

FACEBOOK USAGE AND ITS IMPACT ON YOUTH: A CASE STUDY OF STUDENTS OF SINDH UNIVERSITY

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Abstract

Youth is a very important resource of any society. It is necessary that the youth of the society is productive and using its time wisely which helps the society in shorter terms and in the longer terms as well. The main purpose of this study is to find the impact of individual differences of gender on the timing, frequency, purpose of usage of Facebook among Sindh University students. In this study, we aim to analyze how frequently our youth especially university students use Facebook, why they use Facebook, what times they use Facebook and the extent to which they will be willing to pay. This all shows their preferences for using their resources of time and money efficiently.

In this study, we have collected primary data through questionnaire. For the analysis of the data, this study uses descriptive statistics (counts and frequencies) and non-parametric independent sample test and non-parametric One-way ANOVA for ranks. From our study, we conclude that our youth especially the university students are very actively involved in the usage of Facebook. Even the purposes for which they are using Facebook is not very productive; most of their time they are making friendships, chatting, commenting and posting various things on the

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media. Educational institutions and government should take some effective measures for the betterment of the conditions of youth.

Keywords: *Purpose of using Facebook, Youth, Frequency of usage, Impact, University of Sindh*

1. Introduction

With the increase in the usage of social media, there is a growing concern about what is the purpose of usage of social media especially by youth. What motivates the youth to deeply indulge in social media activities and the frequency of usage of social media? As youth is a very important resource of any human society, so there is an increasing attention towards the issue that how they utilize their time and what are purposes behind usage of social media by youth.

It has been observed that the usage of Facebook has increased among people a lot. People from different age groups use Facebook for variety of reasons. Like any other social networking site, Facebook offers many functions to suit different classes of customers. With the increase in the usage of Facebook, various issues and questions have aroused, which needs academic research to tackle these issues and look at their effects on the users especially youth. Therefore, this study examines the motives of usage of Facebook on university youth. The purpose of the study is to find out how today's youth perceive this social networking site.

Facebook was created by Mark Zuckerberg, a Harvard undergraduate student on 4th February 2004 and was earlier targeted for Harvard graduates only. Later on Facebook for high school networks was developed in 2005 and then it was launched for corporate networks in 2006 (Boyd & Ellison 2008). The concept of social networking sites was actually started by Six Degree.com in 1997 and then many other sites followed the path such as Hi5, LinkedIn. But Facebook superseded many social networking sites in terms of number of users.

The social networking site of Facebook was created mainly with the purpose of making people linked or joined firmly together with friends and family, sharing information in terms of existing relations. On the other hand, it helps people make new contacts based on same "shared interests, political views or activities" (Boyd and Ellison 2008: 210) likes, and becoming social. Facebook has become an important medium for people to know the current happenings in the world and

share and communicate their views about it publically or to a selected group of people.

The structure of the paper is given below. The first section of the paper discusses introduction of the study. Second section of the paper includes the literature review. In the third section, objectives and research hypotheses are given. The fourth section of the paper discusses methodology of the paper. In the section five, we describe results of the hypotheses tested. Conclusions are discussed in section 6. References for the study are given in section 7.

2. Literature Review

This study attempts to find the impact of individual differences of gender on the timing, frequency, purpose of Facebook and willingness to pay money for connecting to Facebook.

2.1. Time spent Using Facebook and Frequency of using Facebook

We analyze the frequency of Facebook usage among youth in relation with how much time they spend on Facebook and how many times they login to Facebook during weekdays and weekends. Usually what is the timing for using Facebook? Interestingly our study also draw attention to the viewpoint of the concept of “Facebook Addiction Disorder”(Zaremohzzabieh et al. 2014)which is measured by one of the variable of the number of hours spent using Facebook. Number of times login per day

Thuseethan and Kuhanesan (2015) in their study examined the impact of number of hours spent on Facebook and login times during a day on academic performance of Sri Lankan University students. Their sample consists of 250 students of different universities of Sri Lanka. Their study found a negative relationship between GPA and Facebook usage concluding that the more students uses Facebook the lesser their grades will be.

2.2. Purpose of using Facebook

Sheldon (2015) undertook a survey of 172 students at Louisiana State University to examine the impact of motives and individual differences on Facebook usage. Her study found an interesting angle that the motives of using Facebook for male and female are different. Male usually use Facebook to make new contacts and build new relationships on the other hand, female use Facebook to kill time, entertain and maintain the existing relationship.

Alhazmi et al. (2013) examined the usage of Facebook among students in relation with time and purpose of use and students' perception of Facebook usage regarding academic purposes and found gender and background insignificance in explaining the relationship.

Our study aims to find out the answers of the questions; whether male and female students use Facebook for chat, friendship, post and comments or some other purpose. Would they be willing to pay money to use face book and how much maximum they would be paying for connecting to Facebook. The willingness of paying money indicates the extent to which students are seriously involved on Facebook. If male and female students are willing to pay money, even some students are willing to pay higher amount, it can seriously burden a student's pocket and spending.

2.3. Significance of the Study and Research questions

A major contribution of this study lies in understanding the relationship between gender and amount of time spent on Facebook, and individual preferences in Facebook usage among university students with regard to youth of Pakistan.

This study attempts to answer the important questions about the youth of Pakistan in the context of how much active our youth is in using social networking sites, what is the purpose of usage and how much of their important time they spend on these sites. We try to find the answer of following questions:

Q1. Is there a significant difference between male and female students regarding purpose of using Facebook, time spent during usage of Facebook and preference of activity during the usage of Facebook?

3. Objectives and Research Hypotheses

3.1 Objectives

To answer the research question, following objectives have been

1. To examine the gender differences among Sindh university student in relation with the frequency of connecting to Facebook
2. To investigate the gender differences among Sindh University in relation with the amount of time spent for using Facebook.
3. To investigate the gender differences among Sindh University in relation with students' preferences for using Facebook.

3.2 Research Hypotheses of the study

The hypotheses for this research are given as under:

H#1: Male students in Sindh University spend more time on Facebook than female students during weekdays.

H#2: Male students in Sindh University use Facebook more often than female students during weekends.

H#3: Female students Login Facebook more than male students once a day.

H#4: Chat is the most favorite activity among female users on Facebook.

H#5: Female students in Sindh University are inclined towards connecting to Facebook in the afternoon than male students.

H#6: Male students in Sindh University are more willing to pay charges for connecting the Facebook than female students.

4. Methodology

4.1 Method of Data Collection

In the start, self-administered survey method was used for data collection. Later on, online survey method was also employed for getting maximum responses. The questionnaire consists of demographic information about gender, age-group and qualification of the students. It also consists of the questions about time spent on Facebook during the weekday, time spent on Facebook during the weekends, motives/ preference for using Facebook and students' willing to spend money for using Facebook.

4.2 Sampling Technique

The sample for our study consists of students of University of Sindh, Pakistan. A total of 138 students willing participated in the study. The first requirement for participating in the survey was that participant must have a Facebook account. Interestingly, very few students were there who did not have a Facebook account. During data collection, we found that most of the students have Facebook account.

4.3 Research Model developed

Six hypotheses regarding the study undertaken were defined. The research was conducted using close-ended questions. The analysis for this study was conducted by employing primary data collection method of questionnaire. The questionnaire is adopted from Aghazamani (2010), whose research is conducted in Sweden and explains the behavior of Swedish students. Our study has employed the questionnaire to analyze the motives of using Facebook among youth in the context of Pakistan. This study uses descriptive statistics (counts and frequencies) and non-parametric independent sample test and non-parametric One-way

ANOVA for ranks. After the initial phase of data collection, Statistical Package for Social Science (SPSS 24) was used to analyze the survey responses.

5. Result

In the first step of analysis, descriptive survey research design was used. In usual situations, the large data set (like the sample of more than hundred respondents) do not have normality issues. This study also considering the data normally distributed, at first analyzed the data with independent sample t test and one-way ANOVA. But the results were showing misleading effects, which lead this study to examine the outliers and normality tests of data. After closely examining, we found that non-parametric test needs to be used for this study. Shapiro-Wilk test was conducted for the group: gender to check the normality of data. The results of Shapiro-Wilk (Shapiro and Wilk 1965) test show that data was not normally distributed among the groups under study. Therefore, this study used non-parametric test of independent samples to test our hypotheses. This study uses Mann-Whitney U test for the reason that most of the variables used in our study are ordinal type and the scale employed to collect the data was not very specific (Nachar 2008). We are also using Non-parametric One-way ANOVA using Kruskal-Wallis Test to get the results about more than two groups to check if there are significant differences.

5.1 Hypotheses testing

H1: Male students spend more time on Facebook than female students during the weekdays.

Table 1

Count		Gender		Total
		Female	Male	
Time spent on Facebook during the weekdays	Maximum 5 minutes	11	21	32
	Maximum one hour	15	48	63
	more than one hour	7	36	43
Total		33	105	138

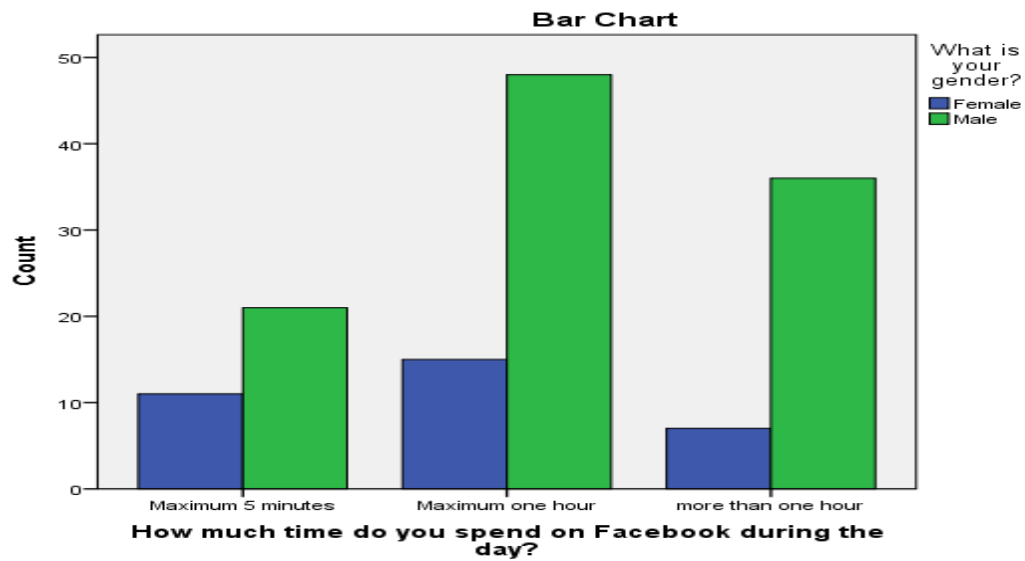


Figure 1

The above given table and chart shows that out of the sample of 138 students, 105 respondents belong to male students and 33 students belong to female category. Maximum numbers of students i.e. 63 (48 male and 15 female) respondents use Facebook during the weekdays for maximum one hour each day. On the other hand, 43 (36 male and 7 female) respondents use Facebook for more than one hour during the weekdays. Only 32 respondents (21 male and 11 female students) use Facebook for maximum 5 minutes.

Table 2

Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Time spent on Facebook during the weekdays	Female	33	59.41	1960.50		
	Male	105	72.67	7630.50		
	Total	138			1399.500	.073

The results for the first hypothesis show male students have higher mean rank which indicates that male students spend more time on the Facebook during the weekdays. From the table given above, it can be concluded that male students spend more time on Facebook during day ($U=1399.500$, $p=.073$). The clustered bar chart and contingency table also support the results. From the results obtained from above analysis, we conclude that we can reject the null hypothesis.

H#2: Male students use Facebook more often than female students during weekends.

Table 3

Count						
		Time spent on Facebook during the weekend				Total
		Maximum 5 minutes	Maximum one hour	more than one hour	Not at all	
Gender	Female	2	15	14	2	33
	Male	6	32	55	12	105
Total		8	47	69	14	138

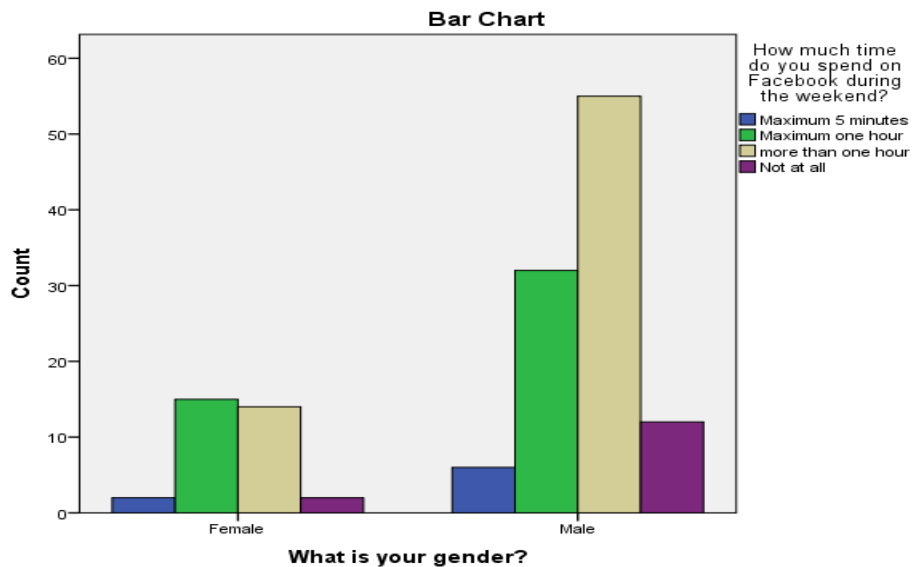


Figure 2

The maximum number of respondents i.e. 69 (14 female and 55 Male students) out the sample of 138 students, use Facebook for more than one hour during the weekends. 47 respondents (15 female and 32 male students) spend maximum one hour during the weekends. An important aspect is that 14 respondents (2 female and 12 male) show that they do not use Facebook at all during the weekends.

Table 4

Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Time spent on Facebook during the weekend	Female	33	60.97	2012.00		
	Male	105	72.18	7579.00		
	Total	138			1451.000	.124

The results of test statistics show that mean rank of male students is higher than female students. On the other hand, Mann-Whitney test ($U=1451$, p value is .124) shows that the relationship between gender and time spent on Facebook during the weekend is insignificant. Therefore, looking at the results, we can retain the null hypothesis that female students use Facebook more than male students.
 H_5 : male students Login Facebook more than female students during a day.

Table 5

Count				
		Times connect to Facebook during the day		Total
		More than one time	Only one time	
Gender	Female	22	11	33
	Male	78	27	105
Total		100	38	138

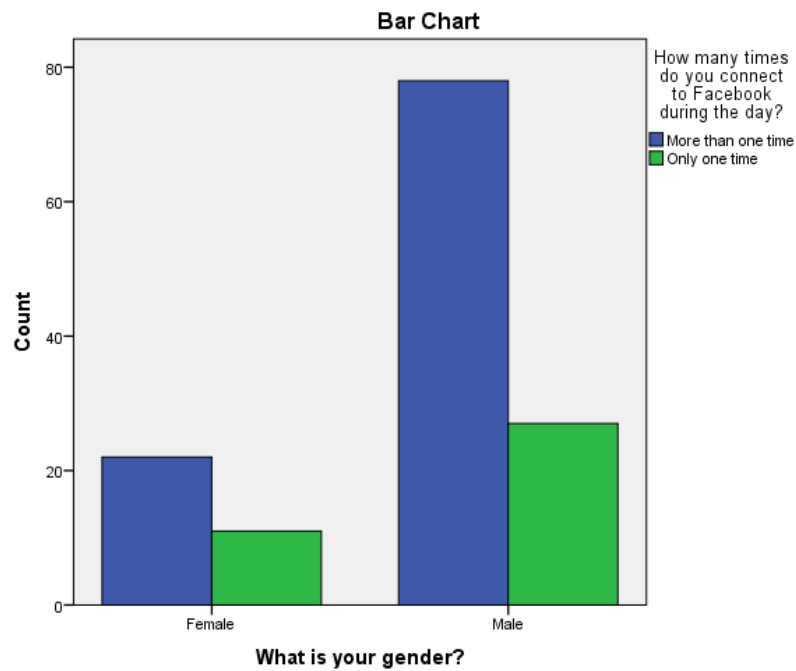


Figure 3

According to the above table and chart it is shown that from 138 students there are 33 female students and 105 male students. During the day out of 33 female students 22 of them connect to Facebook more than one time, while 11 females connect only one time. From total 105 male students, 78 of them connect Facebook more than one time whereas the other 27 male students connect to Facebook only once. Majority of the students that are 100 connect to Facebook more than one time but only 38 students connect to Facebook only one time out of 138.

Table 6

Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P=
Times Connect to Facebook during the day	Female	33	73.50	2425.50		
	Male	105	68.24	7165.50		
	Total	138			1600.500	.263

From the table of mean rank and test statistic, we found that mean rank of female students is higher i.e. 73.50. On the other hand, the mean rank of male students is 68.24. From the table given above, it can be established that female students connect more often to Facebook during the day ($U=1600.500$, $p=.236$). The results obtained from the above analysis, we deduce that we cannot reject the null hypothesis. This study shows that female students spend more time on Facebook than male students during weekends.

H#7: Chat is the most favorite activity among female users on Facebook.

Table 7

Count		First preference for using Facebook usually				Total
Gender		Chat	Friendship	Other	Posts and comments	
Gender	Female	5	2	10	16	33
	Male	27	22	20	36	105
Total		32	24	30	52	138

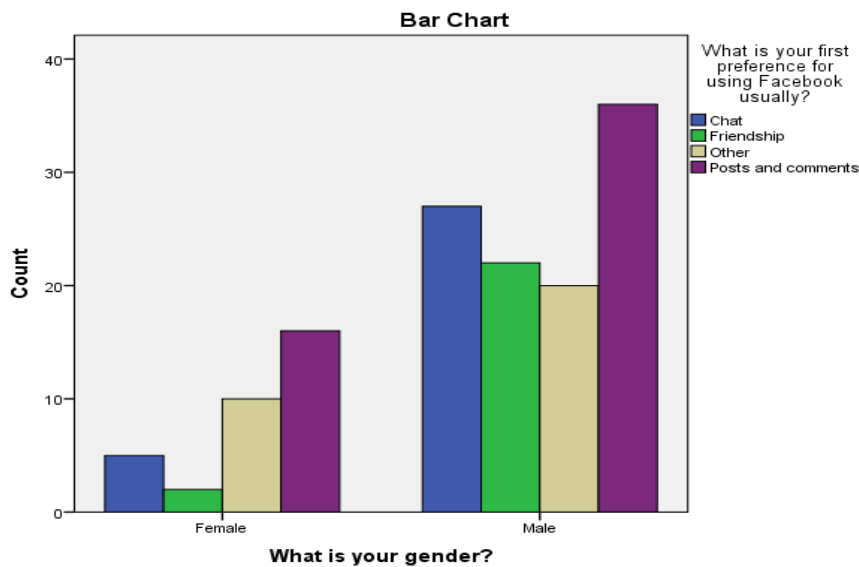


Figure 4

This chart and graph shows information about gender and preferences for using Facebook usually. There are 33 female students and 105 male students out of 138 students. The table shows the preferences for using Facebook usually which are chat, friendship, other posts and comments. From total 33 female students majority of the females that are 16 have preferred post and comments, 10 agreed on other, 5 have selected chat and least 2 chosen friendship. Out of 105 male students, majority of male that are 36 preferred on post and comments, 27 agreed on chat, 22 have selected friendship and 20 chosen other. It is concluded that from total 138 students, most of the students that are 52 have selected post and comments, 32 agreed on chat, 30 preferred other and 24 chosen friendship.

Table 8

Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
First preference for using Facebook usually	Female	33	81.41	2686.50		
	Male	105	65.76	6904.50		
	Total	138			1339.500	.043

From the table of mean rank and test statistic, we found that mean rank of female is higher than male students. From the table given above, it can be established that first preference of female students for using Facebook usually is higher with a significant p-value ($U=2076.500$, $p=.043$). From the results obtained, we can construe that we can reject the null hypothesis. Further, this study found that due to the reason that Mann-Whitney U test is used for the study of two groups but we wanted to know that what activity is preferred which has more than two values. So we have used Kruskal–Wallis test also known as One-way ANOVA test on ranks.

Table 9

Ranks						
	First preference for using Facebook usually	N	Mean Rank	X ² Chi-Square	df	P=
Gender	Chat	31	74.79			
	Friendship	23	80.57			
	Other	30	61.00			
	Posts and comments	51	62.32			
	Total	135		10.066	3	.016

The results of Kruskal–Wallis test show that most preferred activity among females is friendship when using Facebook with a mean rank 80.57 (chi-square 10.066, p-value .016). Chat comes as a second most preferred activity. The activity of posts and comments has appeared as a third choice and the last is others.

H#9: Female students are inclined towards connecting to Facebook in the afternoon than male students.

Table 10

Count					
		Times typically connect to Facebook			Total
		12-5 pm	8am-12pm	after 5 pm	
Gender	Female	3	7	23	33
	Male	24	26	55	105
Total		27	33	78	138

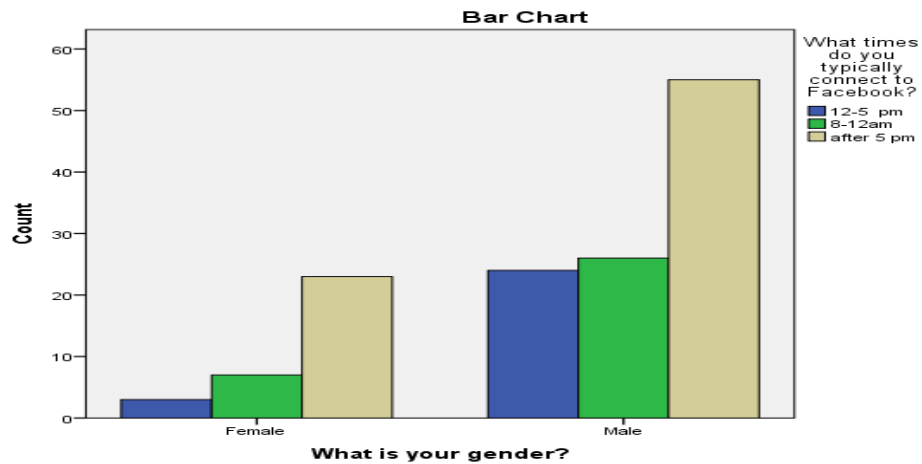


Figure 5

From total 33 female students, most of them 23 typically connect to Facebook after 5 pm, 7 female students have agreed on 8am-12pm and 3 female students have selected 12-5 pm. Out of 105 male students, majority that is 55 male students selected after 5 pm typically connect to Facebook. 26 male students agreed on 8am-12 pm and 24 male students chosen 12-5 pm. Finally from 138 students, majority of the students that are 78 students have selected after 5 pm whereas 33 students agreed on 8am-12 pm and 27 students have chosen 12-5 pm.

Table 11

Mann-Whitney Test Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Timestypically connect to Facebook	Female	31	80.26	2488.00		
	Male	104	64.35	6692.00		
	Total	135			1232.000	.028

Kruskal–Wallis test

Table 12

	Times typically connect to Facebook	N	Mean Rank	Chi-Square	df	p-value
Gender	12-5 pm	27	76.00			
	8am-12pm	31	72.61			
	after 5 pm	77	63.34			
	Total	135		5.002	2	.078

The table for Mann-Whitney test shows that mean rank of female students is greater i.e. 80.26 than male students 64.35 ($U = 1232.000$, $p\text{-value} = .028$). The results of Kruskal-Wallis test display that the mostly Facebook is connected by students during the afternoon time 12-5 pm. This also shows that most of the student do not waste their time of class logging into Facebook. Some of the students use the morning time from 8am-12pm (peak time of studies) using Facebook. Less preferred time for using Facebook is after 5 pm. From the results of Mann-Whitney test and Kruskal-Wallis test, we can infer that female students connect to Facebook more often during 12-5 pm. Therefore, we can reject the null hypothesis.

H#11: Male students are more willing to pay charges for connecting to the Facebook than female students

Table 13

		Willingness to pay a charge to login to Facebook			Total
		Maximum Rs.500	More than 500	No charge	
Gender	Female	11	2	20	33
	Male	32	15	58	105
Total		43	17	78	138

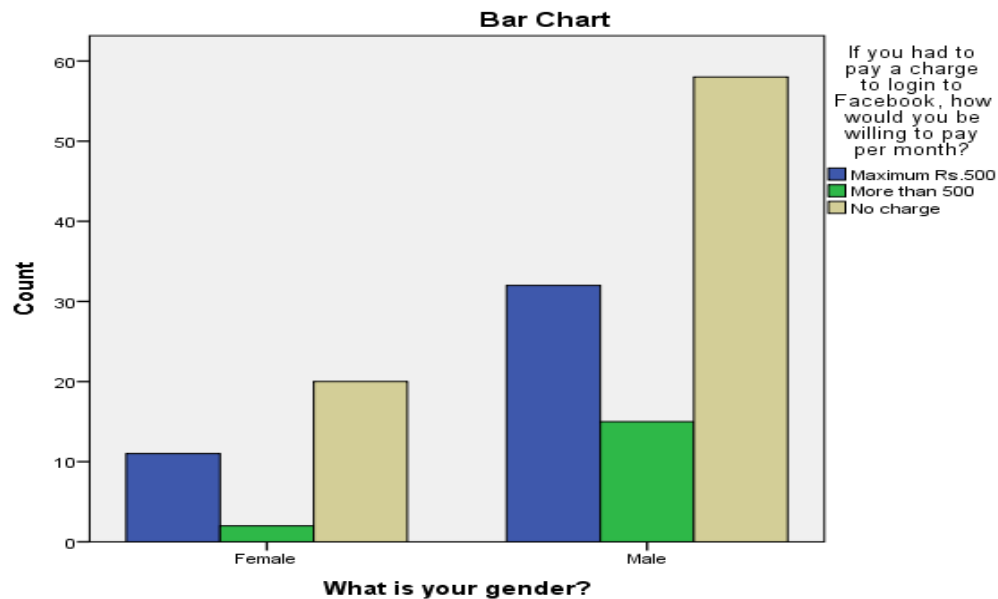


Figure 6

The chart and table given above present the information about gender and how many of them are willing to pay charges for connecting to Facebook. There are 33 female students from which 20 are not willing to pay any amount for connecting to Facebook, 11 of them are agreed to pay maximum RS.500 and only 2 of them have selected more than 500. Majority of students are male that are 105 from which 58 have selected no charge to pay per month to connect on Facebook, 32 are agreed on maximum Rs. 500 and 15 have chosen more than Rs. 500. Out of 138 students, majority of the students are not willing to pay any amount to connect on Facebook, 43 students agreed to pay maximum Rs. 500 and 17 students have replied that they are willing to pay more than 500.

Table 14

Mann-Whitney Test Ranks						
	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Willingness to pay a charge to login to Facebook	Female	31	69.23	2146.00		
	Male	104	67.63	7034.00		
	Total	135			1574.000	.421

The results of mean rank for H#11 show $U=1574$, p -value is .421. This study shows that female students are more willing to pay money for using Facebook than male students. Therefore, we can retain the null hypothesis.

Table 15

Kruskal-Wallis Test						
	Willingness to pay a charge to login to Facebook	N	Mean Rank	Chi-Square	df	p-value
Gender	Maximum Rs.500	43	66.23			
	More than 500	16	79.28			
	No charge	76	66.63			
	Total	135		2.850	2	.270
c. Based on 10000 sampled tables with starting seed 112562564.						

From the above table, we can infer that Female students prefer using Facebook more and they will be willing to pay even money rather than just waiting for free Facebook connectivity.

6. CONCLUSION, POLICY IMPLICATIONS, LIMITATION AND FUTURE RESEARCH

6.1. Conclusion

In this study, we analyzed the motives of Facebook usage among university students by examining timing of logging on Facebook, frequency of using Facebook and purpose of using Facebook. For this purpose, we have analyzed the use of Facebook from the perspectives of gender.

In this study, we found that male students spend more time on Facebook than female students during weekdays. The evidence in the study also shows that female students use Facebook for more time than male students during weekdays. It is also found that female students connect to Facebook more often than male students. It was also seen that most preferred activity among females is making friends on Facebook, chatting comes as a secondary activity most often done on Facebook. Interestingly, female students like to use Facebook in afternoons 12-5 pm. Another preferred time to use Facebook is morning 8am -12 pm. The least preferred time to use Facebook is after 5pm. Female students are inclined to even

pay more than Rs. 500 for using Facebook. The study also suggests that the students who use Facebook for 5 minutes are lesser in number. The majority of students use Facebook for one hour or more in a day. From this we can conclude that there are very few students who do not use Facebook at all on weekends. A negligible number of students use Facebook for 5 minutes which indicate that students spend an hour or more on Facebook usually.

From our study, we conclude that our youth especially the university students are very actively involved in the usage of Facebook. Even the purposes for which they are using Facebook is not very productive; most of their time they are making friendships, chatting, commenting and posting various things on the media.

6.2. Policy Implications

Looking at the usage pattern of Facebook among youth, we can easily find out that our youth is so addicted to Facebook and they are mostly using it for non-productive purposes. There is a dire need of some corrective action plans to be formed to use for motivating students to use social media productively. Educational institutions can increase their role in engaging students in productive and research oriented activities. Further, Facebook can be used for educational involvement of students. So, educational institute and government institutions need to seriously consider the implications of bad effects of the usage of media. Because youth is an important resource of any nation, they need to utilize and engage youth carefully for the better future of the nation.

6.3 Limitations and Future Research

In considering the interpretations of this study, limitations of this study should be taken into account. First, the data for the study are collected from a single university; further research is needed on a wide scale among students of various universities of Pakistan to draw conclusions at wider scale. Second, this study do not examine the effect of using Facebook for study purpose, research in future should include the usage of Facebook for study purposes. Finally, future research may also examine the impact of joining various study groups started by institutions of universities on students learning and usage of Facebook to see the productivity of this social media for educational purposes.

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