is reconnecting online with individuals a user has meet in real life and after amassing them as "friends," gets to know them better by viewing their page, timeline, associations or family lineage. "On Facebook, the meaning of friend does not always have traditional connotations, and therefore the socio-metric coefficient of the number of friends one has provides clues of a different nature about one's character" (Walther 535).

Most sites have various search functions embedded in them to allow users to find people they know by name, e-mail or other characteristic. It is also possible to search for a user to search for their circle of existing acquaintances, especially if others are posting their real names, and to allow communication among those who know each other through real associations. Users are able to add a wide variety of items to their personal pages: to both indicate common interests, to connect with others, and the option to decide whether or not these attributes are searchable.

These networks have allowed users to be connected to a larger number of people and to be connected to others on a global scale. Studies have shown that if there is a substantial amount of people communicating together online together, that other people will be drawn to that place, whether gradually, or more immediately, in order to stay in contact with one another (Wellman 28, Aldrich 35, Heim 72). At the same time, there are a number of various factors that are likely to cause people to share information about themselves in online social networks. People are more likely to share personal information about them on a Website if some portion of their acquaintances is sharing info. This type of "signaling", a non-verbal way that any organism communicates, can have a great influence on how others manage their own profiles.

Because the perceived benefit of selectively revealing data to strangers may appear larger than the perceived costs of possible privacy invasions, a person is more likely to share information about themselves to total strangers (Gross and Acquisti 1).

There are a number of reasons Facebook has already had a longer shelf-life than previously-popular sites like Friendster or MySpace. The first is the idea that Facebook usage has been tied to daily rituals among people, a fact that has been backed up by data to support this. User engagement numbers for Facebook fared better in year three of the site's large-scale popularity than it did for those predecessors.

In 2007, Facebook began allowing externally- developed add-on applications, and some applications enabled the graphing of a user's own social network, linking social networks and social networking. Other unique characteristics of the site include user control of information shared with others, managed to very specific levels. Facebook, along with Twitter, was also one of the first widely used social networking sites(SNS) to implement the micro-blogging feature known as "status updates", a small window that allows users to post, in a sentence or two, what they are doing, feeling or thinking about. It is these types of features that, while not necessarily unique to Facebook, supplement its format.

There are many reasons for young adults to join social networking websites as they try to communicate within their social system. The principal reason reported was to maintain relationships with existing acquaintances that were already part of their social network (Sheldon, 2008). Although there are exceptions, most social network site users primarily interact on these sites to support pre-existing social relations, as opposed to meeting new people (Boyd & Ellison, 2007). Another study found that Facebook and instant message were not used to meet new people, just to maintain existing social ties (Quan-Haase et al., 2010). Passing time and entertainment were other major factors in using social media sites (Sheldon, 2008).

Immediate communication benefits of Facebook users were seen for individuals reporting various levels of shyness. Shyness might cause individuals to avoid social, face-to-face interaction altogether, so these persons would have less communication and less social support. In a study looking at the association between online social media and friendship quality of shy individuals, results indicated that online social networks provided a comfortable environment in which shy individuals could interact with others (Baker & Oswald, 2010).

Both the use of applications and site features play important roles in image creation and indirect communication to others in Facebook. "One way in which Facebook differs from other online sites for self-presentation, has to do precisely with the degree to which some personal information is presented, by means other than disclosure by the person to whom it refers" (Walther 29).

Data has shown that individuals who used Facebook for communication had better quality friendships. Using social media sites helped improve the quality of relationships between users. Some reasons for improving quality of relationships through using Facebook included: it was easier to get to know others better without having face-to-face conversation, users felt more comfortable, and users spent more time communicating over the computer so they gained more social support (Baker & Oswald, 2010).

While Facebook does provide students with an opportunity to communicate with one another, it may not be as conducive to developing relationships as fully or deeply as direct contact would allow. It is possible this is because students are using Facebook as a substitute for direct contact with others or because the kinds of interaction that dominate inside Facebook do not promote independence as much as other forms of contact.

Due to digital technology, users can show considerable information about themselves and their friends. This self-disclosure is a way to open up their own identities of how they want others to perceive them (Pempek et al., 2009). Intimate self-disclosures help produce greater intimacy in computer-mediated communication than in face-to-face contacts (Jiang, Bazarova, & Hancock, 2011). Producing an attractive personal profile for others to admire is a way to improve self-concept.

Opportunities and Challenges of Facebook among Youths

There are opportunities and Challenges in using facebook among youths in higher educational institutions. On one hand, the positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2010). Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills &

knowledge. Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning (Brydolf, 2007).

On the other hand, there are studies on negative sides. "Our findings indicate that social media use is negatively associated with students' grades. We also find that about two-thirds of the students reported using electronic media while in class, studying, or doing home work (Jacobsen, & Forste, 2011)."

Many individuals use social network sites to feel popular, trying to add as many "friends" as possible so they appear to be more admired. Young adults reported an average of 358 Facebook friends (Pempek et al., 2009). Another study reported a mean of 200 Facebook friends, almost all of which they had met in person prior to the internet connection (West, Lewis, & Currie, 2009). Additionally, another study found that young people created a virtual identity in which they fashioned an ideal self so that they would impress others. This method of improving social capital and appearance boasted one's self-concept and self-esteem in both the online and the real world (Urista et al., 2009).

Benefits of Facebook for Youths, in the context of students in Hope College; Social and Academic advantage

Social networks such as Facebook can provide a range of benefits. According to sources; it provides youths with the opportunity to stay connected to friends and family, make new friends, share pictures and exchange ideas. Youths can also engage in their communities by raising money for charities, develop their creativity through sharing their art or music, and get to know others from diverse backgrounds through shared interests (Boyd, 2008). Social media sites also offer enhanced learning opportunities. Some schools use blogs as teaching tools with the benefit of improving English skills, writing and creativity. Facebook and other similar sites allow students to gather outside of school and exchange ideas about assignments or collaborate on group projects (Borja, 2005).

More over other sources also explained, social networks such as Facebook can provide a range of advantages for youths.

Connections with peers: The main function of Facebook is to provide connections between people with similar interests. Friends can then send messages to each other (either closed messages or open for others to read). It is also a tool that can be used to enhance social connections within the college community.

College students sometimes struggle with feeling connected to their peers on college campuses, as college is often a time of transition. However the widespread use of social media provides new and more accessible opportunities to facilitate social connections.

Groups and pages: Facebook users can set up discussion group areas, which can be used by students with interests in the topic of the group. Creation of details of events, which allows users to sign up to, is another popular use of Facebook. Facebook pages and groups each have their own strengths -- pages facilitate interactions with large numbers of people, while groups are ideal for more intimate communication. Pages and groups may be visible to the entire Facebook community, but only pages allow community members to initiate a relationship with no need for administrator approval.

Pages are beneficial for communicating with a large number of users in the social networking community. Once a page is published, is visible to anyone with a Facebook account, making it possible to reach out to the entire Facebook community. Groups offer flexibility in terms of visibility. The three privacy options for groups are open, closed and secret. Open groups are visible to everyone, while closed and secret groups do not expose their content to non members.

Sharing resources: Many of the popular Facebook applications are used for sharing resources. Some of these replicate (or provide an interface to) popular social sharing services (such as Flickr and YouTube) while other applications provide services such as sharing interests in films, books, etc.

The advantage that comes with social sharing is the ability for your content, offers and posts to reach a wider audience. So instead of being self-contained, youths humble blog post could then be seen by thousands. And even if only a small percentage of those thousands then click through

and view their blog, offer or post, they've still successfully generated more qualified traffic and gained more exposure for their posts.

An environment for other applications: The opening of the Facebook Platform has allowed developers to provide access to a range of applications, for example, provides access to arts resources from within Facebook.

Facebook applications set it apart from other social networking sites. Facebook's first-party applications include photos, videos, groups, events, marketplace, posted items, notes and gifts. These are applications developed by Facebook and available to all members. Here's a quick breakdown on what each application does:

Facebook's **video application** is similar in many ways to YouTube. Member's youths or students can upload videos in almost every format,

With the **groups' application**, students can join other members' interest groups or they can create one of their own. The **events application** allows them to invite other Facebook members to a real-life gathering.

Facebook's **market place** is a lot like craigslist -- it lets members connect with other people who want to buy or sell stuff. All transactions occur directly between members. Facebook only hosts the exchange; it doesn't get involved in sales.

The **posted items** application can be used students to post videos, songs or anything else on a Web page to their profile. All they have to do is enter the Web page's uniform resource locator (URL) into the post field on Facebook. The application generates a thumbnail of the target page that acts as a hyperlink. Their friends can click on the thumbnail to visit Web sites that they think are cool and interesting. With the **gifts application**, they can send another member a virtual gift in the form of a small icon.

Web presence: Although originally designed for use by individuals since November 2007 Facebook can be used as a Web hosting service for an organizational page.

Facebook web presence can quickly become a tool that puts one's small or large business ahead of the competitors. Facebook web presence can be used for youths in a number of ways to

achieve more contact with old and new customers. A professional can lay out an attractive page to match a company's vision. If one doesn't know exactly what they want, a few ideas can be suggested to reach a broad segment of the internet community. It will stand out from other generic pages and draw customers' attention for longer, thus increasing the chance of a sale.

A Facebook web presence campaign will be launched to ask people to "Like" or "Friend" the business to generate word of mouth. Helpful business contacts can be made via a Facebook web presence that also has the vision to get into social networking before everyone else catches on. It would be a good idea for students' when they will be company owner to think of those already on this site who have mutual "Friends" to advance public knowledge.

What Are the Challenges; Reservations about use of Facebook.

The advent of the Internet has allowed students to communicate in faster and more efficient ways. The development of social media, especially Facebook, has pushed communication into even more new areas. Just because staying in touch is quick and easy does not mean there aren't negative effects. On the other hand, resources also mentioned challenges of Facebook in the following ways.

Privacy: There are real concerns related to users' privacy. This will include both short term issues (embarrassing photos being uploaded) and longer term issues (reuse of content in many years time). The disadvantages of Facebook privacy settings are few, but they can be disastrous. While the website continues to promote and foster extremely quality privacy settings, there are students who do not know anything about the settings which are available to them. When it comes to privacy and protecting oneself on Facebook, the old saying "Ignorance is bliss" should be thrown out the window. Whether the reason of not using the privacy settings being that one is unaware of any need for the settings, they don't know how to change the settings, or just if they don't have the time to change them, implementing the security protocols on Facebook should be done immediately.

Studies also show that age has an impact on security levels on Facebook. While young adults have the technological sense to figure out how to change the security settings, many adults over 40 have a difficult time figuring out the navigation logic and privacy settings (Brandtzaeg, 2010).

Misuse of social space: Students may not wish to share their social space with other youths, especially when there may be no good relationships.

Marks Zuckerberg; the owner of Facebook has admitted Facebook failed to protect user data and prevent manipulation of its platform. Some 87 million users had their personal information harvested for political purposes by Cambridge Analytica.

The company is facing the worst privacy crisis in its 14-year history after whistleblowers revealed that the personal information of tens of millions users, mainly in the US, was obtained by political consultancy firm Cambridge Analytica. Facebook itself admitted that the number of affected users is estimated to be around 87 million.

Liability:

Whether and when communications platforms like Google, Twitter and Facebook are liable for their users' online activities is one of the key factors that affect innovation and free speech. Most creative expression today takes place over communications networks owned by private companies. Governments around the world increasingly press intermediaries to block their users' undesirable online content in order to suppress dissent, hate speech, privacy violations and the like. One form of pressure is to make communications intermediaries legally responsible for what their users do and say. Liability regimes that put platform companies at legal risk for users' online activity are a form of censorship-by-proxy, and thereby imperil both free expression and innovation, even as governments seek to resolve very real policy problems.

In the United States, the core doctrines of section 230 of the Communications Decency Act and section 512 of the Digital Millennium Copyright Act have allowed these online intermediary platforms user generated content to flourish. But, immunities and safe harbors for intermediaries are under threat in the U.S. and globally as governments seek to deputize intermediaries to assist in law enforcement.

Who will be liable if illegal content or copyrighted materials are uploaded to Facebook? To contribute to this important policy debate, commonwealth of Independent States(CIS) studies international approaches to intermediary obligations concerning users' copyright infringement, defamation, hate speech or other vicarious liabilities, immunities, or safe harbors; publishes a repository of information on international liability regimes and works with global platforms and

free expression groups to advocate for policies that will protect innovation, freedom of expression, privacy and other user rights.

What sort of impact is Facebook having on students' ability to communicate? According to different sources, Facebook has positive and negative aspects.

Positive Aspects of Facebook for Students

According to sources; there are numerous ways in which Facebook helps youths stay in touch with each other.

Distance – There is no question Facebook helps youths stay in contact easily even over long distances. While a phone can serve the same purpose, Facebook can send the message instantly whether the person on the other end answers or not. Friends and family can be instantly updated on whatever is going on in each other's lives, even through pictures, no matter how spread out they are around the country or world. When friends and family members move across the country or to a different one, Facebook can help them stay in touch when otherwise would not. Time differences can make phone calls difficult to arrange, but Facebook can help them remain in their lives. In addition to communicating directly through posting and messaging, they can play games with them, making them seem closer no matter the distance. If they find that few people around them have similar interests, they can also use Facebook to connect with others around the country and world.

Finding old friends – The social media site's search function allows users to find old friends they may not have seen or heard from since high school. This can be done by simply typing in the person's name.

It is very useful for students. They can find lost and old friends easily via Search bar and by like their School or college page. Facebook is also scanning their contact list and suggest their friends mutually add with their other friends.

New interests – Facebook users can discover new interests by being able to see what their friends like or through links shared by friends and family.

Facebook is continuously improving its already strong ads platform, and the newest feature is quite impressive. After the update on location targeting options, Facebook is launching new

options at the interests' level segmentation. Likes and Interests allows youths to refine their ad's target audience based on what they've included in their profiles, as well as the Pages, groups and other things on Facebook they've connected with. This includes sections like interests, activities, favorite music, movies and TV.

Social interaction – Some youths have difficulty socializing in traditional settings but Facebook can relax the pressures associated with face to face discussions. Others may be prohibited from easily leaving their homes due to illness, but with Facebook they are still able to carry on relationships. Facebook is many things for youths. Facebook enables youths to stay in touch with long lost friends from high-school or family members that moved far away.

Negative Aspects of Facebook for Students

While the site offers many advantages for students for socializing, there are some problems that it can cause. Different sources also mentioned negative aspects of Facebook.

Jealousy – youths do not like to be left out of social events. Frequently, youths will post what they are doing or where they are at in any given moment, which can be seen by any of their “friends.” Those who were not invited might wonder why and begin to develop feelings of jealousy about not being part of the event.

Inappropriate behavior – A few students post negative comments about others that they would not normally say one on one. Users often develop a disconnection from the real world.

Too convenient – Staying in touch on Facebook is so easy that it can dissuade some students from interacting in traditional ways. For youths that need to interact face to face with others to learn social norms, communicating through Facebook alone can prevent them from developing social skills.

Facebook can be a great tool to help stay in touch quickly and easily over long distances. However, as with just about anything, some youths can take it too far. Doing so causes those youths to lose the social skills they learned, or, for young people, it can prevent them from developing those skills at all. Kept in moderation, Facebook is a big step in the evolution of communication.

Facebook and Interaction

Social media poses many issues with the interactions that people have in real life. Different sources mentioned the following ideas.

Decreasing Amount of Face-to-Face Interactions

First, social media has led us to have fewer interactions with the people that they associate with. The majority of people have access to social media at any time they please via their smart phones, so this only worsens as more people begin to acquire smart phones. Since it has become more prevalent, social media has made people have a tendency to want to interact with people online rather than in person because it has made the process simpler.

A simpler process allows for things to be done easier and more efficiently, which attracts more people to give it a try. Although it may be viewed as a positive change, this has caused people to become more antisocial than ever before, as counterintuitive as that may sound.

Facebook was not an entity outside of the current generation and it has caused a bit of a culture shock. Studies have shown that people have less interest in interacting with other people both in similar age groups, and with people that are in other age groups. The world has changed into a society that is complacent sitting behind our computer screens. Social media is a leading cause of this complacency. These same studies have shown that relationships that form completely online are becoming increasingly common.

In a study done in 2002; 1,501 youths were surveyed about their relationships that they had made online. Two percent of these teens admitted to having a romantic relationship with someone, purely online, that they had never met in person. 2002 may sound like a long time ago, especially for something concerning the internet, but this just goes to show that this has been an issue for a significant amount of time. This says a lot about the relationships that the younger generations are forming with one another. This particular study shows that people tend not to grasp the issue at hand, and the impact that a lack of face to face communication can have with one another.

Decreasing Quality of Face-to-Face Interactions

The number of face-to-face interactions is not the only thing that has been negatively impacted. The quality of these decreasing interactions is suffering as well. People are not having these intimate conversations and personal interactions with each other anymore. People, instead, have turned to the Internet to take away some of the nervousness that some may find in trying to start a relationship with another person.

Social media is a driving force behind these changes. These sites want people to use them as frequently as possible. When they see that they could get more traffic from those people having interactions with their online resource, they jump at the chance to take advantage of the situation. All of these sites use ad revenue to generate a lot of their profit and thus, more traffic equates to higher net monetary gains. Although money is the primary focus for these companies, people never focus on this when they are utilizing their services. The only thing that seems to happen is that the general populous becomes normalized to this instantaneous and constant source of news, gossip, and other forms of media that are at our fingertips at a moment's notice.

Susan Tardanico, brings up an interesting idea that people need a “new golf course”. What she means by that is that people need a new place in business to conduct face-to-face communication. It used to be that business could be discussed on a golf course, however, that has become vastly less practical than using an online medium. She argues that these new sources of online social media have begun to ruin these business relationships as well. People need to focus on getting into more personal relationships, which will lead to more trusting, and open connections in the future.

Decreasing Amount of Relationships

Not only has the influx of social media been decreasing the quality of interactions, but it has also drastically changed the amount of relationships that people have in person as well.

There is a trend with people having a lack of interest in talking to one another while in person. The most recent generation will be fifty percent of the workforce by 2050 and an overwhelming majority of those would prefer to deal with matters in the workplace via instant messaging or email services, rather than in person.

This is going to lead to some serious issues. It has been proven that 93 percent of communication is nonverbal and without these cues that people use to decipher the message that is received in person, people will not be able to properly understand what the other person is truly trying to say to them. Not only will this lead to issues with work relationships, but it will also lead to people having issues within their own families. Some experts have argued that, more often than not, families tend to text rather than have conversations.

The use of communication online for youths has obviously increased drastically over the past few years. This has led to them having fewer relationships down the road in life. These interactions online are having a detrimental effect on their emotional health that is seemingly irreversible.

Youths that begin learning how to interact with one another online are always behind the curve when it comes to having deep emotional connections with people and as a result, tend to struggle to make and hold onto friends for long periods of time.

Studies in recent years have shown that their lack of social skills just ends up being a vicious cycle youths that keep falling behind their peers when the other youths in their age group are not using social media, and the internet in general, nearly as much as them.

The youths in these studies seem to have trouble having as much emotion attached to exchanges in person despite them being able to hold conversations online. They can never fully be invested with one another and that is where the problem truly lies.

Chandra Johnson, relates it to the act of a child exploring the world with their own eyes, compared to looking at the same things in pictures. The two can never be equaled, just like these online interactions versus meeting people in person and forming relationships that way. Johnson also argues that these children have also showed signs of lacking the ability to properly deal with bullies. They lack the experience necessary to properly cope with what is happening to them and shut down instead of facing their issues as a result. Their lack of ability to deal with situations that are stressful in person has led this generation and more than likely, future generations, to have less friends that they are as close to as the ones that we have in person in relation to the past generations.

Studies mentioned that, future generations can no longer maintain the same level of friends that other generations have been able to in the past. This is a constant theme that has a direct correlation with the use of social media. An increase in a child's use of social media has shown a proportional increase in a child lacking the ability to function healthily among his or her peers. When they can no longer function within these groups, they are not going to develop properly and when they eventually join the workforce, these issues will only be more prevalent and will become an increasing problem.

Decreasing Language Skills

According to sources; People tend to forget that the English language is neglected while online. It tends to get swept under the rug when they are online. People use shorthand and shortened versions of the words themselves in order to convey a message much quicker. This doesn't necessarily negatively affect how we communicate because written language tends to be easier to decipher. The issue that people will run into is when they try to integrate these forms of communication into the language that is used every day. It lowers their social skills when they use those kinds of words and phrases because they cannot properly convey what they need to these days without using some sort of speech that is colloquial or not in a reputable dictionary.

It leads people to try and shoehorn our colloquial metaphors into daily conversations and use the slang terms that social media has helped develop, form, and popularize into the mainstream media. This has shaped a society that is no longer functioning healthily in social situations. Often time's people will seem awkward or out of place in these situations and it has been affecting the society in a negative way.

Although technology has created a quicker means for people to communicate, they have lost a significant portion of the efficacy of their speech, especially in person. Nothing shows this better than studies of college students who use social media. They have been affected to such an extreme that their focus and ability to engage in face-to-face conversations have both been drastically reduced to the point of virtually no functionality.

This is certainly not limited to college students however. Social media and text messaging alike have spread people further apart both geographically and emotionally. People can no longer connect with others in the same manner that many are used to in the real world. Experts believe

that people are beginning to mix their business and personal relationship language guidelines, which can lead to serious issues with coworkers. It causes a lack of professionalism that they have not had to deal with before, other than with the invention of the social media platforms that we see today.

People are beginning to have less etiquette and manners when interacting over mediums, like texting, that limit character amounts to a specified number. It can limit what we say and eliminate any tone that the speaker may be trying to convey. As people have become used to these methods of communication, they have started integrating the same lack of politeness and manners that people see over instant messaging services.

Experts in these fields have come to a nearly unanimous decision that those who use social media in excess are beginning to lose their manners in areas that are essential to everyday life, such as a workplace environment. These same limits on the social vocabulary of emotions have become even more noticeable and prevalent in interactions with people that they are closer to such as friends and relatives. People are still having the same effects in this area although the downsides seem to be exacerbated when they interact with peers according to the most recent studies and data that are available. These studies have come to the conclusion that people “come off as cold” even when we do not mean to be. When this is a repetitive occurrence during social contact such as emails, it can become a habit to be cold or distant when they speak to the same person face to face.

Cyber bullying within Social Media

Another major downside of social media with regards to face-to-face interactions is cyber bullying. According to sources; Social media is one of the foremost causes of cyber bullying in recent years. The youths that have become exposed to repeated emotional distress are being affected a lot more than just online.

Their schoolwork and homework are not high on their list of priorities after they become a victim to cyber bullying. They no longer put as much focus on what is happening and try to begin the repair process for their online presence. These sorts of changes in the forming mind of adolescent school youths can lead to them not wanting to interact with one another. They believe that if they

go to school and try to make friends with their peers, they will be judged in the same light that they were online.

They want to avoid bullying, but the internal need to remain active on social media makes it hard for them to stay offline to eliminate any chance of getting bullied. It becomes an issue when they rely on this solely for their source of joy or accomplishment (Brown, 2013). This addiction can cause them to fall into a cycle of only finding happiness from this source and when they see that some of their friends have been accomplishing things in real life, it can lead to jealousy.

These people that rely on social media are the same people who will be running into issues later on when they figure out that the skills and bad habits that they developed are non-transferable in the workforce. As a result, they never fully involve themselves with their peers and lack the proper communication skills necessary to function (Graham, 2014).

Social Media Addiction

All of these negative impacts from social media are only worsened by the addiction caused by social media. Sources mentioned that, this generation and the generations that follow, have become fixated with the use of social media. It has caused a very distinct generational gap between those who have grown up with the use of social media, and those who were raised in a time when it was not available.

This addiction that they are seeing, where these youths are unable to remove themselves from social media has started to become a detriment to their functioning inside of social groups. It is a source of procrastination for a lot of those youths & children that have become accustomed to using social media for entertainment.

During a study done with teenagers, they were disconnected from social media for a brief period of time. Over this period, they described feelings that are similar to drug or alcohol withdrawals such as “cravings, anxiety, and jitters”. These forms of social media are so efficient at wasting users’ time due to the way that information is delivered through constant status and photograph updates. This addiction can lead to eventual depression and an increase in anxiety when the user is comparing their life to those of their friends to which they are constantly being updated. The abuse of these mediums leads to additional sources of stress that are leading factors for depression and anxiety (Drussell, 2012).

Advantage of Facebook in marketing point of view;

According to (Life Hacks, 2018) The Facebook is valuable to create a brand not only for individuals but also businesses at the global level. The Facebook benefits include as a social networking pros provides benefits for business and individuals too, such as making a group, chatting with clients, making an event, wall stickers, reliable platforms, news feed, etc.

Through Facebook ads & fan pages we can advertise our business. We can also maintain good relationship with customers. This is important as in business we can sell or promote our product or service to the targeted audience & increase our brand value & social media presence for our business. There are billions of active users on FB, so it's the best platform for any kind of business to fetch the right kind of customer.

By using Facebook, we can meet new people & have knowledge about various places, traditions & culture. No doubt; the Facebook is proved as a great option to connect with the world these days. Most of the people use Facebook in day-to-day life; even many people spend hours -&-hours on the Facebook.

Advantages and Disadvantages of Facebook in students Communication

Different sources mentioned the advantages and disadvantages of Facebook in the following ways. It explains that Facebook comes in different languages & with the use of language translator we can talk with anyone who doesn't even know your tongue. Facebook engages almost everyone from young to old folks. It does a great deal to enfranchise youth far more than it was before, but its huge loss of your personal information too. Whatever you do from signing up, posting & creating media, editing, sharing the info & all your communications are handled by Facebook & it's shared with other Facebook companies, advertisers.

According to (Life Hacks, 2018) & different recent studies; the following are mentioned as advantage of Facebook

Advantages of Facebook for College Students

1. Better Socializing.

Students can connect with the world by just signing in to the Facebook. They can get information about various sectors, peoples, their culture, religion; it's a social platform where the world comes together. Facebook isn't the social network anymore. Sometimes it could be a better matrimony site or advanced version of pen pal world. It is easy to find out like-minded people by seeing their interests, & they can easily connect with them by looking up their wall updates, interests, & they can connect with them by sending a free message.

2. Chatting.

Facebook provides the chat option so that students can talk with their friends, family members through it just by using laptop or mobile phones. It has launched Messenger app earlier for mobile users by means of chatting purpose. Facebook can be used as video chatting tool. With the implementation of Skype partnership, Facebook has started video chatting using FB inbuilt video chat service. Moreover, using WhatsApp video calling feature, they can make free video calls to friends.

3. Find & invite friends.

It's the most amazing thing to find old friends, & to keep in touch with them. Friend finder feature helps to find friends, with their names or email addresses. Students can see their photos, updates & keep to date what they are doing. It is really real that many people found their old friends once again on FB they never knew they will ever contact again & they are not only now connected with FB but in real life too.

4. Entertainment unlimited.

Facebook is the best thing to spend time when students don't have anything & just getting bored. They can see friends post, or share their photos, status, or even play games on FB. Facebook has a game corner where they can play games alone, or along with friends. It's just like endless entertainment.

5. Free.

The best part of the Facebook is that we do not have to pay money for its use & it's the best medium for communication in the social networking sites. Students can use messaging, video calling, uploading photos & videos without any charges.

6. A platform to share feelings, life events.

Through Facebook, it is very easy to share their feeling, opinion, and what's happening in their life. It's just like a platform they can use in their own way to share what's going on into their mind, their achievements, sorrows, happiness all feelings can be expressed & then they will able to get some guide, support, or help from their generous friends.

7. Pages, groups. news-feed

These features of the Facebook are most amazing. News-feed plays a significant role in getting the latest information. In the case of fan pages, the admin or the users publish the post, news, info, photos, videos, etc. regularly to stay connected and being engaged with their fan followers.

Disadvantages of Facebook for College Students

On the other hand, these sources also mentioned disadvantages of Facebook in the following way.

1. "Facebook Addiction" a new disorder.

There are many students, who are addicted to the Facebook. Students just start living in this virtual world & spend hours & hours on Facebook. Due to this, a new type of disorder has also come in human lives i.e. Facebook addiction disorder in which youths spend far too much time on Facebook, have difficulty cutting back. Furthermore, this disease keeps them away from real people and eventually creating the problems with the real-life relationships, relatives, school, or in the career.

2. The Fight continues against fake profiles & phishing bots.

According to sources; opening an account and making a fake profile & ID is simple for any one on the Facebook. And there is no limit for these fake profiles. There are so many cases of harassment & abuse that are often formulated by the fake accounts. Once students get into this trap, it would be very dangerous. Many cases have been reported about these fake accounts,

bullying, stalking, blackmailing, due to which many lives have been destroyed especially, teens and youths.

3. Scams are spreading like fire.

Suspicious emails, messages & notifications are the most widely used trick to hack their account & to get their personal information by using the phishing website that looks similar to the original Facebook site. Studies mentioned that hackers send continuous emails asking for login data to check your newsfeed, new photos of their friends, and something akin to this. When you open that website, with the link given in that email, it 100% looks like original Facebook. And user didn't even know that the hackers are stealing his account details.

In this way the scammers are trapping thousands of people on FB. People received some scam messages from scammers & ask something about your bank details by telling them that they have won some prize & you are the lucky user. The user then gets attracted to the fake offer, click on the fake link, open fake site but then put his real login info and then he got phished by scammer successfully. And the ultimately this result is to massive loss of your money, mental health, & lots more.

4. Can't keep things personal.

Another disadvantage mentioned in some studies is that; people are now used to, reportedly sharing fewer personal updates on Facebook. The updates from us, about our private life, come in terms of the notification of our friends & other friends of friends so that our privacy is compromised automatically. It's a fact if you see, every breakup, makeup, adventures, emotions, are uploaded up there & be social, get likes, & comments. It's a cycle that once you start updating about everything, then they can't stop themselves further any more.

5. Criticism.

There are many groups & pages on the Facebook published which is being created to abuse or violate other religion, personalities, nation, etc. according to different sources; this kind of activities disturbs the social environment. Many cases of the public violence & religious tensions, many false rumors are spread through the Facebook. The pages & groups that condone extremist, incepting points of views, & create abusively or attacking posts & hate speech about different religions, personalities, nationalities, etc. and especially used to misguide the people &

increase the malice in them. These discriminatory & often racist activities are not acceptable on the global sites like Facebook.

6. Effect on academic's activity.

Studies mentioned that; too much time on Facebook has proper with bad grades on the student's results. Even it's often found that many students and employees waste their time for surfing FB. That's why many offices and colleges have blocked these kinds of sites from their networks completely.

7. Data Privacy issues.

The Facebook provides the reliable & secure privacy settings, but many students don't use these settings properly, that causes an effect on their personal info that they provided and shared by using the Facebook. Now a day's people have many tricks to view our private FB profiles. Even the Facebook profile pictures are also not safe. Moreover, the games such as Farmville, or some popular quiz apps, where you permit an application to be installed with your profile that you might not be aware that you are allowing them to manage your private info & to use your data with the third party.

Facebook Usage in Students

In regards to students' education, studies have shown that; students are more often subjected to reading Facebook update than reading books. Facebook users, most likely always want to know about update status, so that every day without they realize it takes time. They are stimulated to write unimportant things.

Students will have study distraction; students will be ignoring their valuable time to do homework and to study before the exams. In addition, students are spending more time in Facebook than review their lessons. When students are browsing on the internet to search assignments; they prefer to chat with their friends about nonsense things than doing their assignments. Badly, Facebook like drugs; that will make the students get addicted. Students can spend hours just to read their friends updates and looking at the latest pictures. Another problem by using Facebook is spending much money, in term to pay the internet costs. Students' online disclosure of illegal activities, such as substance abuse, can be used if students come under

investigation for related offenses. Potential employers may use facebook to discover information about students.

Engaging in various forms of social media has become a routine daily activity for most students and adolescents. According to a survey, 22% of teenagers log on to their favorite social media site more than 10 times a day and more than half of adolescents log on to a social media site more than once a day (Common Sense Media, 2009). 75% of teenagers own cell phones, and 25% use them for social media, 54% for texting and 24% for instant messaging (Hinduja & Patchin, 2007). Children, ages 8-18, spend over 7.5 hours a day, 7 days a week using media sites outside of school (Rideout, Foehr, & Roberst, 2010).

Youths & teenagers, between the ages of 12-22, report using text messages in their daily lives more than any other form of communication, including face-to-face interaction (Lenhart, 2010). A large part of this generation's social and emotional development is occurring while on the Internet and cell phones. All the time that teenagers and youths spend on the web and more specifically social media sites, takes time away from face-to-face communication and in-person activities (Giedd, 2012).

According to a study, from 1997 to 2003; the amount youths non-screen playtime decreased by 20%, while screen activities (TV, computer, videogames, etc.) increased (Hofferth, 2010). Youths and children's access to electronic devices has grown fivefold in two years (Common Sense Media, 2013) and they engage with screens almost all day long and in many different settings such as cars, restaurants, vacations, and even in the bedroom.

Social Media Use and Social Skills

When we engage in face-to-face communication, social information is conveyed by vocal and visual cues in the context of the situation. Non-verbal communication is an important part of communicating and it includes facial expressions, eye contact, tone of voice as well as posture, space between individuals, etc. (Knapp & Hall, 2010).

Understanding the non-verbal aspects of communication is crucial because social situations we need to modify our behavior in response to the reactions of others, our ability to process emotional cues is associated with personal, social and academic success (Knapp & Hall, 2010).

Moreover, youths who understand emotional cues, in social settings can develop superior social skills and more positive peer relationships (Blakemore, 2003). These non-verbal, affective cues are much stronger when it comes to communicating in person vs. digitally (Sherman, Michikyan, & Greenfeld, 2013). So, when youths use digital communication extensively, it can curtail the face-to-face experiences necessary for them to develop and master important social skills (Giedd, 2012).

The term ‘video deficit’ was created as a result of many studies that confirm that young children learn better from live interaction than from screens. In a 2003 study, both live and videotaped models performed a series of actions with rattles and stuffed animals in front of children. Although children imitated both the in-person and videotaped models, their imitation scores were significantly higher in the live condition. This difference in imitation is present until 30 months of age in most children (Hayne, Herbert, & Simcock, 2003).

Furthermore, face-to-face communication (specifically eye contact and pointing) is crucial when teaching children & youths about social interaction and the world around them. Children & youths learn from cues such as pointing when interacting socially (Moore & Dunham, 1995). Many means of learning are really only available to children when they see a person’s face and physical being (Gross & Ballif, 1991). Children’s acquisition of skill in reading non-verbal cues also depends on in-person peer interactions, siblings when they are younger and friends and peers as they get older (Bosacki & Astington, 1999).

In a recent study, a group of youths spent 5 days in a camp without access to any screen-based or electronic communication and being limited to only in-person interaction (a control group stayed at home with access to all electronic devices). It seemed that the time participants spent engaging with other children and adults face-to-face made an important difference. The children’s in-person interaction improved significantly in terms of reading facial emotions, while the control group’s skills remained the same. The results suggest that digital screen time, even when used for social interaction, can reduce the time spent developing skills to read non-verbal cues of human emotion (Uhls et al., 2014).

Moreover, College youths communicate with foreigners with different cultures through Facebook. They chat with these people. Are they communicating perfectly or not? Face-Negotiation theory assumes that people of every culture are concerned with the

presentation of their face. It is a theory that infuses conflict into its framework, trying to explain why members of two different cultures manage conflict differently. Ting-Toomey asserts that different cultural values exist in dealing with conflict, and these conflictual episodes, in turn, are influenced by the face concerns and face needs of communicators.

The theory has sparked some interest among intercultural researchers. Several of the key features of the theory have been studied. Ting-Toomey's interfacing of conflict and face has prompted researchers to investigate differences between the Japanese and the Americans (Morisaki & Gudykunst, 1994). Ringo Ma (1992) studied the effects of face maintenance by mediators in conflict episodes, and Mark Cole (1989) looked at self-face and face threats in formal, public, and non intimate settings. Yuling Pan (2000) employed face work in research on face-to-face interactions of the Chinese. Finally, face and face work in conflict have been studied, analyzing cultures of China, Germany, Japan, and the United States (Oetzel, Ting-Toomey, Masumoto, Yokochi, Pan, Takai, & Wilcox, 2001). The theory, then, is heuristic. The way in which Ting-Toomey presents her theory—effectively intersecting face, culture, and conflict—also makes this theory's scope and boundaries clear.

There are a few concerns with the theory, however, the theory rests on the differing experiences and perceptions of individualistic and collectivist cultures. Ting-Toomey uses this foundation to lay out the core of her theory. At times, however, this cultural dimension may not fully explain cultural differences. For instance, in her own research, Ting-Toomey and colleagues (1991) discovered some discrepancies. She found that Japanese respondents showed more concern for self-face than U.S. respondents. In addition, although Ting-Toomey proposes that individualistic cultures are not usually compromising in their conflict styles, the highly individualistic U.S. respondents used a significantly high degree of compromising when faced with a conflict. In this study, then, the identity of the U.S. respondents was displaced.

Ting-Toomey and Cocroft (1994) respond to these differences in expectations by noting that looking at face work from the individualistic and collectivistic orientation "is a necessary starting point for face work behavior research" (p. 314). The researchers also state that many of the face work category systems in research reflect individualism–collectivism thinking, and therefore, Face-Negotiation Theory must necessarily begin from this vantage point.

Finally, Ting-Toomey (1988) has positioned Face-Negotiation Theory within the politeness perspective of Brown and Levinson (1978). She incorporates a number of the components of their thinking, including positive face and negative face. Yet, Tracy and Baratz (1994) believe that such labeling in Brown and Levinson's framework "may be too general to capture the face-concern most central to an interactant" (p. 290). That is, other issues pertaining to face concern exist that are not identified by the researchers. Ting-Toomey's endorsement and application of politeness research, then, may be questionable. Interestingly, Ting-Toomey and Cocroft (1994) agree with the fact that Brown and Levinson have presented an original template from which to draw but report data that demonstrates several problems with their research.

Face-Negotiation Theory will continue to intrigue communication researchers. Particularly at a time when culture pervades nearly all aspects of life and the global village is becoming smaller, the theory will have lasting appeal. When two people from two different cultures have a conflict, understanding how they maintain and negotiate face will have implications beyond the encounter. Ting-Toomey has given us an opportunity to think about how we can mediate the potential difficulties in communication among cultures, and she elegantly presents important information on a world dependent on communication.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter presents the method and procedure that was applied in this study. It was organized under the following sub-headings: Research Design, Study area, Population and Sampling, Method of Data Collection, and Method of Data Analysis.

The title of this research paper is “Opportunities and challenges of use of Facebook as social media among the youth in private higher educational institutions: The Case of Hope College in Addis Ababa”.

The purpose of collecting data was to perform a research on “opportunities and challenges of use of Facebook as social media among the youth in private higher educational institutions.

In this research, questionnaire and interviews was administered to collect data. The total numbers of questionnaires administered to students were 250, and interviews were held with nine teachers.

Research Design

In this research, mixed method approach was applied because of the fact that instruments are interview and questionnaires. So, quantitative and qualitative data were collected.

Both primary and secondary sources of data are included. The primary data for this research study collected using quantitative survey questionnaire and interview. The data of questionnaire was collected from students and interview collected with teachers, which is using as the primary source of data for the analysis of this study and that lead this research study to the investigation of the opportunities & challenges of use of Facebook among students. At the same time literature review of this research used as the secondary data source for this study, which have been gathered from different published research articles.

Study Area, Population and Sampling

Hope Enterprises was established in 1971. It began its outreach with the motto, “providing hope to the needy”. As one of the first local charities in Ethiopia, Hope has consistently and continuously responded to the needs of a variety of marginalized people like children, women, families, the disabled, the aged, the homeless and the sick affected by one crisis or another by investing in programs like basic needs, education, vocational training, job and business mediation, rural rehabilitation.

Hope initiated the establishment of a college in Addis Ababa with a vision to provide the first competency-based education in the country in areas such as leadership, management, science and technology and develop manpower that is internationally competitive.

Students Total Population

| Class year | Male | Female | Total |
|-------------|------|--------|-------|
| 1 | 330 | 267 | 597 |
| 2 | 149 | 160 | 309 |
| 3 | 133 | 152 | 285 |
| 4 | 57 | 42 | 99 |
| Grand Total | 669 | 621 | 1290 |

Teachers Total Population

| Male | Female | Total |
|------|--------|-------|
| 39 | 8 | 47 |

Sampling

As the research design indicates, the researcher uses mixed method research design. The researcher's plan is to use stratified random sampling; from students from year one, two, three, & four.

From total students twenty percent of students that is 250 students who have smart phones & who uses Facebook were selected.

For the interview, the researcher selected from total teachers twenty percent of them, that is nine teachers using random sampling.

To fill the quantitative survey questioners; the researcher distributed the questionnaires for 250 students (128 boys & 122 Girls). Besides this, the researcher also conducted interview with 9 teachers in order to know about opportunities and challenges of students use of Facebook in respect to their academic performance.

Sample students

| School year | Male | Female | Total |
|-------------|------|--------|-------|
| 1st | 39 | 34 | 73 |
| 2nd | 31 | 34 | 65 |
| 3rd | 31 | 32 | 63 |
| 4th | 27 | 22 | 49 |
| Total | 128 | 122 | 250 |

Sample teachers

| Male | Female | Total |
|------|--------|-------|
| 7 | 2 | 9 |

Methods of Data Collection

In this study; research instruments were survey questionnaire with students, and interview with teachers. These instruments of the research discussed in detail.

Questioner with Students

Questionnaire is the most commonly used research instrument in quantitative research. And it is also, one of the shortest or quickest ways of gathering a lot of data from many people.

The questionnaires for students included general questions about number of their facebook friends, time they spent in this social media, where they use Facebook and their attitude about using Facebook on their academic performance in order to know about facebook opportunities and challenges towards, their social communication and their academic performance.

The researcher collected data about opportunities and challenges of use of Facebook among the youth with respect to their social/communication behavior and their academic performance. In this study, the researcher has used survey questionnaire with students. They are close ended survey questions. A total of 250 copies of the questionnaires were distributed to elicit responses from the students. Because of the support the researcher got from Hope college administration and teachers, all 250 questionnaires were correctly filled and valid questionnaires.

The survey questionnaire was prepared and distributed to students in English language, and the study relied on primary data from students enrolled in Hope College.

Interview with Teachers

The purpose of Interviews with teachers was to collect data about opportunities and challenges of use of Facebook for students' academic performance and for teaching learning process. The Interview questions are open ended questions. Interview questions include; advantage and disadvantage of use of Facebook on teaching learning process and their academic performance, how often they used Facebook and if facebook used for academic purpose.

Therefore, in-depth interview was used with nine teachers to get deeper insights from teachers.

Methods of Data Analysis

It is mentioned that the study employed mixed research methods (qualitative and quantitative). Since the methods of data collection are different, the data obtained within these methods had been analyzed accordingly. So, the analysis and presentation would be both in a form of numerical and interpretation. To analyze quantitative data, Statistical Package for Social Sciences (SPSS-23) was employed.

The researcher used descriptive method of data analysis. Mixed method Explanatory sequential design used in order to analyze both questioner and interview. Because of this, first quantitative data collected and analyzed followed by qualitative data collection and analysis then interpretation was made. The data that was collected through questionnaire was analyzed by using descriptive statistics As a result, percentage, numbers and statistics were used and data presented with the help of words. The data that was collected through interviews was analyzed using words. Thus, the researcher had different phases/levels of data analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents results and discussions analysis of the data obtained from the primary source as well as secondary sources. Based on the objectives of the study, data were collected using both the quantitative and qualitative instruments. In this study, descriptive statistics was used to present the quantitative data, and qualitative data. Therefore, numerical and verbalism descriptions are presented.

Therefore, this chapter deals with the presentation, analysis and discussion of the findings in a manner that is understandable. The rationale of the study as stated in the first chapter of the study was to assess opportunities & challenges of using facebook among youths on their social/communicative behavior and their academic performance if there is any.

Since, the study involves both research methods (quantitative and qualitative), the data are presented analyzed and discussed theme by theme integratively. The quantitative method is a survey questionnaire. The questionnaire was distributed to randomly selected 250 students from year one to year four enrolled in Hope college whereas, 9 interviews were held with Hope college teachers.

The primary data was obtained from the questioners which are designed to collect the necessary data to answer the research questions from students and interview data was obtained from teachers.

4.2. Demographic profile of respondents

4.2.1 Demographic profile of student respondents

Table 4.2.1 below shows details of background information of respondent. Due consideration was given to obtain consent from each participant about their participation in the study.

Table 4.2.1: frequency distribution of background of student respondents

| | | Frequency | Percent |
|-------------|-------------|-----------|---------|
| School Year | 1st | 73 | 29.2 |
| | 2nd | 65 | 26.0 |
| | 3rd | 63 | 25.2 |
| | 4th | 49 | 19.6 |
| Sex | Male | 128 | 51.2 |
| | Female | 122 | 48.8 |
| Age group | 21 and less | 126 | 50.4 |
| | 22 - 25 | 114 | 45.6 |
| | 26 and more | 10 | 4.0 |

As of the above table 4.2.1 displays, the total numbers of participants in this study were 250 respondents. About 128 (51.2%) of them were males and the rest 122 (48.8%) of were females. Regarding the respondents educational qualification as indicated on above table 4.2.1;29.2% of the respondents were first year students, 26.0% of them were second year students, 25.2% of them were third year students and the rest 19.6% of them were fourth year students. The research identifies the respondents by their educational level. The table also showed respondents age distribution.126 (50.4%) of respondents age are 21 and less, 114(45.6%) them aged between 22 to 25, and 10 (4.0%) of them age are 26 and above.

4.2.2 Demographic profile of teachers respondents

As of table 4.2.2 shows nine teachers participated for the interview. All of them are MA/MSc holders and all of them served at Hope College for more than two years. Concerning their gender, seven male teachers and two female teachers were interviewed.

Table 4.2.2: Frequency distribution of background of teachers' respondents

| Male | Female | Total | Qualification |
|------|--------|-------|---------------|
| 7 | 2 | 9 | MA/MSC |

4.3 Reliability and Validity of the instruments

4.3.1 Reliability and validity of the questionnaire

Reliability analysis used to measure the consistency of the questionnaire. There are different methods of reliability test, for this study Cronbach's alpha is considered to be suitable. Cronbach's alpha is the most common measure of reliability. For this study the Alpha coefficient for the overall scale calculated as a reliability indicator was 0.796. The overall alpha coefficient for the scales was presented in the following table. As described by Andy (2006) the values of Cronbach's alpha more than 0.7 is accepted. The overall alpha value in this study as indicated in the table (0.796) is acceptable and which is; therefore, it had very good reliability for the questioners. Validity is a judgment based on various types of evidence. The questioners for students were answered without any misunderstanding and both male and female students were answered well and an important & valuable answer was gained. So, its validity is good.

Table 4.3.1 Reliability of the scale

| Indicators | Number of items | Cronbach Alpha |
|------------|-----------------|----------------|
| Survey | 10 | 0.796 |

4.3.2 Reliability and validity of the teacher interview

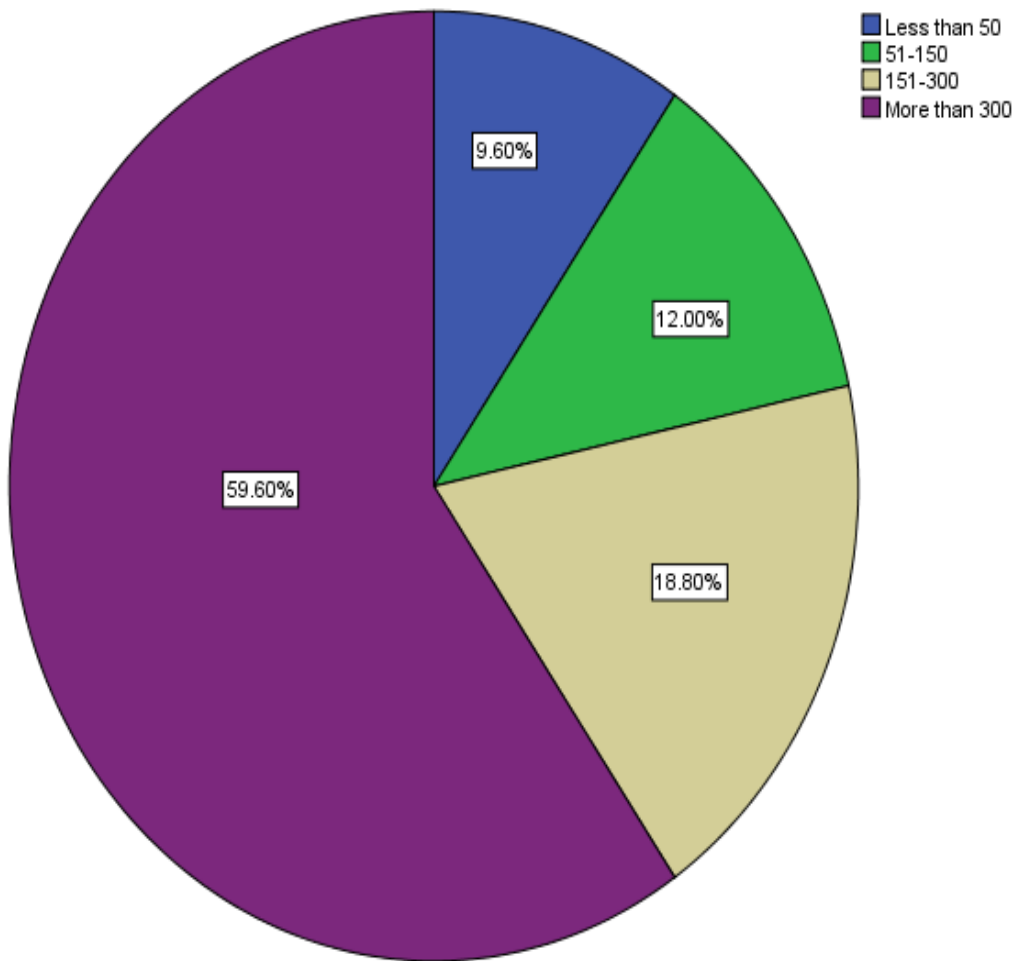
Reliability is internal consistency, which is the consistency of people's responses across the items on a multiple-item measure. All interview questions for teachers were answered in proper way and very helpful responses were given by teachers. So, they are reliable. The researcher also observes the interview questionnaire validity on respondents face to measure the construct of interest. Teachers answered all questions by giving high attention. So, its validity is also good.

4.4 Students' Facebook Friends and nature of social communication

This section presents the number of Facebook friends students have, time they spent in social media, where they access Facebook, their preference between chatting on line and talking face to face, and their opinion about if Facebook has negative impact on their academic performance.

Graph 4.4.1 below clearly presents number of facebook friends respondent students have. The Graph shows that the majorities (59.60%) of respondents have more than 300 Facebook friends, 18.80% of them have in between 151 to 300 Facebook friends, 12.00% of them have between 51 and 150 Facebook friends, and the rest 9.60% of them have less than 50 Facebook friends. This shows that the majority of students have a lot of facebook friends.

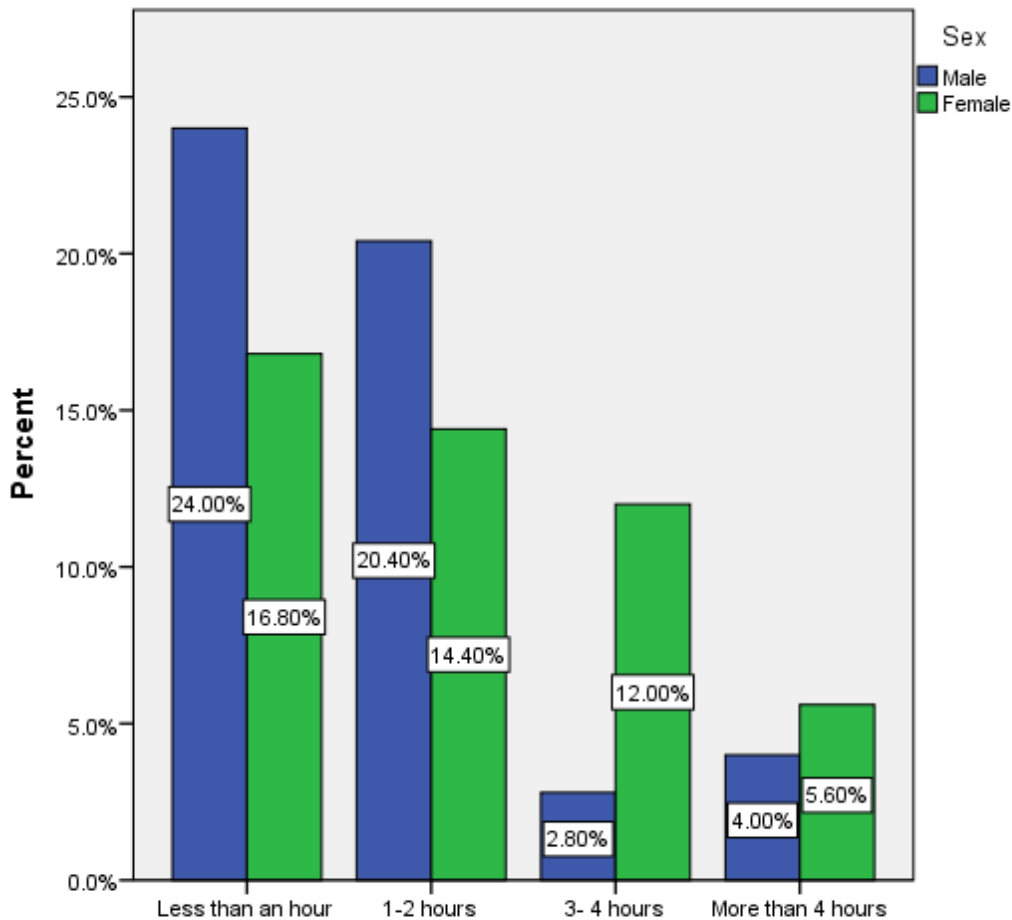
Graph 4.4.1. Number of Facebook friends



4.4.2 Time spent on Facebook

Graph 4.4.2 below displays that how much time respondent students spend on social media per day and also shows usage time differences between male and female students.

Graph 4.4.2. Time students spend on social media per day on average by gender



The above graph 4.4.2; displays that 40.8% of respondents spend on social media for about less than an hour per day, 34.80% of students spend 1 to 2 hours, 14.80% spend 3 to 4 hours, and 9.60% of students spend more than 4 hours on social media.

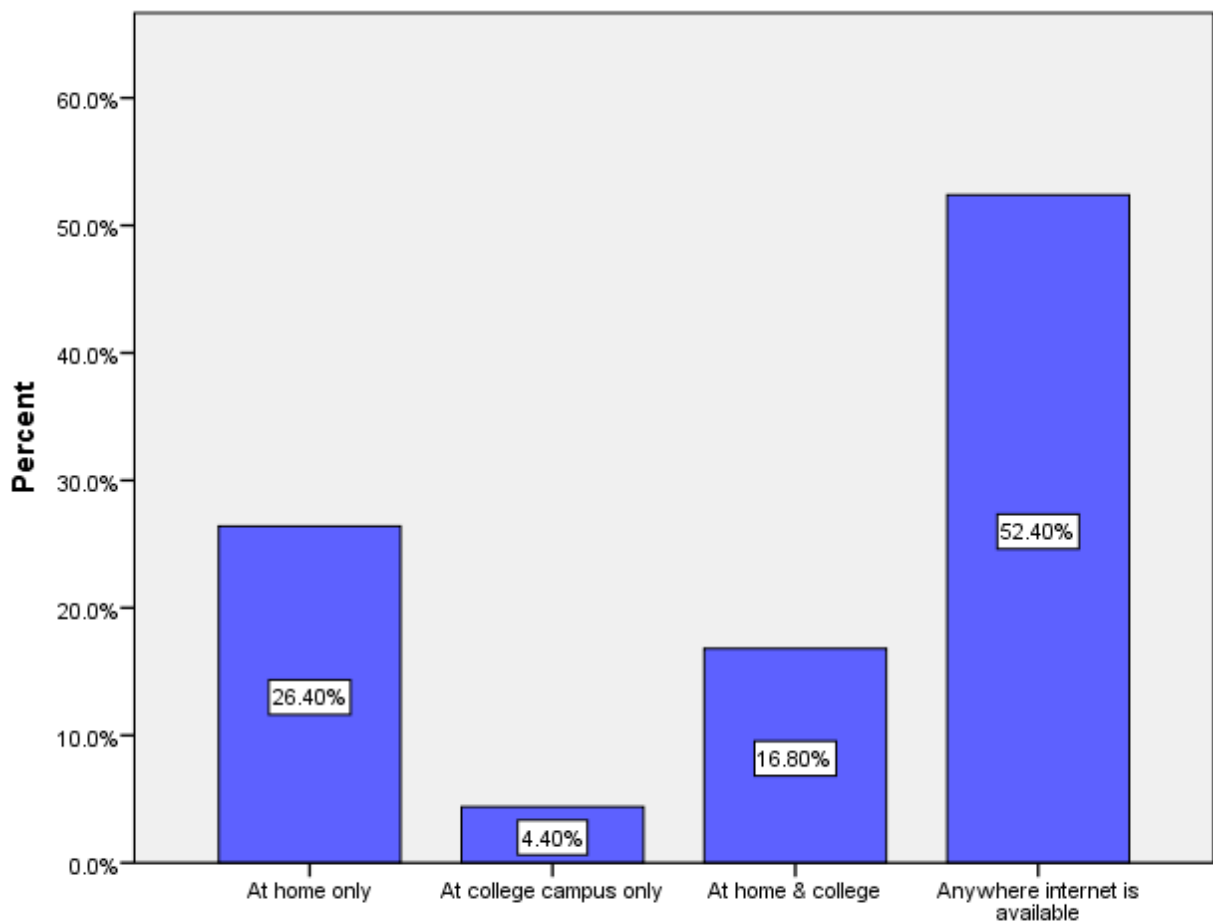
The graph also shows that females' students spend more time on social media per day on average than males. 12% of female students spend 3 to 4 hours per day, whereas, only 2.8% of male students spend 3 to 4 hours per day. Moreover, 5.6% of female students spend more than 4 hours per day; only 4% of male students spend more than 4 hours on social media. This shows that female students use more time than male students in using social media.

4.4.3. Where students access Facebook

Graph 4.4.3 below displays where do students access facebook.

The graph clearly shows that the majority (52.4%) of students access Facebook every places like home, college campus and other places where internet access is available. 26.4% of them access Facebook at home only, 16.8% of them access Facebook at home and college and the rest 4.4% of them access Facebook at college campus only.

Graph 4.4.3. Where students access Facebook

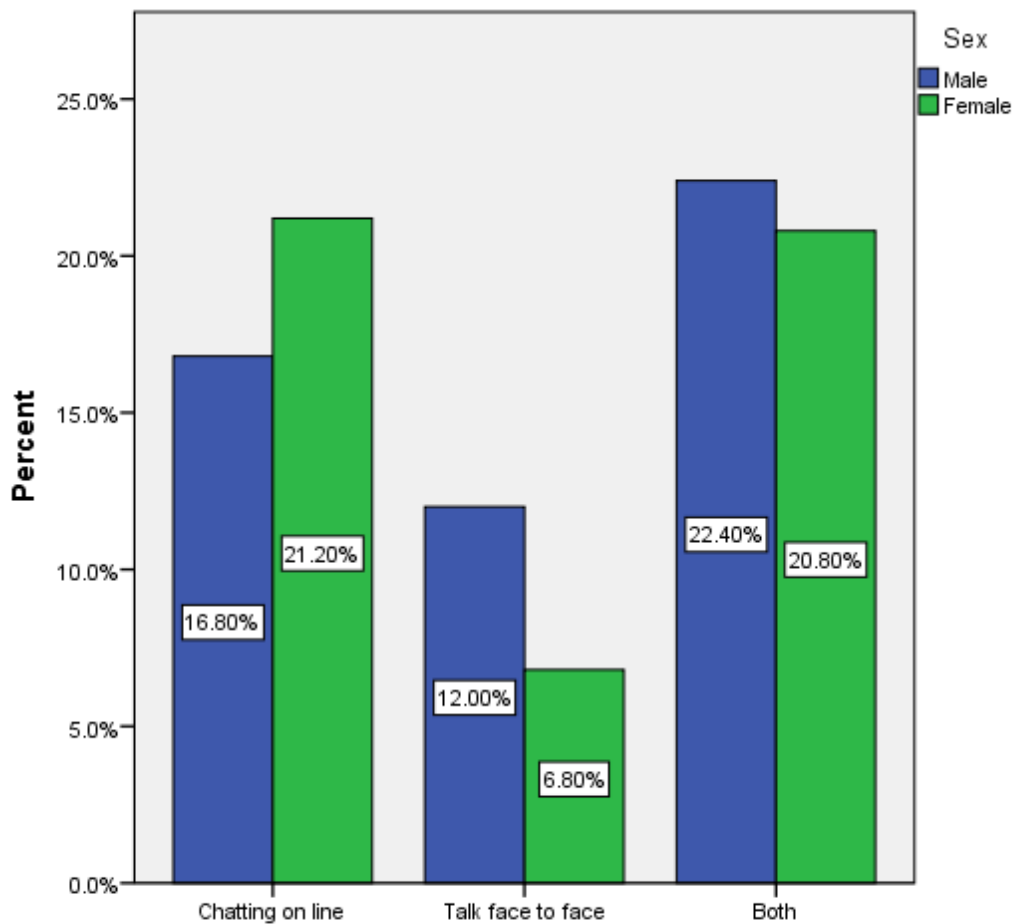


The Graph also shows that the majority of students 52.4% use Facebook where ever they get internet access that includes their home, college campus, and other places. So, we can observe from the study that using Facebook is every day activity of students.

4.4.4. Students preferences of social communication

The graph 4.4.4 below displays respondent students' choice of social communication between on line communication and face to face communication.

Graph 4.4.4 Students preference between chatting online and face to face communication by gender



When students were asked to know their preferences between chatting on line and talking face to face; the above graph 4.4.4 indicates that 22.40% of male students and 20.80% of female students like both chatting on line and face to face communication.

From the respondents; significant number of students, that is 16.80 % of male students and 21.20% of female students like on line chatting instead of face to face communication.

The graph also shows 12% of male students and 6.80 % of female students’ prefers talking face to face.

The table also shows female students like chatting online than male students (16.80% male & 21.20% of female).

On the other hand male students like face- to - face communication than female students (12% male and 6.80 % female) .21.20% of female students prefer chatting on line and only 16.80% of male students prefer chatting on line.

Comparing student’s interest on their social communication between online communication and face- to- face communication; the graph clearly displays that female students prefer on line chatting than male students. Concerning face to face communication male students like talking face to face than female students.

4.4.5. Students perception on impact of facebook on their academic performance

The table below displays that students’ opinion about use of Facebook and its impact on their academic performance, by total respondent students.

Table 4.4.5. Students’ opinion about use of Facebook and its impact on their academic performance

| | | Frequency | Percent |
|---|--------------|-----------|---------|
| Do you believe that Facebook has negative impact on your academic performance | Yes | 164 | 65.6 |
| | No | 54 | 21.6 |
| | I don’t know | 32 | 12.8 |

The table above presents students attitude on negative impact that Facebook has on their academic performance; The table 4.4.5 shows that 65.6% of respondent students believe that Facebook has negative impact on students academic performance; the other 21.6% of them doesn’t believe that Facebook has negative impact on their academic performance and the rest 12.8% of respondents not decided yet if it has negative impact on their academic performance.

From this table, we can observe that majority of students themselves believe that use of Facebook has created negative impact on their academic performance.

4.5. Students perception of the advantages and disadvantages of Facebook

4.5.1 Advantages of Facebook

The table below shows Facebook usage and its advantage on students' relationship.

Table 4.5.1.1 Facebook on students relationship

| | SD | D | Ne | A | SA | Mean | S.Dev |
|--|--------|--------|---------|-----------|----------|------|-------|
| Facebook creates good relationship with people | 5(2.0) | 2(0.8) | 24(9.6) | 128(51.2) | 91(36.4) | 4.19 | 0.80 |

The above table 4.5.1.1 displays that Facebook creates good relationship with people; 51.2% of the respondents agreed and 36.4% were strongly agreed, that Facebook creates good relationship with people. 9.6% of respondents were neutral. Whereas, 2% of respondents strongly disagree and 0.8% of respondents disagree about the idea that Facebook creates good relationship with people.

The table clearly displays that the majorities of students 219 respondents from 250 total respondents agreed (51.2 % agree & 36.4% strongly agree) that use of facebook creates good relationship with people. Only 7 respondents (2.0 %) of students strongly disagree and 0.8% disagree on the idea that face book creates good relationship with people. The rest 24 respondents (9.6%) were neutral.

4.5.1.2 Advantage of Facebook to connect and to get better communication with friends.

The table below shows Facebook's advantage to get good friends and to made good communication

Table 4.5.1.2 Facebook use and students' communication with friends

| | SD | D | Ne | A | SA | Mean | S.Dev |
|---|--------|---------|----------|----------|-----------|------|-------|
| Facebook is useful to connect & better communicate with friends | 4(1.6) | 12(4.8) | 31(12.4) | 96(38.4) | 107(42.8) | 4.16 | 0.93 |

The above table shows Facebook usage and its advantage to connect & better communicate with friends; as shown on Table 4.5.1.2; from the respondents 42.8. % strongly agreed that Facebook is useful to connect & better communicate with their friends and 38.4% were agreed. 12.4% of respondents were neutral. Whereas, 4.8 % of respondents disagreed and 1.6 % of respondents

strongly disagree about the idea that Facebook is useful to connect & better communicate with their friends.

The table also clearly shows that the majorities of students 203 respondents from 250 total respondents (42.8% strongly agree &38.4% agree) that Facebook is useful to connect & better communicate with their friends. Only 16 respondents (4.8 % disagree 1.6 % of students strongly disagree) on the idea that Facebook is useful to connect & better communicate with friends. The rest 31 respondents (12.4 %) of respondents were neutral.

4.5.1.3 Students perception on facebook to get friends.

Participants were examined to know Facebook helps to get many good friends. The table below shows respondent students opinion about use of facebook and its advantage to get good friends.

Table 4.5.1.3 Facebook to get good friends.

| | SD | D | Ne | A | SA | Mean | S.Dev |
|---|--------|---------|----------|----------|----------|------|-------|
| Facebook helps to get many good friends | 5(2.0) | 18(7.2) | 50(20.0) | 97(38.8) | 80(32.0) | 3.92 | 0.99 |

The above Table 4.5.1.3 displays 38.8% of the respondents agreed and 32 % strongly agreed, that Facebook helps them to get many good friends.20.% of respondents were neutral, whereas, 7.2 % of respondents disagree and 2.0 % of respondents strongly disagree about Facebook helps to get many good friends.

The table also shows that the majorities of students 177 respondents from 250 total respondents (38.8% agree and 32% strongly agree) that Facebook helps to get many good friends. Only 23 respondents (7.2 % disagree & 2% strongly disagree) on the idea that Facebook helps to get many good friends. The rest 50 respondents (20%) of respondents were neutral.

4.5.1.4 Opinion of students’ use of Facebook to know their friends activity

Respondents asked whether Facebook is helping them to know every activity of their friends. The table 4.5.1.4 (below) shows that from respondents 32 % of them disagreed that Facebook helps to know every activity of their friends and 26% of respondents agreed. 20.4% of respondents neutral. 12.4 % of respondents strongly agreed and 9.2% strongly disagreed.

Table 4.5.1.4 Facebook to know friends activity

| | SD | D | Ne | A | SA | Mean | S.Dev |
|--|---------|----------|----------|----------|----------|------|-------|
| Facebook helps to know every activity of friends | 23(9.2) | 80(32.0) | 51(20.4) | 65(26.0) | 31(12.4) | 3 | 1.0 |

The table also shows that a total of 103 respondents from 250 total respondents disagreed (disagreed agreed 32% & strongly disagreed 9.2%) that Facebook helps to know every activity of their friends. 51 respondents or (20.4%) of respondents neutral or not decided. Whereas, 96 respondents agreed (26.% agreed and 12.4% strongly agreed) that Facebook helps to know every activity of their friends.

Neutral and disagreed respondents' total number is 154 whereas, agreed respondents number is 96. So, majority of students 154 don't think or not sure that facebook helping them to know every activity of their facebook friends.

4.5.1.5 Advantage of Facebook for English language ability

The table below displays students' attitude towards use of Facebook on their English language ability.

Table 4.5.1.5 below shows that 34.8 % of the respondents agreed and 26% of respondents strongly agreed that Facebook helps to increase English language ability, whereas 16.4% of respondents disagreed and 4% strongly disagreed about the idea that Facebook helps to increase English language ability. Neutral respondents were 18.8 %.

Table 4.5.1.5 Facebook use towards English language

| | SD | D | Ne | A | SA | Mean | S.Dev |
|---|---------|----------|----------|----------|----------|------|-------|
| Facebook helps to increase English language ability | 10(4.0) | 41(16.4) | 47(18.8) | 87(34.8) | 65(26.0) | 3.62 | 0.9 |

The table above clearly shows most of the respondents; 152 students from total 250 respondents agreed (87 agree and 65 strongly agree 34.8% & 26% respectively) that Facebook helps to increase their English language ability. Only 51 respondents disagreed (41disagree & 10 strongly disagree, 16.4% & 4% respectively) that Facebook helps to increase their English language ability. The rest 47 respondents (18.8 %) neutral or not decided yet.

4.5.1.6 Facebook’s advantage towards discussing Academic issues

Study participant students were further checked to assess Facebook helps to discuss academic issues with online groups. Their general attitude towards the advantage of Facebook to discuss academic issues; as the table below exhibits, 40.8 % of respondents agreed that Facebook is helpful to discuss academic issues with online groups. 18.4% of respondents were also strongly agreed on the idea. From the respondents 17.2% of them were neutral. Concerning respondents those who disagree 14.4% of respondents disagree and 9.2% of respondents strongly disagreed on the idea that Facebook helps to discuss academic issues with online groups.

Table . 4.5.1.6 Students opinion about advantage of Facebook to discuss academic issues.

| | SD | D | Ne | A | SA | Mean | S.Dev |
|---|---------|----------|----------|-----------|----------|------|-------|
| Facebook helps to discuss academic issues with online groups. | 23(9.2) | 36(14.4) | 43(17.2) | 102(40.8) | 46(18.4) | 3.45 | 0.99 |

Table 4.5.1.6 clearly shows that from total 250 respondents, 148 students agreed (40.8% agreed & 18.4% strongly agree) that Facebook is helpful to discuss academic issues with online groups. From respondents 43 students (17.2%) were neutral or not decided. Only 59 respondents disagreed (14.4% disagree and 9.2% strongly disagree) about advantage of Facebook to discuss academic issues online.

4.5.1.7 Use of Facebook for students’ academic purpose: Teachers attitude

The researcher wants to know whether students use facebook for academic purpose or not. From the interviewed nine teachers; four teachers said “Yes” and three teachers said ”No”. The rest two teachers are not decided.

Teachers who says ‘Yes’ told the researcher that; students can share resources like teaching and learning materials through facebook. They also expressed that there are different groups who post and share educational materials in different disciplines. So, Students can make advantage of these resources. In addition, facebook can provide them a platform to meet researchers, professionals and scientists in their field of study. They added that they can exchange information about their subject area, project work/team work/etc without sitting together, and they can manage it at their home and they may communicate about educational issues. They also said that students can download books, using their facebook accounts because of some sites allows downloading books using facebook accounts.

Teachers who said ‘no’ expressed that, they haven’t seen students in the college campus using Facebook for academic purpose. One teacher told the researcher that;”Internet could be used for academic purpose but specially facebook is not”

The rest two teachers who are not decided said, even if they believe that Facebook may be used for academic purpose; they are not sure whether students using Facebook for academic purpose or not.

4.5.1.8 Advantages of Facebook to teaching learning process: Opinion of teachers

From interviewed nine teachers; only two teachers were said Facebook has no any advantage for the teaching learning process. But the rest seven teachers explained its advantage by saying facebook can improve students’ English language, students can learn the culture of the others, they can exchange information & they can understand /know what is going on in the world. One teacher also said they can easily exchange ideas by creating groups, they can meet professionals, researchers, academicians and scientists in their field of study & they can access educational materials, share links where there are valuable educational resources, scholarships, trainings etc.

Another teacher also says” students can Share educational resources, educational ideas, messages, among the academic community within or across campus.”

One teacher also explains in detail Facebook advantage and says:

“As social media is a computer-based technology that is used to share ideas and information, students can use Facebook to share contents in the area of their study. The main advantage of facebook is that many students already have a facebook account and many students use facebook on daily bases to communicate with their friends& for other social activities. Almost all students have facebook application on their cell phone. So, using facebook for teaching learning process does not incur additional cost. The other advantage is FB allows posting different types of contents like video, sound text & picture.”

Besides this, other teacher also said that students can develop ICT skills, students learn ICT skills with the need for step by step instructions and also students gain skills through peer learning as well and group collaboration. He also says “facebook enables students to express themselves.”

Another advantage also explained by other interviewee and says:

” Social media is normally designed to facilitate communication among individuals with common interest. We call them digital community. Hence, students can use facebook to exchange information about their subject of interest and can communicate with their instructors, can use facebook as a medium to get different information about the world and academic communities.”

So, the majority of teachers interviewed agreed that facebook is advantageous for teaching learning process.

4.5.2 Disadvantages of Facebook

4.5.2.1 Facebook impact on students’ face to face communication

Respondents asked to know that if Facebook has negative impact on their Face to face communication. The table below exhibits, 31.2% of the respondents agreed that Facebook avoiding youths from face to face communication, whereas, 28% of respondents disagreed and 20 % of respondents are neutral. 18% of respondents strongly agreed and 2.8 % of respondents strongly disagreed, that Facebook avoiding youths from face to face communication.

Table 4.5.2.1 Facebook use and face to face communication

| | SD | D | Ne | A | SA | Mean | S.Dev |
|--|--------|----------|----------|----------|----------|------|-------|
| Facebook avoiding youths from face to face communication | 7(2.8) | 70(28.0) | 50(20.0) | 78(31.2) | 45(18.0) | 3.34 | 1.2 |

The above table 4.5.2.1 clearly shows that a total of 123 respondents from 250 total respondents agreed (agree 31.2% & strongly agree18%) that Facebook avoiding youths from face to face communication. Whereas, only 77 respondents disagreed (disagree 28% and strongly disagree 2.8%) that Facebook avoiding youths from face to face communication, and the rest 50 respondents (20%) were neutral.

Neutral and agreed respondents on the idea that Facebook avoiding youths from face to face communication were 173 respondents , higher than the disagreed respondents 77.

4.5.2.2 Facebook impact on students’ family communication

The table below displays whether facebook usage has negative impact on students communication with their family.

As shown on the table 4.5.2.2; from the respondents 42 % agreed, and 27.6% strongly agreed that, Facebook negatively affects communication with family. 17.6 % of respondents were neutral. Whereas, 12% of respondents disagree and 0.8 % of respondents strongly disagree about Facebook negatively affects communication with family.

Table 4.5.2.2 Facebook and students Family communication

| | SD | D | Ne | A | SA | Mean | S.Dev |
|--|--------|----------|----------|-----------|----------|------|-------|
| Facebook negatively affects communication with family. | 2(0.8) | 30(12.0) | 44(17.6) | 105(42.0) | 69(27.6) | 3.84 | 0.99 |

The above table also shows that the majorities of students that is from 250 respondents 174 students agreed (agree 105 (42%) & strongly agree 69 (27.6%)) that Facebook negatively affects communication with their family. Only 32 respondents (disagree 30 (12%), & strongly disagree 2 (0.8%) of students on the idea that Facebook negatively affects communication with family. The rest 44 respondents (17.6%) were not agreed or not disagree and they are neutral.

4.5.2.3 Impact of Facebook on Students Study Time

The table below shows use of facebook and its implication on students' education study time.

The table clearly shows that 33.6 % respondent students agreed that Facebook takes their study time, and 30.8% of respondents also strongly agreed that facebook takes their study time. Only 14.4 % of respondents disagree and 4.8% strongly disagree. The rest 16.4 % of respondents are neutral

Table 4.5.2.3 Facebook on Students Study Time

| | SD | D | Ne | A | SA | Mean | S.Dev |
|------------------------------------|---------|----------|----------|----------|----------|------|-------|
| Facebook takes students study time | 12(4.8) | 36(14.4) | 41(16.4) | 84(33.6) | 77(30.8) | 3.71 | 1.0 |

Table 4.5.2.3 clearly displays that the majority of respondent students, 161 from 250 total respondents agreed (84 agreed & 77 strongly agreed, 33.6%,& 30.8% respectively) that use of facebook takes their study time. Only 48 respondents disagreed (36 disagree and 12 strongly disagree, 14.4%,& 4.8% respectively) on the idea facebook takes their study time. The rest 41 of respondent students are (16.4%) neutral or not decided.

4.5.2.4 Time spent on Facebook by students: Teachers observation

Teachers shared their observation towards students' usage of Facebook in the college campus. For the above questions; teachers' answers were "almost always", and " frequently."

One teacher also expressed that in the college recently the ICT center tried to block facebook sites in the library, but students use special software to open Facebook.

Two teachers are also expressed and witnessed that students sometimes use facebook while attending their classes and some students are highly addictive.

4.5.2.5 Facebook use towards students’ academic performance

The table below describes students’ response about use of Facebook and its impact on their Academic performance. Participants examined if Facebook has negative impact on their academic performance. 42.8% of respondent students agreed that Facebook has negative impact on their academic performance. 24.4 % of respondents also strongly agreed Facebook has negative impact on academic performance. From the respondents 14% of them are neutral. Only 11.6 % of respondents disagree and 7.2 % strongly disagree that Facebook has negative impact on their academic performance.

Table 4.5.2.5. Facebook impact on students’ academic performance

| | SD | D | Ne | A | SA | Mean | S.Dev |
|---|---------|----------|--------|-----------|----------|------|-------|
| Facebook has negative impact on academic performance. | 18(7.2) | 29(11.6) | 35(14) | 107(42.8) | 61(24.4) | 3.65 | 0.99 |

The above Table 4.5.2.5 clearly displays that the majority of respondents 168 students from the total 250 respondents (107 agree and 61 strongly agree) agreed that Facebook has negative impact on their academic performance. Only 47 respondent students (29 disagree and 18 strongly disagree) that on the idea Facebook has negative impact on their academic performance. The rest 35 respondent students are neutral.

4.5.2.6. Disadvantages of Facebook towards students academic performance.

Teachers also interviewed to share their idea, opinion & knowledge about disadvantages of students usage of Facebook on their academic performance.

From interviewed nine teachers eight teachers expressed their attitude about Facebook’s disadvantage on students’ academic performance, but one teacher has different idea and he says: “Facebook by itself has no any disadvantage. It will be a disadvantage when it is used wrongly or unethically.”

But the majority of interviewed teachers expressed Facebook’s disadvantage in the following way. They said that since students are more often reading facebook rather than reading books it

has negative impact on their academic performance, besides this, they learn & exercise unwanted /unaccepted things like drug, sex, bad culture etc.

One interviewee also says:

“Students spend long hours browsing their facebook pages and chatting with friends and strangers. This will affect their time management and causes lack of attention to their academic performance. It might also have psychological consequences like depression when they get negative comments, and also they may be addicted.”

Another disadvantage also expressed by teachers is that students visited different posts that may not be relevant to their academic study. They have too much friends so, reading posts and comments from these too many friends takes too much time. It also creates a burden in their memory that consuming its energy and space. Moreover, they also expressed students waste their valuable time unnecessarily by chatting, browsing unnecessary information etc.

4.5.2.7. Facebook use, and its effect on students’ educational performance.

Teachers interviewed to share their opinion and attitude about, if Facebook affecting students educational performance. From those interviewed nine teachers seven of them says:” Yes” but two teachers have different idea.

From Teachers who have different idea one of them says that;” It all depends on how and when they are using it. I can’t say yes or no.” the other teacher says that: “students that use facebook wisely ,and properly become advantageous in getting more general knowledge but, if they keep by surfing un necessary things , it will affect their education negatively.”

The rest seven teachers believe that usage of Facebook affecting students’ educational performance. They said that since they are more often reading facebook rather than reading books & spending more time in Facebook, it will affect their educational performance. They also mentioned that it takes their study time, and in turn it has negative impact on their educational performance.

One teacher says:” It competes with the time they should dedicate to their study, and it takes their attention from academic affairs. Besides this, it introduces them strangers unless they manage it well.”

Other teacher also said that because of students use their valuable time on Facebook; they ignored doing their home work, assignments and their study. He added that, they thought about Facebook posts instead of their education.

Similar idea rose from one teacher and expressed that; once they are on line, they viewed message, checked notifications and commented on other people’s status. So, these activities may consume their study time.

4.5.2.8. Ideas shared about students Facebook usage; by teachers

Interviewed nine teachers asked to express their idea they want to share about students Facebook usage. One teacher expresses that and says: "even though Facebook can improve students English language, and learn the culture of others; if it is possible; blocking facebook site is a good option and open it only for 1 and half hours time per a day."

Other teacher also said that students should limit their facebook usage in such a way that it doesn't affect their academic and social life. In addition students should design a way that allows them to reinforce their education.

Other idea was raised from one teacher and says that, "Facebook is a nice medium to share content. I think colleges & universities should encourage students and staff to use this platform for educational purposes."

Besides this, teachers also shared their idea by saying; it is advisable not to use facebook during regular education session. & if it is a must, it is better first to decide the duration of using facebook for one self. They added, Facebook has advantages but also it has many disadvantages too. But if students use it on right way it is beneficial, but if they are using it more and more times; it can be disadvantage, so proper handling is important for its usage.

They also said, if students use facebook properly it will add value towards enhancing their educational performance. This is to mean that they have to plan the amount of time they should connect to facebook.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents, the conclusion and recommendations of the research on the “opportunities and challenges of Use of Facebook as social media among the youth in private higher educational institutions” with respect to college students social/communicative behavior and their academic performance by focusing Hope college.

5.1 Conclusions

The main findings and conclusions of the study are presented below:

The study reveals that, concerning opportunities & challenges of use of Facebook usage on students’ social communicative behavior, the majority of students expressed that Facebook is very helpful to connect with their friends and also to make good relationships. Besides this they also agreed that it helps them to get many good friends.

Studies also supporting this idea and said, Facebook helps youths stay in contact easily even over long distances. Facebook can send the message instantly whether the person on the other end answers or not. Friends can be instantly updated on whatever is going on in each other’s lives, even through pictures, no matter how spread out they are around the country or world. When friends move across the country or to a different one, Facebook can help them stay in touch and can help them remain in their lives. So, the study clearly shows that Facebook is very helpful to students to communicate with their friends and to improve their social connection.

Unfortunately, however, there are challenges that deter Facebook usage that negatively affects communication with their family. The study also shows majority of students agreed that usage of facebook negatively affects their communication with their family. More over significant number of students also agreed that it affects their face- to- face communication, and some students like on line chatting than face- to -face communication.

The study also reveals that, concerning opportunities & challenges of use of Facebook with respect to academic performance of students, majority of students agreed that use of Facebook negatively affects their academic performance. The study also shows its usage takes students study time.

Majority of teachers also expressed that usage of Facebook affecting students' educational performance. They said that students more often reading facebook rather than reading books & they are also spending more time in Facebook and it takes their study time. Because of this fact it will affect their educational performance.

Other studies also mentioned that; too much time on Facebook has relation with bad grades on the student's results. Even it's often found that many students and employees waste their time for surfing FB. That's why many offices and colleges have blocked these kinds of sites from their networks completely.

On the other side, the study also shows that Advantages/ opportunities of Face book on students' academic performance. Facebook helps students to increase their English language; majority of students agreed that facebook helps them to develop their English language. Not only this, they also agreed that use of Facebook helps them to discuss their academic issues with on line groups.

Teachers also raised ideas on Facebook advantages for teaching learning process by saying facebook can improve students' English language, students can learn the culture of the others, they can exchange in formations & they can understand /know what is going on in the world. They can easily exchange ideas by creating groups, they can meet professionals, researchers, academicians and scientists in their field of study & they can access educational materials, Share links where there are valuable educational resources, scholarships, trainings etc.

To conclude, the study tries to know opportunities and challenges of Facebook with respect to students' social communication & academic performance .Based on the study Facebook has its own advantage & disadvantage for both social communication and academic performance.

If students use wisely, properly, with limited time it is very helpful social media for both their social communication and academic performance. If they use it wrongly and for unnecessary things and use more time on it; it creates challenges on their academic performance and social communication. So, the action of the user determines its opportunity and challenge.

5.2 Recommendations

The objective of the research was to examine “opportunities and challenges of use of Facebook as social media among the youth in private higher educational institutions” with respect to college students social/communicative behavior and their academic performance by focusing Hope College.

The researcher made efforts to address the research questions. Thus, based on the findings, the researcher forwards the following recommendations:

As mentioned earlier, Facebook has many advantages and challenges. Facebook by itself is not a bad social media but, proper usage is needed to get its benefits. In order to get students its advantage and to minimize its challenges, the following recommendations suggested.

- Teachers and guidance councilors of colleges should orient students; How, when and for what purpose students use facebook.
- Colleges should create academic online groups in order to use facebook for academic purpose.
- IT teachers should show or orient students, how they download academic materials, how can they get academic groups or links, and the benefit of Facebook for academic purpose.
- Families of students also advice students to use it for limited time (15 to 30 minutes per day) and specially after completing their study.
- By consulting IT professionals; teachers tries to use Facebook for academic purposes.
- Proper education and advice should be given to students to use it for limited time, and also to use it for proper social communication and to get academic groups in order to develop their academic knowledge.
- At last, blocking Facebook from library & class rooms is also another means to protect students from using it in study, and education time.

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Annexes

Annex I

Questionnaire to be completed by students

Dear students,

The researcher of this study is working on partial fulfillment of Master of Arts in Journalism and communication. The research focuses on “Opportunities and Challenges of Use of Facebook as Social Media among the Youth in Private Higher Educational Institutions: The Case of Hope College in Addis Ababa.” To this effect, your genuine response is very relevant to supply the data. You are kindly requested to complete this questionnaire. The researcher forwards his gratitude in advance for your immediate cooperation and dedication.

The researcher

School Year-----

Sex-----

Age-----

I General Questions

1. How many friends on facebook do you have?
 - a. Less than 50
 - b. 51-150
 - c. 151-300
 - d. More than 300

2. How much time do you spend on social media per day on average? (approximate hour and minute)
 - a. Less than an hour
 - b. 1-2 hours
 - c. 3- 4 hours
 - d. More than 4 hours

3. Where do you access face book?
 - a. At home only (after school)
 - b. At college campus only
 - c. At home & college
 - d. Anywhere internet is available

4. Do you like chatting on line or make an appointment with your friend in order to talk face to face?
 - a. Chatting on line
 - b. Talk face to face
 - c. Both
5. Do you believe that facebook has negative impact on your academic performance?
 - a. yes
 - b. no
 - c. I don't know

II Survey Questionnaire for students

Please answer the following questions to the best of your ability using the Likert Scale rating system ranging from strongly disagree to strongly agree.

✓ Mark on your choice

| Survey Questionnaire | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| Facebook creates good relationship with people | | | | | |
| Facebook is useful to connect & better communicate with friends | | | | | |
| Facebook helps to get many good friends | | | | | |
| Facebook helps to know every activity of friends | | | | | |
| Facebook helps to increase English language ability | | | | | |
| Facebook helps to discuss academic issues with online groups | | | | | |
| Facebook avoiding youths from face to face communication | | | | | |
| Facebook negatively affects communication with family | | | | | |
| Face book takes students study time | | | | | |
| Facebook has negative impact on academic performance. | | | | | |

Annex III

List of interview Questions for Teachers

1. What are the advantages of students' use of face book on teaching learning process?
2. What are the disadvantages of students' use of face book on their academic performance?
3. How often do you see your students using Facebook?
4. Do you believe usage of face book affecting students' educational performance? If yes, How?
5. Do students use Facebook for academic purpose? How?
6. Any other idea you want to share about students Facebook usage