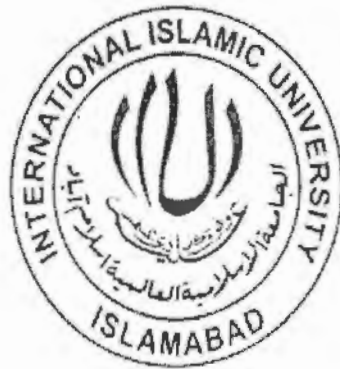


**A STUDY OF FACEBOOK USAGE BY STUDENTS OF INTERNATIONAL ISLAMIC  
UNIVERSITY ISLAMABAD**

(MS Research Thesis)

A thesis submitted in partial  
fulfillment of the requirements for the degree of  
MS in Media and Communication Studies



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## ABSTRACT

This thesis research probed the usage of Facebook by the postgraduate students of the International Islamic University Islamabad (IIUI). Participants of the quantitative research study completed a survey aiming to determine their motives of the use of Facebook and what uses and gratifications they obtain from different activities on Facebook. This study found that there are ten motives of students' Facebook use and more than 27 activities on Facebook for their gratifications. By use Facebook for relationship maintenance, making virtual communities, for companionship, coolness, passing time, information seeking, entertainment, self expression, as a habit, and for feelings of escape from worries. Data from this survey (Appendix A) are discussed in conjunction with an extensive study on student involvement in different activities on Facebook, their level of agreement to different statements having relationship to motives of Facebook usage, and their satisfaction. Participants reported using Facebook both for academic and non-academic purposes. Participants also reported using Facebook regularly, often multiple times a day for various activities. Data analysis conducted within this study suggests that participants who used Facebook regularly expressed their agreement to different gratifications from Facebook. This level of agreement among participants reveals their feelings of being connected to their friends on Facebook. Results from the research study have implications for both administration and faculty at the university, concerning policy decisions on how the students use Facebook for academic purposes including pedagogy, student learning, communication, and outreach to students.

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**Final Approval**

It is certified that we have read this thesis submitted by Mr. Maqsood Ahmad Shaheen, Registration No. 74-SS/MSMC/F-10. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the International Islamic University Islamabad for MS Degree in Media and Communication Studies.

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## DEDICATION

I dedicate this research work to my late mother who has been a source of prayers and patronization which gave me the courage to acquire this qualification.

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Maqsood Ahmad Shaheen

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## INTRODUCTION

### 1.1 Facebook: Definition and background

In this Chapter of the thesis, the definition of Facebook and its evolution after it has become a phenomenon has been discussed. It describes the social networking role of Facebook.

According to Wikipedia<sup>1</sup>, Facebook was founded by Mark Zuckerberg and his college roommates and fellow students at Harvard University. Facebook membership in the beginning was limited to the Harvard students only, and the use proliferated to other educational institutions in the Boston.

Facebook.com<sup>2</sup> defines the term “Networks” as affiliations of profiles of people living “around a college, high school, workplace, or a specific region”. “People who join Facebook” must give their affiliation “with a network”, for example, a student in a university or an employee at some organizations would give his/her affiliation with a network by mentioning the institution’s domain “.edu” or “.org” email address. A member can restrict the viewing of his/her full profile by the people outside of his/her network.

On Facebook “users are allowed to create and maintain a profile of themselves – where they can include a profile photo, photo albums, lists of favorites such as books and movies, contact information, update their relationship status and join groups, among other things. Facebook friendships are mutually approved connections between two users and are an important part of this Facebook profile”. “The 'Wall' serves as a public space to post and display comments, usually from friends, although Facebook users can post

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<sup>1</sup> Wikipedia, the Free Encyclopedia. Retrieved on June 10, 2012, from <http://en.wikipedia.org/w/index.php?title=Facebook&oldid=511406757>

<sup>2</sup> Facebook.com/facebook

comments on their own Wall. Private messages, like emails, can be sent from user to user and a new feature now allows users to send messages to email addresses not associated with Facebook, expanding Facebook's capabilities as a communication technology."

Facebook is also frequently called as the social-networking website. Ellison, et al. (2006) defines social networking sites as "online spaces where individuals are allowed to present themselves, articulate their social networks, and establish or maintain connections to others."

Facebook website allows users to create and maintain their profiles where they can upload their profile picture, their picture albums, can provide links to their favorite books and movies, contact information, "update their relationship status and can join groups, among many other things". Facebook friends are in fact mutually approved connection between two or many users. On one's 'Wall' the friends can send and mention comments, often from within their friends in the network. They can send private SMS (short messages), like emails, to any one on the Facebook. Facebook's new feature now permits users to send messages to the email addresses which are not associated with Facebook, e.g. Gmail.com, etc., making it a powerful tool of communication technology.

According to Alexa.com<sup>3</sup>, the Facebook is one of the top ten websites in the world and is ranked at the second most visited website by the Internet surfers worldwide. "Relative to the overall population of internet users, this site's audience tends to be users who browse from school and home; they are also disproportionately women." Lenhart (2010) called Facebook the most popular website on the Internet and most popular social networking site among students at all levels.

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<sup>3</sup> <http://www.alexa.com/siteinfo/facebook.com>

The use of Facebook among the students has extremely increased; it has impacted them both in terms of positive and negative outcomes.

## **1.2 Facebook: Pakistani Scenario**

As of September 17, 2012, Facebook has 910465420 plus users (Socialbakers.com, 2012a). In Pakistan, there are, 7,100,100 Facebook users (as of September 22, 2012) which is 38.38% of Pakistan's total online population (Socialbakers.com, 2012b). Statistics by Socialbakers.com shows that Millennials (aged 18-24) are the majority (3,479,049 users) of Pakistan's Facebook users which comprises youth students from colleges and universities of Pakistan (Socialbakers.com, 2012c). The second largest group is those aged between 25-34 years. The popularity of Facebook among Pakistanis can be seen from Alexa.com, a premier ranking website, which ranked Facebook as number one most visited site among 500 sites in Pakistan (Alexa.com, 2012). Moreover, Facebook phenomena among Pakistanis is prevalence as Pakistan is among top 30 growing countries in using Facebook in the last six month of 2012 (Socialbakers.com, 2012a). Keeping in view the heavy use of Facebook by youth (aged 18-24 years), this becomes essential to investigate the Facebook usage by this particular group at the International Islamic University Islamabad.

## **1.3 Statement of Problem**

As Facebook grows in popularity and continues to increase its market share, it is important and long-overdue to study Facebook from a theoretical perspective in Pakistan. This study would seek to fill the current knowledge gap by explaining how male and female postgraduate students of the International Islamic University are using Facebook;

the most common uses for Facebook; and what gratifications are derived from Facebook by invoking the uses and gratifications approach.

#### **1.4 Significance of the Study**

As the use of Facebook by the students in Pakistan is rapidly growing, along with there is a growing need to investigate the reasons of its growth and increased use by the students at the International Islamic University and what the gratifications they get the use of Facebook by them. Further, as administrators and parents worry, it is important to explain the types of uses of Facebook by students. Knowledge of how and why students use Facebook can help administration and parents better inform their future educational efforts regarding Facebook.

#### **1.5 Objectives of the Study**

The purpose of this phenomenological study remains to examine students' perception of one online social networking site, Facebook, among postgraduate students studying at the International Islamic University Islamabad. Through quantitative inquiry, the researcher got the feedback of the postgraduate students studying at the social science faculties at the International Islamic University Islamabad. Information gathered through the survey process would guide the researcher in the identification of key student motives and/or "uses and gratifications" of the online social networking site Facebook to determine if this technology is prevalent as a means of communication, socialization, and/or academic engagement in a higher education setting.

## CHAPTER 2

### LITERATURE REVIEW

In this chapter, the researcher reviews the previous studies performed on the patterns of Facebook use among the students, positive and negative sought gratifications of Facebook by students, Facebook growth in Pakistan and the studies done on the “Uses and Gratifications” theory with respect to Facebook use. The entire chapter is divided into six sections.

#### **2.1 The Internet usage:**

The university students have been seen using the internet at campus and off-campus very frequently (Jones et al., 2007). In fact, surfing the internet to satisfy academic needs, it has become an integral part of students’ daily life (Jones, 2002). The same trend is evident in Pakistani academic institutions. Therefore, it is important for higher education professionals to understand their usage patterns of internet and what “uses and gratifications” they acquire from the Internet, and its social networking applications.

Since 1996, the researchers have explored the impact of Internet use on various population groups. Many studies in the past have focused on discovering and describing the addiction of Internet and the problems related to its heavy use (Brenner, 1997; Greenfield, 1999; Young, 1996).

Lenhart et al. (2010), on behalf of the Pew Internet and American Life Project, investigated the social networking behaviors and attitudes of youth aged between 12 to 17 years. The results of a telephonic survey exposed that frequent internet users (daily surfers) tended to have at least one social networking site account in comparison to the

respondents who have been using the Internet less frequently. The contributors to the project agreed that social networking sites (Facebook, etc.) may encourage the youth to engage with friends online more frequently. Kaye (1998) investigated the students' use of Internet and found these categories of the motives of Internet usages: entertainment, passing time, social dealings, preferred website, and information. Papacharissi et al. (2000) established these motives of gratifications: "interpersonal utility, pass-time, and entertainment, entertainment and information seeking with the strongest motivations". In addition to these, Charney and Greenberg (2001) found alike gratifications for the Internet use, e.g. to keep informed, diversion and entertainment, peer identity, good feelings, communication, sights and sounds, career and coolness.

The Facebook and Internet are related terms. To use the Facebook, one needs to have access to the Internet as the medium to use this application. Therefore, students' addictiveness to Facebook may bring to the fore outcomes that the previous studies have presented.

## **2.2 Patterns of Facebook use among students:**

Facebook has a high penetration among university students in Pakistan, however, the researcher didn't find any academic research performed on the motives of use of Facebook by students.

The Facebook started in the Harvard dormitory room and now has over 955 million<sup>4</sup> active users worldwide which invites researchers to study this phenomenon in depth. John Dvorak, a columnist at the PC Magazine noted that "academia, which should be studying this [Facebook] phenomenon, is just as out of the loop as anyone over 30

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<sup>4</sup> Facebook usage statistics as of June 30, 2012 by Internet World Stats, retrieved from <http://www.internetworldstats.com/facebook.htm>

[years]". He writes that "Universities have got to focus their attention on computers and the Internet. There are far too many understudied phenomena bubbling on the Net, and it's time for academia to wake up" (Dvorak, 2006).

Facebook was never a part of the student's dictionary a decade ago. Now-a-days, it is not only in the glossary of the commonly spoken terms, but it has taken place in English language as the verb. The common use of Facebook in daily communication is, "I will facebook you!" I spent a lot of time "facebooking" with friends.

"The Facebook has also become popular discussion topic in the local and international press." A recent search in the lexis/nexis.com<sup>5</sup> retrieved more than 3000 articles on Facebook. The researcher searched the term "Facebook" in the headline and lead paragraph in articles published in international press during June 2012.

Facebook is in fact rapidly becoming a phenomenon that is taking more and more deep-roots in campus life with the passage of time (Jones & Soltren, 2005). This is now a phenomenon which the parents, teachers, and administrators at educational institutions need to understand. Why and "how students are choosing to use Facebook" and what gratifications they seek from the use of Facebook. Study of the Facebook with the "uses and gratifications" approach (Blumler & Katz, 1974) can facilitate in investigating and answering questions about its use by students and the gratifications they find through it.

A study by Burhanna, et. al. (2009) showed that Facebook and YouTube are part of students' campus life and a "must activity" for them.

Despite the prohibition on students by the faculty, the students' use of Facebook is on rise and helps them in their class work in higher education (Roblyer et al., 2010). Many research scholars have predicted potential benefits for the administration/faculty at

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<sup>5</sup> Lexis/Nexis is a popular news and law database accessible through subscription at <http://www.nexis.com>



universities in the community building feature of the Facebook networks. Shier (2005) noted that incorporating technology into student affairs, Facebook can help in contributing to the academic community by helping the students in making connections and communicating with faculty and fellow students. This can be helpful in student teacher interaction in an academic environment where this connection is limited.

A research by Charrigo and Barnett-Ellis (2007) exposed a different Facebook use by librarians. The authors investigated "how Facebook impacted students' library use". A survey research done on college versus university librarians exposed that only three percent of them were using Facebook as a communication channel to connect the library for services. They were providing reference and research services to students, information about new arrivals, library events and other information literacy related activities. The does not investigate why there is such a low turn-out of students using library services through Facebook.

"Facebook addiction" and its impact on studying, both good or bad, has been discussed and debated in many studies during the last decade (Barratt et al., 2005; Charnigo & Barnett-Ellis, 2007; Hafner, 2009; Martínez-Alemán & Lynk-Wartman, 2009; Pempek et al., 2009; Sandvig, 2009; Stern & Taylor, 2007). The study by Karpinski & Duberstein (2009) indicated that Facebook users study less and earn lower grades as compared to non-Facebook users. Further research is essential to find out that whether use of Facebook by students is an issue of apprehension for educational administrators and faculty. So far, scholarly investigations on Facebook use and its relationship with academics have been limited.



Another valid concern which has often been expressed by faculty, university administrators and parents of the students is the issue of privacy and safety on Facebook. The immediate peers and friends in one's profile allows them to view profiles unless additional privacy settings have been enabled (Read, 2006). Jones and Soltren (2005) performed a study which revealed that 74 percent of the users knew about the privacy options in Facebook, however, 62 percent used this feature. Knowing this fact, the users deliberately provided large amounts of personal information on Facebook. Their study revealed that over 70 percent of the respondents of the survey provided their demographic information, for example, age, gender, location, and interests. Eighty-nine percent of respondents never read the privacy policy, where as 91 percent were not aware of the terms of service of Facebook. Consequently, the authors recommend user literacy for better privacy protection, and about the risks of posting personal information on the Facebook.

The Facebook can serve as means of time consuming and academic distraction which ultimately affects students' future employment, and liaison with faculty. It has pressed the academic administrators to show negative perceptions about the use of Facebook.

Keeping in view the heavy use of Internet and Social networking websites, e.g. Facebook, many researchers have taken this population into consideration to study their "uses and gratifications".

### **2.3 “Uses and Gratifications” of Facebook:**

In this section, the history of the “Uses and Gratifications” perspective has been presented, with key assumptions of the approach outlined, and critical perspectives of the U&G approach will be probed.

The “Uses and Gratifications” (U&G), a well-known mass communication theory is the basis of this thesis. The “Uses and Gratifications” theory describes that people are not passive consumers of media, rather they are active participants who use the media to gratify their particular needs. The theory was presented by Blumer and Katz in 1974. They categorized the media user’s goals into four groups: “diversion” (entertainment or escapism), “personal relationships” (social utility), “personal identity” (personal reference, exploration, and, value reinforcement), and “surveillance” (information gathering). This theory has proved valuable and multipurpose in investigating different aspects of mass communication (Blumler & Katz, 1974). The theory in general is used to find out purposes of the media use and the factors which manipulate those purposes, and the effects from the media usage. From the user perspective, it has often been used to find out “how and why” questions about media usage (Sheldon, 2008).

The “Uses and Gratifications” approach was specific to print and electronic media at those times but with the evolution of more media formats and consumer choices, e.g. computer and Internet, the “Uses and Gratifications” theory has become more valid. The Internet particularly has been adapted as a medium to the “Uses and Gratifications” approach that it offers unlimited choices to a user to meet his/her needs and gratifications as well (Ruggerio, 2000).

Studies in the past have helped to establish difference between gratifications sought by the conventional mass media, e.g. television and radio and also from different Internet applications. The previous studies have identified motives sought from the social networking applications on Internet such as: “entertainment, interpersonal communication, social interaction, information seeking, diversion/passing time and convenience” (Charney and Greenburg 2001; Eighmey and McCord 1998; Flanagin and Metzger 2001; Kaye 1998; Papacharissi and Ruggerio 2000; Stafford and Gonier 2004; Stafford and Schkade 2004).

Table 2.1: Motives found in Selected Previous “Uses and Gratifications” Researches

Authors	Year	Theory/Motivation/ Factor	Communication Channel	“Uses and Gratifications” Factors/Motives Found
Greenberg	1974	Gratifications	TV (by British children)	“Learning habitual, arousal, companionship, relaxation, forget, pass time”
McLeod & Becker	1974	Gratifications	TV (by voters)	“Surveillance, vote guidance, anticipated communication, excitement, reinforcement Information, inexpensiveness, entertainment, convenience, companionship, relaxation
Rubin & Rubin	1982	Motivations	TV (by older persons)	Information, inexpensiveness, entertainment, convenience, companionship, relaxation”
Rubin & Perse	1987	Motives	TV – news	“Exciting entertainment, pass time, information Surveillance, companionship, voyeurism, view by default, social resource, entertainment”
Bantz	1982	Factor	TV	“Surveillance, companionship, exemplar, entertainment, voyeurism, social resource”
Perse	1986	Motives	TV - soap Opera	“Exciting entertainment, habit/pass time, information, relax-escape, voyeurism”
Rubin & Bantz	1987	Motives	VCR	“Library storage, music or videos, exercise tapes, movie rental, child viewing, time

				shifting, socializing, critical viewing”
Leung & Wei	2000	Gratification Items	Cell Phone	“Fashion/status, affection/sociability, relaxation, mobility, immediate access, instrumentality, reassurance”

The following section explains that the “Uses and Gratifications” approach is in fact a practical theoretical perspective which the researchers can use to examine Facebook.

Among many choices of uses and gratification of Internet, the Facebook continues to grow in popularity among youth and claims its market share. Keeping in view the growth of Facebook in Pakistan, it is vital and long overdue to study Facebook’s “Uses and Gratifications” by the students of International Islamic University from a theoretical perspective in media and communication field.

The “Uses and Gratifications” theory has particularly been applied in many recent studies. An investigation by Lesa Stern and Kim Taylor adopted a survey questionnaire to know college students’ patterns of use of Facebook. They prepared a list of uses, including meeting new friends, sending messages to friends, entertainment, viewing photos, advertising parties and social events, and to get information about classes (Stern & Taylor, 2007). One more study used a survey to examine the “Uses and Gratifications” of Facebook use by college students, and identified different similarities of Facebook use and Internet use in general, which includes facilitation of interpersonal relationships (social utility), entertainment, diversion, convenience of access to information and information-gathering (Clark, Lee & Boyer, 2007; Papacharissi & Rubin, 2000). Majority

of these studies employed quantitative method on “Uses and Gratifications” research on Facebook.

Some students have political motives to use the Facebook. A study by Venezuela, Park, and Kee (2009) explored the U&G of Facebook groups and it's relation with civic and political usage. Their investigation found four motives of usage of Facebook Groups: social interactions, entertainment, updating, self-status seeking and for gaining information. The study concludes that students use Facebook groups as an information source for organizing events and for social interactions with friends.

Sheldon (2008) conducted a survey of university students to investigate their attitudes and behaviors on Facebook. His study found that the students have been using Facebook for creating relationships and enjoyment as their frequent gratifications obtained from Facebook. He found that “coolness, companionship and meeting new people” were not that important motives for the students as compared most sought gratifications.

The majority of motivations for use of Facebook were associated with social interactions, searching past friends, learn about invitational activities (events, etc.), and planning those activities with friends. Other related motives established were “sharing photos, entertainment, passing time, and information gathering and sharing” (Pempek Yermolayeva and Calvert 2009).

Madhusudhan (2012) found that the research students of the University of Delhi use Facebook for frequent lurking, more than any activity. Very few use it for the promotion of their research studies. This is the unique aspect of the Facebook use among students reflecting the dominant motive of Facebook use as entertainment.

Gosling et. al. (2007) suggest that institutions must consider promoting Facebook in campus premises as developing methods to influence the community on campus through new channel communications and affiliation opportunities.

As the Facebook continue to growing and emerging as a vital communication channel in the world, it becomes important to probe how it is being used by students at the International Islamic University Islamabad. Many researchers have performed the investigations on the usage of the Facebook by students. This study aims to add to the current literature about Facebook's "Uses and Gratifications" among students, elucidating how university students are treating Facebook; what are the most common Facebook activities of the students.

The study follows the research done by Charney and Greenberg (2001), and Sherry, et.al. (2006). They performed an exploratory factor analysis of data collected from 340 respondents of a survey. Nine motives they studied included: Pass Time, Connection, Sexual Attraction, Utilities and Upkeep, Establish/Maintain Old Ties, Accumulation, Social Comparison, Channel Use, and Networking. Under the umbrella of the "Uses and Gratifications" theory, the current research keeps into consideration similar variables to investigate the patterns of usage of Facebook by the students of International Islamic University Islamabad.

To measure the commonalities between face-to-face friends and friends on social networks, Subrahmanyam et al. (2008) determined the common characteristics between offline friends (face-to-face) and friends on social network online. The investigation revealed that forty-nine percent of participants' top offline friends (face-to-face) were their friends on their online social media site too e.g. Facebook. The study proved that the students use Facebook for socialization which is a dominant motive of Facebook use.

Many investigative studies about what “uses and gratifications” student sought have reported reliable results about popular activities on social media sites. Most popular and common activities found were “reading and responding to messages, posts news or invitations; commenting and posting on Facebook wall; searching for friends’ profiles, walls and pages; viewing and leaving comments on photos; updating their profiles; and using Facebook applications” (Lampe et al, 2007; Subrahmanyam et al, 2008). The study and review of literature presented in this chapter reveals the following activities students perform on Facebook:

Table 2.2: Frequent activities of students on Facebook

1.	Browse/read other peoples' profiles
2.	See/post/share photos and videos
3.	Read/respond/like to news feeds
6.	Read posts on others' walls
7.	Read/reply private messages from friends
9.	Join groups
10.	Create events/invite friends to events
11.	Add or remove friends
12.	Update status
13.	Look at videos links
14.	Tag or un-tag photos
15.	Join or leave groups
16.	Comment on friends pictures
18.	Create groups



19.	Information sharing/receiving
20.	Interacting with groups
24.	Update or edit profile
25.	Chatting with friends
26.	Downloading Facebook applications, quizzes or games
27.	Browse company or organization pages

Numerous research studies have applied the U&G theory to understand the motivations of Facebook usage obtained through online social media websites. The old communication theories still are still valid and applicable to the interactive online communication now-a-days. Many researchers have applied those communication theories to investigate the communication behavior and motives of online users over the social media websites. The online SNSs have been associated with facilitating the users for “interpersonal relationships, socialization and involvement in their communities.” The study and review of literature also brought to forth following motives of Facebook use:

Table 2.3: Frèquent motives of students’ Facebook usage

Previous Study	Year	Motive/Factor
Sheldon	2008	Relationship maintenance Virtual Community Companionship Coolness
Papacharissi & Rubin	2000	Passing Time



		Entertainment Information Seeking
Schaedel & Clement	2010	Self Expression
Lin	2005	Habit
Kim & Haridakis	2009	Escape

To evaluate why students at IIUI use Facebook, this research will use motives for Facebook usage adopted by the previous studies cited in this chapter.

## 2.4 Research questions

As the Facebook continues to grow as a communication channel in Pakistan, it is a vital study to comprehend how the youth especially students are utilizing it. This thesis research will attempt to add to the current literature on Facebook by surveying the Facebook members who are postgraduate students at the International Islamic University Islamabad. This study explored motivations of students at IIUI and how they use Facebook as well.

The in-depth study of the literature brought about the following research questions to be probed by this study:

RQ1: How much time the post-graduate students of the IIUI spend on Facebook?

RQ2: What are the most frequent activities on Facebook conducted by post-graduate students of IIUI?

RQ3: What are the “uses and gratifications” of Facebook for post-graduate students at IIUI?

## **CHAPTER 3**

### **METHODOLOGY**

The chapter describes the methodology and procedures the researcher used in this quantitative study. This chapter consists of the following sections: survey instrument, population and sample, independent and dependent variables, research questions, research method, data collection, data analysis, and limitations to the study.

#### **3.1 Research Method**

This study used quantitative methods of data collection and analysis. An in-depth literature review of related research was conducted as the first step towards answering the research questions. The research performed searches within the Higher Education Commission digital library which included Science Direct database and Gale InfoTrac OneFile, EBSCOHOST databases housed within the eLibraryUSA (<http://www.elibraryusa.state.gov>) provided by the U.S. Embassy Islamabad. The motives of use of Facebook of the students of International Islamic University derived from the literature review were presented in great detail in Chapter Two. The survey tool was utilized to collect data from the students. All channels of data collection were used including face-to-face meetings, electronic communication through email and facebook.

#### **3.2 Survey Instrument**

The survey questionnaire comprised closed-ended questions for probing the students' behavior on Facebook, their usage, their frequent activities and motives on this social media website. The researcher adapted measurements of early studies to construct the survey questionnaire that have been reviewed in literature review chapter. The survey

questionnaire that was distributed to the students has been provided in Appendix A at the end of this thesis.

### **3.3 Population and Sample**

All post-graduate students of the International Islamic University Islamabad who were enrolled both full-time or part-time during the Summer 2012 semester, and had a registered Facebook address, were requested to participate in the survey study. There were several reasons for this choice. First, IIUI students were reasonably accessible by the researcher due to location. Due to the nature of this study, which was administered through face-to-face meetings, emailing the survey link and through Facebook, there was a strong chance that the population who would be able to participate would be very large. Because this was a solely the single university population (i.e., International Islamic University Islamabad), "a sample of approximately less than 1 % of the population was expected to be utilized for data analysis. Because electronic surveys have the potential to reach a greater audience, coupled with the potential for higher response rates, it was expected that a response rate of approximately .5% to 1% would be usable data (Crowl, 1996)."

Participants were recruited based on their Facebook availability. They were selected based on their university classification (i.e., post-graduate, currently enrolled). In addition, traditional email correspondence was sent out to student at over 20 departments of the university at IIUI requesting them to forward the survey questionnaire Internet address to students and facilitate the data collection through the questionnaire in print as well electronically available online. The Internet address that contained the survey guaranteed confidentiality of their responses.

### 3.4 Dependent Variables

The gratifications from Facebook usage by the students of IIUI was the focus of this study. Therefore, gratifications obtained from Facebook by the post graduate students of IIU are the dependent variable. Earlier research studies on “uses and gratifications” served as the basis for forming the derivatives for measuring the dependent variable within this dissertation. The literature review provided the following “uses and gratifications.”

1. Relationship maintenance
2. Virtual Community
3. Companionship
4. Coolness
5. Passing Time
6. Entertainment
7. Information Seeking
8. Self Expression
9. Habit
10. Escape

### 3.5 Operational definitions of dependent variables:

**Relationship maintenance:** The Facebook provides the facility to its users to search, create, and maintain relationship with people on the network. They can send invitations for friendship, events and sharing news. This gives them the feeling of connectedness.

**Virtual Community:** The Facebook provides a virtual environment where people remain connected through different activities thus making it a virtual community.

**Companionship:** Facebook help people finding companion in virtual environment.

*Coolness:* The coolness feature of the Facebook makes it interesting for users by their overall experience showing their confidence on Facebook.

*Passing Time:* The passing time is the gratification obtained from Facebook that helps the users to escape or kill their time.

*Entertainment:* The Facebook entertains the users through different activities e.g. watching video clips, chatting, etc.

*Information Seeking:* The Facebook is source for finding information about others on the network.

*Self Expression:* On Facebook, the users can express their-self to others on their approved network friends.

*Habit:* Habit is an addiction to do something.

*Escape:* The escape is a gratification that helps the users on Facebook to run away from work or any routine activity.

### **3.6 Independent Variables**

All the activities on Facebook were counted as independent variables which affect the user resulting the dependent variables in the form of gratifications obtained from Facebook activities. These independent variables were measured on five point Likert scale (Never, Rarely, Regularly, Often, and Very often)

The following functions on Facebook are self explanatory:

1. Browse/read other peoples' profiles
2. See/post/share photos and videos
3. Read/respond/like to news feeds
4. Read posts on others' walls
5. Read/reply private messages from friends
6. Join groups

7. Create events/invite friends to events
8. Add or remove friends
9. Update status
10. Look at videos links
11. Tag or un-tag photos
12. Join or leave groups
13. Comment on friends pictures
14. Create groups
15. Information sharing/receiving
16. Interacting with groups
17. Update or edit profile
18. Chatting with friends
19. Downloading Facebook applications, quizzes or games
20. Browse company or organization pages

### **3.7 Data Collection**

The data was collected using multiple methods. An online survey tool (<http://www.datagle.com>) was used to build the online survey and collect data. Individual students were contacted through their departments during classes to fill in the printed survey questionnaire. In addition, the survey was mailed to students by email where their addresses were known. The survey web link was posted on Facebook page of the International Islamic University Islamabad inviting students to respond the survey. To get maximum responses, the students were requested to send the survey URL (universal resource locator) to their fellow class fellows within their Facebook and other social media websites. Although the survey link aimed at all students of International Islamic University, however, an accompanying note was written with the questionnaire URL that explained eligibility to participate in the survey. That post -graduate students of the university should only respond to the survey.

### **3.8 Statistical Analysis**

The data collected from respondents was analyzed using SPSS software. The ten dependent variables that emerged from the literature review are as follows: “relationship maintenance, virtual community, companionship, coolness, passing time, entertainment, information seeking, self expression, habit, escape.”

### **3.9 Limitations**

From a theoretical perspective, this study provides an informative view of communication patterns of the IIUI students. However, there are certain limitations to this study. First and foremost, the data collected for this study and online survey all came from post graduate students of the university. To gather more generalizable information about university students' Facebook use, future studies should use a larger sample across all levels of students e.g. undergraduate students, students enrolled in certificate course in all departments of the International Islamic University Islamabad. Second, the sample was collected in October 2012, towards the end of the semester. With the nearing of mid-term exams, it may be that students' typical Facebook behavior is altered during this time of semester.

### **3.10 Conclusion**

Chapter Three provided a recap of the purpose and objectives of this study by discussing briefly the research questions, identified and described the survey instrument, and the data collection procedure and analyses. The following chapter provides comprehensive analysis of all variables including results.

## CHAPTER 4

### RESULTS

#### 4.1 Characteristics of Sample

The entire sample contained 371 respondents. In terms of gender (Table No. 1), the sample consisted female with 38.3% ( $n = 142$ ) and 61.7% male ( $n = 229$ ) respondents. In relation to age (Table No. 2), the majority of the students were of 25-29 years age (31%,  $n = 115$ ) followed by the 20-24 age group (30.7%,  $n = 114$ ), the 30-34 age group (16.7%,  $n = 62$ ), and, the 35-39 age group (11.6%,  $n = 43$ ), with the 40 and older age group were the smallest portion of the respondents (10%,  $n = 37$ ).

Table 1: Gender of respondents

Gender	Frequency	Percentage
Male	229	61.7%
Female	142	38.3%
Total	371	100%

Table 2: Age of respondents

Gender	Frequency	Percentage
20-24	114	30.7%
25-29	115	31.0%
30-34	62	16.7%
35-39	43	11.6%
Over 40 years	37	10.0%
Total	371	100%

In terms of educational qualification (Table No. 3), majority of the sample with 53.9% ( $n = 200$ ) were studying in MA/MSc degree, followed by 44.7% ( $n = 166$ )



studying in MPhil degree and small size of the respondents with 1.3% ( $n = 5$ ) studying in PhD degree.

Table 3: Educational qualifications

	Frequency	Percent
MA/MSc	200	53.9%
MPhil	166	44.7%
PhD	5	1.3%
Total	371	100%

#### 4.2 Frequency of Accessing to Facebook

In determining how frequently this sample accesses to the Facebook (Table No. 4), the researcher collected five different measurements. Participants were asked to select from options including “never, 1-3 in a week, 4-6 in a week, 1-2 in a day or 3+ times per day”. The majority of responses 56.6% ( $n = 210$ ) indicated they access Facebook more than three times per day, followed by the second largest group of respondents who access Facebook 4-6 times in a week 18.3% ( $n = 68$ ), as 17.8% ( $n = 66$ ) reported they access the site “1-3 times in a week”, and only 6.7% ( $n = 25$ ) reported they access the site 1-2 times per day. Only a small amount (0.5%,  $n = 2$ ) of the sample reported that they never accessed Facebook.

Table 4: How many times respondents access Facebook?

	Frequency	Percent
1-3 times in a week	66	17.8%
4-6 times in a week	68	18.3%
1-2 times in a day	25	6.7%
3+ times in a day	210	56.6%
Never	2	0.5%
Total	371	100.0

Table 4.1: Cross Tabulation between Gender and the Frequency of Facebook Use

	"How many times do you access Facebook on an average scale?"					Total
	1-3 times in a week	4-6 times in a week	1-2 times in a day	3+ times in a day	Never	
Gender? Male	42	46	20	119	2	229
Female	24	22	5	91	0	142
Total	66	68	25	210	2	371

Table 4.2: Cross Tabulation between Age and the Frequency of Facebook Use

	"How many times do you access Facebook on an average scale?"					Total
	1-3 times in a week	4-6 times in a week	1-2 times in a day	3+ times in a day	Never	
Age? 20-24	1	3	1	109	0	114
25-29	5	19	5	84	2	115
30-34	12	32	7	11	0	62
35-39	22	12	4	5	0	43
Over 40	26	2	8	1	0	37
Total	66	68	25	210	2	371

### 4.3 Frequency of different activities on Facebook

The respondents were asked to rank their nineteen activities on Facebook to investigate how often they perform those activities on this site on a scale from never, rarely, regularly, often and very often. Those activities were arranged on Likert scale had 19 statements having relationship with the following "uses and gratifications" activities on the Facebook:

1. Relationship maintenance
2. Virtual Community

3. Companionship
4. Coolness
5. Passing Time
6. Entertainment
7. Information Seeking
8. Self Expression
9. Habit
10. Escape

The first statement under the question six asked the readers how often they read others' profiles. In terms of reading others' profile on Facebook (Table No. 5.1), majority of respondents (54.5%,  $n = 202$ ) indicated they rarely read other's profile pages, followed by second largest group (28%,  $n = 104$ ) which reads others' profile pages regularly, and a little number of respondents (2.2%,  $n = 8$ ) very often. Of the total sample, 9.7 ( $n = 36$ ) never read others' profile pages.

Table 5.1: Reading profiles of others

	Frequency	Percent
Never	36	9.7%
Rarely	202	54.4%
Regularly	104	28.0%
Often	21	5.7%
Very Often	8	2.2%
Total	371	100.0

Continuing to the responses on the statement that "how often they read others' profiles," the crosstab function in the SPSS software revealed (table 5.1.1) that majority ( $n=202$ ) who rarely read others' profiles comprise 130 males and 72 females. And those who ( $n=104$ ) regularly read others' profiles comprise 62 males and 42 female students.

Table 5.1.1: Cross Tabulation between “Reading profiles of others” and Gender

		Gender?		Total
		Male	Female	
Reading profiles of others	Never	18	18	36
	Rarely	130	72	202
	Regularly	62	42	104
	Often	11	10	21
	Very Often	8	0	8
Total		229	142	371

In Table 5.1.2, the crosstab function revealed that among those who regularly read others’ profiles (n=104) comprise readers between ages 20-24 years (40), 25-29 years (32), 30-34 years (17).

Table 5.1.2: Cross Tabulation between Reading profiles of others and Age

Reading profiles of others		Age?					Total
		20-24	25-29	30-34	35-39	Over 40	
	Never	10	12	5	6	3	36
	Rarely	49	64	37	26	26	202
	Regularly	40	32	17	11	4	104
	Often	9	7	1	0	4	21
	Very Often	6	0	2	0	0	8
Total		114	115	62	43	37	371

Majority of the respondents (48.8%) rarely update their status on Facebook. Contrary to this a big majority (36.4%) regularly update their status or newsfeed feature of the Facebook (Table 5.2).

Table 5.2: "Updating status or news feeds"

		Frequency	%
Valid	Never	28	7.5
	Rarely	181	48.8
	Regularly	135	36.4
	Often	19	5.1
	Very Often	8	2.2
	Total	371	100.0

A cross-tab analysis reveals that male students are in majority who either regularly (90) or rarely (105) update their status on newsfeed at Facebook (Table 5.2.1).

Table 5.2.1: Cross Tabulation between Gender and "Updating status or news feeds"

		"Updating status or news feeds"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	18	105	90	8	8	229
	Female	10	76	45	11	0	142
Total		28	181	135	19	8	371

Among those who rarely update their status on Facebook are majority (56) respondents aged between 25-29 years followed by second majority (44) between 20-24 years of age. Those who regularly update their status on Facebook comprise majority respondents (53) between ages 20-24 years followed by second majority (43) between ages 25-29 years (Table 5.2.2).

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Table 5.2.2: Cross Tabulation between Age and “Updating status or news feeds”

	“Updating status or news feeds”					Total
	Never	Rarely	Regularly	Often	Very Often	
Age? 20-24	5	44	53	6	6	114
25-29	9	56	43	7	0	115
30-34	3	33	21	3	2	62
35-39	5	26	12	0	0	43
Over 40	6	22	6	3	0	37
Total	28	181	135	19	8	371

The respondents were asked how often they look the video links on Facebook. Majority (139) said they rarely watch videos posts on Facebook. Second largest majority respondents (119) said they frequently see videos on Facebook (Table 5.3). Among the majority (139) respondents who rarely watch videos on Facebook were majority students (49) between ages 20-24 years followed by the second majority respondents (41) between ages 25-29 years. Similarly, those who regularly see video posts on Facebook were majority respondents (45) between ages 20-24 years followed by the second majority respondents (43) between ages 25-29 years (Table 5.3.1). Among the majority respondents who rarely watch Facebook video posts were 94 male and 45 female students. Similarly, those who regularly watch Facebook video post were 71 male and 48 female students.

Table 5.3: "Looking at video links"

	Frequency	Percent
Valid Never	87	23.5
Rarely	139	37.5
Regularly	119	32.1
Often	18	4.9
Very Often	8	2.2
Total	371	100.0

Table 5.3.1: Cross Tabulation between Age and "Looking at video links"

	"Looking at video links"					Total
	Never	Rarely	Regularly	Often	Very Often	
Age? 20-24	8	49	45	6	6	114
25-29	23	41	43	8	0	115
30-34	22	17	20	1	2	62
35-39	20	16	7	0	0	43
Over 40	14	16	4	3	0	37
Total	87	139	119	18	8	371

Table 5.3.2: Cross Tabulation between Gender and "Looking at video links"

	"Looking at video links"					Total
	Never	Rarely	Regularly	Often	Very Often	
Gender? Male	48	94	71	8	8	229
Female	39	45	48	10	0	142
Total	87	139	119	18	8	371

One of the features of the Facebook is tagging friends to share with them pictures. Tagging makes the picture appear on the newsfeed or walls of the common friends in Facebook. Majority respondents (172) said they regularly tag or un-tag their friends when they post pictures on Facebook (Table 5.4). Among those majority respondents (172) who said they regularly tag or un-tag friends to pictures on Facebook were 65 female and 107

male respondents (Table 5.4.1). Among those who regularly post pictures and tag or un-tag their friends comprised 69 respondents who belonged to 20-24 years of ages followed by 59 respondents belonging to 25-29 years of ages (Table 5.4.2).

Table 5.4: "Tagging or un-tagging pictures"

	Frequency	%
Valid Never	43	11.6
Rarely	123	33.2
Regularly	172	46.4
Often	24	6.5
Very Often	9	2.4
Total	371	100.0

Table 5.4.1: Cross Tabulation between Gender and "Tagging or un-tagging pictures"

		"Tagging or un-tagging pictures"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	23	78	107	12	9	229
	Female	20	45	65	12	0	142
Total		43	123	172	24	9	371

Table 5.4.2: Cross Tabulation between Age and "Tagging or un-tagging pictures"

		"Tagging or un-tagging pictures"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	4	24	69	11	6	114
	25-29	15	35	59	6	0	115
	30-34	7	23	28	2	2	62
	35-39	7	22	12	2	0	43
	Over 40	10	19	4	3	1	37
Total		43	123	172	24	9	371



They were asked how often they join or leave the groups on Facebook. Majority respondents (153) said they regularly do this practice followed by the second majority respondents (119) who said they rarely join or leave Facebook groups (Table 5.5).

Table 5.5: "Adding or removing groups"

	Frequency	Percent
Valid Never	49	13.2
Rarely	119	32.1
Regularly	153	41.2
Often	41	11.1
Very Often	9	2.4
Total	371	100.0

Among those majority groups who join or leave the Facebook groups regularly belonged to age groups 20-24 years and 25-29 years consecutively (Table 5.5.1).

Table 5.5.1: Cross Tabulation between Age and "Adding or removing groups"

		"Adding or removing groups"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	9	26	51	22	6	114
	25-29	15	39	51	10	0	115
	30-34	4	19	34	3	2	62
	35-39	10	20	10	3	0	43
	Over 40	11	15	7	3	1	37
Total		49	119	153	41	9	371

Those who regularly join or leave groups on Facebook comprised 59 female and 94 male respondents (Table 5.5.2).

Table 5.5.2: Cross Tabulation between Gender and “Adding or removing groups”

	“Adding or removing groups”					Total
	Never	Rarely	Regularly	Often	Very Often	
Gender? Male	25	79	94	22	9	229
Female	24	40	59	19	0	142
Total	49	119	153	41	9	371

When asked about how often they comment on the picture posts on Facebook, majority respondents (173) said they regularly comment on photos of others (Table 5.6).

Table 5.6: “Commenting on photos”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	18	4.9	4.9	4.9
Rarely	105	28.3	28.3	33.2
Regularly	173	46.6	46.6	79.8
Often	56	15.1	15.1	94.9
Very Often	19	5.1	5.1	100.0
Total	371	100.0	100.0	

Among those 100 were male along with 73 female respondents.

Table 5.6.1: Cross Tabulation between Gender and “Commenting on photos”

	“Commenting on photos”					Total
	Never	Rarely	Regularly	Often	Very Often	
Gender? Male	12	75	100	29	13	229
Female	6	30	73	27	6	142
Total	18	105	173	56	19	371

Among those regular respondents 52 belonged to 20-24 years age group followed by 60 to 25-29 years of age group.

Table 5.6.2: Cross Tabulation between Age and "Commenting on photos"

		"Commenting on photos"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	4	20	52	28	10	114
	25-29	10	26	60	13	6	115
	30-34	1	14	36	9	2	62
	35-39	1	21	18	3	0	43
	Over 40	2	24	7	3	1	37
Total		18	105	173	56	19	371

The researcher investigated how often the students create events or send invitations to friends on Facebook. Majority respondents (152) said they rarely create events or send event invitations to friends followed by majority students (141) who said that they regularly create events or send invitations to friends.

Table 5.7: "Creating events or sending invitations"

		Frequency	Percent
Valid	Never	40	10.8
	Rarely	152	41.0
	Regularly	141	38.0
	Often	25	6.7
	Very Often	13	3.5
Total		371	100.0

Table 5.7.1: Cross Tabulation between Gender and "Creating events or sending invitations"

		"Creating events or sending invitations"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	23	104	84	8	10	229
	Female	17	48	57	17	3	142
Total		40	152	141	25	13	371

Table 5.7.2: Cross Tabulation between Gender and "Creating events or sending invitations"

		"Creating events or sending invitations"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	8	30	63	7	6	114
	25-29	8	44	51	9	3	115
	30-34	3	34	16	5	4	62
	35-39	8	28	6	1	0	43
	Over 40	13	16	5	3	0	37
Total		40	152	141	25	13	371

Majority (211) said they do not post links to other websites followed by second majority who said they never post links to other websites other than Facebook. Only small number of respondents (33) said they regularly post links to other websites (Table 5.8).

Table 5.8: "Posting links to other websites"

		Frequency	Percent
Valid	Never	112	30.2
	Rarely	211	56.9
	Regularly	33	8.9
	Often	5	1.3
	Very Often	10	2.7
Total		371	100.0

Table 5.8.1: Cross Tabulation between Gender and "Posting links to other websites"

		"Posting links to other websites"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	62	131	25	3	8	229
	Female	50	80	8	2	2	142
Total		112	211	33	5	10	371

Table 5.8:2: Cross Tabulation between Age, and "Posting links to other websites"

		"Posting links to other websites"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	23	68	15	2	6	114
	25-29	20	80	13	0	2	115
	30-34	21	36	3	0	2	62
	35-39	28	15	0	0	0	43
	Over 40	20	12	2	3	0	37
Total		112	211	33	5	10	371

They were asked to how often they respond to posts on their newsfeeds, majority (191) said they rarely respond to posts on their newsfeed followed by good majority respondents (98) regularly respond or comment of posts on their newsfeed (Table 5.9).

Table 5.9: "Reading or to respond news feeds"

		Frequency	Percent
Valid	Never	64	17.3
	Rarely	191	51.5
	Regularly	98	26.4
	Often	8	2.2
	Very Often	10	2.7
Total		371	100.0

Table 5.9.1: Cross Tabulation between Gender and "Reading or to respond news feeds"

		"Reading or to respond news feeds"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	39	115	61	6	8	229
	Female	25	76	37	2	2	142
Total		64	191	98	8	10	371

Table 5.9.2: Cross Tabulation between Age and “Reading or to respond news feeds”

		“Reading or to respond news feeds”					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	20	41	44	3	6	114
	25-29	20	63	28	2	2	115
	30-34	8	36	16	0	2	62
	35-39	8	29	6	0	0	43
	Over 40	8	22	4	3	0	37
Total		64	191	98	8	10	371

To know their engagement and “uses and gratifications” of the Facebook respondents were asked to how often they update or edit their profile. Majority (175) said they regularly update their profile on Facebook (Table 5.10).

Table 5.10: “Updating or editing profile”

		Frequency	Percent
Valid	Never	46	12.4
	Rarely	94	25.3
	Regularly	175	47.2
	Often	40	10.8
	Very Often	16	4.3
Total		371	100.0

Table 5.10.1: Cross Tabulation between Gender and “Updating or editing profile”

		“Updating or editing profile”					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	22	61	110	23	13	229
	Female	24	3	65	17	3	142
Total		46	94	175	40	16	371

Table 5.10.2: Cross Tabulation between Gender and "Updating or editing profile"

		"Updating or editing profile"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	12	20	53	20	9	114
	25-29	25	26	49	12	3	115
	30-34	5	11	39	4	3	62
	35-39	2	17	23	1	0	43
	Over 40	2	20	11	3	1	37
Total		46	94	175	40	16	371

When they were asked how often they use chat function of Facebook to communicate with their friends, majority respondents (140) said they rarely use chat function followed by good majority (106) who said they regularly use chat function on Facebook (Table 5.11).

Table 5.11: "Interacting with live chat function"

		Frequency	Percent
Valid	Never	99	26.7
	Rarely	140	37.7
	Regularly	106	28.6
	Often	15	4.0
	Very Often	11	3.0
Total		371	100.0

Table 5.11.1: Cross Tabulation between Gender and "Interacting with live chat function"

		"Interacting with live chat function"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	53	90	65	12	9	229
	Female	46	50	41	3	2	142
Total		99	140	106	15	11	371

Table 5.11.2: Age? \* Interacting with live chat function Crosstabulation

		Interacting with live chat function					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	18	44	38	8	6	114
	25-29	23	47	39	3	3	115
	30-34	24	24	11	1	2	62
	35-39	18	13	12	0	0	43
	Over 40	16	12	6	3	0	37
Total		99	140	106	15	11	371

The researcher asked the respondents how often they use Facebook's applications, e.g., quizzes/polls, and games. Majority respondents (134) said they rarely use such functions of Facebook followed by the respondents (131) who never used such applications on this site (Table 5.12).

Table 5.12: "Interacting with applications, quizzes, or games"

		Frequency	Percent
Valid	Never	131	35.3
	Rarely	134	36.1
	Regularly	84	22.6
	Often	13	3.5
	Very Often	9	2.4
Total		371	100.0

Table 5.12.1: Cross Tabulation between Gender and "Interacting with applications, quizzes, or games"

		"Interacting with applications, quizzes, or games"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	83	75	54	8	9	229
	Female	48	59	30	5	0	142
Total		131	134	84	13	9	371



Table 5.12.2: Cross Tabulation between Age and “Interacting with applications, quizzes, or games”

		“Interacting with applications, quizzes, or games”					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	20	52	29	7	6	114
	25-29	33	49	30	2	1	115
	30-34	35	12	12	1	2	62
	35-39	23	14	6	0	0	43
	Over 40	20	7	7	3	0	37
Total		131	134	84	13	9	371

They were asked how often they visit the Facebook page of the International Islamic University for information regarding university. Majority respondents (157) said they regularly browse the university’s Facebook page followed by second majority respondents (85) who rarely visit the page (Table 5.13). Those who regularly browse the university’s page comprise 89 male and 68 female students (Table 5.13.1). Majority of these visitors fall between 20-34 years of ages (Table 5.13.2).

Table 5.13: Browsing IIUI Facebook page

		Frequency	Percent
Valid	Never	32	8.6
	Rarely	85	22.9
	Regularly	157	42.3
	Often	59	15.9
	Very Often	38	10.2
Total		371	100.0

Table 5.13.1: Cross Tabulation between Gender and "Browsing IIUI Facebook page"

	Browsing IIUI Facebook page					Total
	Never	Rarely	Regularly	Often	Very Often	
Gender? Male	16	49	89	41	34	229
Female	16	36	68	18	4	142
Total	32	85	157	59	38	371

Table 5.13.2: Cross Tabulation between Gender and "Browsing IIUI Facebook page"

	Browsing IIUI Facebook page					Total
	Never	Rarely	Regularly	Often	Very Often	
Age? 20-24	7	27	64	6	10	114
25-29	21	33	37	21	3	115
30-34	4	11	24	14	9	62
35-39	0	8	19	8	8	43
Over 40	0	6	13	10	8	37
Total	32	85	157	59	38	371

When asked about how frequently they interact with other International Islamic university social media pages or other social websites of universities around, majority respondents (154) said they regularly interact with those social websites (Table 5.14). Those who regularly visit other social pages of the university comprise 89 male and 64 female respondents (Table 5.14.1).

Table 5.14: Interacting with IIUI or other university pages

	Frequency	Percent
Valid Never	38	10.2
Rarely	77	20.8
Regularly	154	41.5
Often	60	16.2
Very Often	42	11.3
Total	371	100.0

Table 5.14.1: Cross Tab between Gender and Interacting with IIUI or other university pages

		Interacting with IIUI or other university pages					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	19	45	89	39	37	229
	Female	19	32	65	21	5	142
Total		38	77	154	60	42	371

Table 5.14.2: Cross Tab between Age and Interacting with IIUI or other university pages

		Interacting with IIUI or other university pages					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	10	22	64	9	9	114
	25-29	19	30	40	20	6	115
	30-34	8	8	23	13	10	62
	35-39	0	9	17	8	9	43
	Over 40	1	8	10	10	8	37
Total		38	77	154	60	42	371

To know how often the respondents post on Facebook walls of their friends, majority of them (173) said they regularly post on others' wall (Table 5.15). These respondents comprise 109 male and 64 female students (Table 5.15.1). Majority of them fall in ages below 34 years (Table 5.15.2).

Table 5.15: "Posting on others' walls"

	Frequency	Percent
Valid Never	29	7.8
Rarely	103	27.8
Regularly	173	46.6
Often	47	12.7
Very Often	19	5.1
Total	371	100.0

Table 5.15.1: Cross Tabulation between Gender and "Posting on others' walls"

		"Posting on others' walls"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	17	61	109	28	14	229
	Female	12	42	64	19	5	142
Total		29	103	173	47	19	371

Table 5.15.2: Cross Tabulation between Age and "Posting on others' walls"

		"Posting on others' walls"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	10	20	56	18	10	114
	25-29	10	33	55	14	3	115
	30-34	5	13	33	8	3	62
	35-39	3	18	18	1	3	43
	Over 40	1	19	11	6	0	37
Total		29	103	173	47	19	371

In addition to the chat function of Facebook, the respondents were asked how often they read private messages (equivalent to email function) sent by others on Facebook, majority respondents (175) declared they regularly receive and read the private messages sent by others in the network (Table 5.16). This majority number comprises 101 male and 74 female students (Table 5.16.1) and they all fall in the ages between 20-34 years (Table 5.16.2).

Table 5.16: "Reading private messages from others"

	Frequency	Percent
Valid Never	25	6.7
Rarely	95	25.6
Regularly	175	47.2
Often	61	16.4
Very Often	15	4.0
Total	371	100.0

Table 5.16.1: Cross Tabulation between Gender and "Reading private messages from others"

		Reading private messages from others'					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	15	65	101	37	11	229
	Female	10	30	74	24	4	142
Total		25	95	175	61	15	371

Table 5.16.2: Cross Tabulation between Age and "Reading private messages from others"

		Reading private messages from others'					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	8	18	52	28	8	114
	25-29	7	37	54	15	2	115
	30-34	5	10	34	10	3	62
	35-39	5	13	21	2	2	43
	Over 40	0	17	14	6	0	37
Total		25	95	175	61	15	371

The participants of this survey research were asked if they do send private messages to others e.g. friends, colleagues, etc., majority of the respondents (178; 48%) said they regularly send messages from Facebook to others (Table 5.17). These majority number comprised 103 males and 75 female respondents (Table 5.17.1). They all fall in the ages between 20-34 years (Table 5.17.2).

Table 5.17: "Sending private messages"

	Frequency	Percent
Valid Never	25	6.7
Rarely	92	24.8
Regularly	178	48.0
Often	63	17.0
Very Often	13	3.5
Total	371	100.0

Table 5.17.1: Cross Tabulation between Gender and "Sending private messages"

		Send private messages					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	12	64	103	40	10	229
	Female	13	28	75	23	3	142
Total		25	92	178	63	13	371

Table 5.17.2: Cross Tabulation between Age and "Sending private messages"

		Send private messages					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	1	26	49	31	7	114
	25-29	11	29	54	18	3	115
	30-34	8	8	34	9	3	62
	35-39	5	13	24	1	0	43
	Over 40	0	16	17	4	0	37
Total		25	92	178	63	13	371

To know their "uses and gratifications" of the Facebook another question was asked that if they add or remove the friends and how frequently. Majority of them (168; 45.3%) respondents said they regularly add or remove their friends in Facebook (Table 5.18). This majority comprised 106 male and 62 female respondents (Table 5.18.1). All these respondents fall in the ages between 20-34 years (Table 5.18.2).

Table 5.18: "Adding or removing friends"

	Frequency	Percent
Valid Never	20	5.4
Rarely	108	29.1
Regularly	168	45.3
Often	61	16.4
Very Often	14	3.8
Total	371	100.0

Table 5.18.1: Cross Tabulation between Gender and "Adding or removing friends"

		Adding or removing friends					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	13	62	106	39	9	229
	Female	7	46	62	22	5	142
Total		20	108	168	61	14	371

Table 5.18.2: Cross Tabulation between Age and "Adding or removing friends"

		Adding or removing friends					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	2	22	58	25	7	114
	25-29	12	33	48	17	5	115
	30-34	2	16	30	12	2	62
	35-39	3	22	15	3	0	43
	Over 40	1	15	17	4	0	37
Total		20	108	168	61	14	371

Facebook offers to create or join events through invitations to friends. The respondents were asked how often they respond to an event invitation on Facebook, majority of them (176) said they rarely respond to invitations, second majority (108) respondents said they regularly respond to events either joining or not joining or may be joining (Table 5.19). These both majority respondents comprised 107 males and 69

females followed by those who regularly respond to events com 68 males and 40 females (Table 5.19.1). All these respondents fall in the ages between 20-34 years (Table 5.19.2).

Table 5.19: "Responding to events or invitations"

	Frequency	Percent
Valid Never	45	12.1
Rarely	176	47.4
Regularly	108	29.1
Often	30	8.1
Very Often	12	3.2
Total	371	100.0

Table 5.19.1: Cross Tabulation between Gender and "Responding to events or invitations"

		"Responding to events or invitations"					Total
		Never	Rarely	Regularly	Often	Very Often	
Gender?	Male	31	107	68	15	8	229
	Female	14	69	40	15	4	142
Total		45	176	108	30	12	371

Table 5.19.2: Cross Tabulation between Age and "Responding to events or invitations"

		"Responding to events or invitations"					Total
		Never	Rarely	Regularly	Often	Very Often	
Age?	20-24	6	48	44	10	6	114
	25-29	17	46	38	10	4	115
	30-34	4	39	13	4	2	62
	35-39	7	29	5	2	0	43
	Over 40	11	14	8	4	0	37
Total		45	176	108	30	12	371



#### 4.4 “Uses and Gratifications” Sought From Facebook Activities

The respondents were asked to rank their nine activities on Facebook to investigate what level of agreement or disagreement they have with the statements regarding the following “uses and gratifications” on the Likert scale from strongly agree, agree, neutral, disagree, and strongly disagree:

1. Relationship maintenance
2. Virtual Community
3. Companionship
4. Coolness
5. Passing Time
6. Entertainment
7. Information Seeking
8. Self Expression
9. Habit
10. Escape

The question #6 comprises 37 statements each having relation to one of the above “uses and gratifications” motives of Facebook use by the students’ of the International Islamic University Islamabad. The first statement aimed at investigating if it allows the respondents to communicate with fellow colleagues/friends. A big majority of the respondents (252) said that they agree with the statement. It was followed by a good number of respondents (86) who said they strongly agree with the statement (Table 6.1). These respondents comprised 206 males and 132 females (Table 6.1.1). They fall in the ages groups from 20-34 years (Table 6.1.2).

Table 6.1: "It allows me to communicate with fellows"

	Frequency	Percent
Valid Strongly agree	86	23.2
Agree	252	67.9
Neutral	29	7.8
Disagree	3	0.8
Strongly disagree	1	0.3
Total	371	100.0

Table 6.1.1: Cross Tabulation between Gender and "Communication with Fellows"

		It allows me to communicate with fellows					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	60	146	20	3	0	229
	Female	26	106	9	0	1	142
Total		86	252	29	3	1	371

Table 6.1.2: Cross Tabulation between Age and "Communication with Fellows"

		"It allows me to communicate with fellows"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	32	77	4	1	0	114
	25-29	34	73	7	0	1	115
	30-34	8	49	3	2	0	62
	35-39	7	30	6	0	0	43
	Over 40	5	23	9	0	0	37
Total		86	252	29	3	1	371

It was asked if the Facebook is part of their self-image, majority of the respondents were found agree (252) with the statement, followed by 86 respondents who were found strongly agree (Table 6.2). These majority respondents comprised 182 males and 124 female students (Table 6.2.1). They fall in the ages groups from 20-34 years (Table 6.2.2).

Table 6.2: "It is part of my self image"

	Frequency	Percent
Valid Strongly agree	54	14.6
Agree	252	67.9
Neutral	49	13.2
Disagree	11	3.0
Strongly disagree	5	1.3
Total	371	100.0

Table 6.2.1: Cross Tabulation between Gender and Self Image

		It is part of my self image					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	36	146	34	8	5	229
	Female	18	106	15	3	0	142
Total		54	252	49	11	5	371

Table 6.2.2: Cross Tabulation between Age and Self Image

		It is part of my self image					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	26	82	4	0	2	114
	25-29	15	81	14	5	0	115
	30-34	7	43	10	2	0	62
	35-39	4	29	8	2	0	43
	Over 40	2	17	13	2	3	37
Total		54	252	49	11	5	371

They were asked if the Facebook helps them to feel like less lonely. Majority of the respondents (154) agree followed by 28 respondents who strongly agreed with the statement. A good number of respondents (110) remained neutral to give their opinion (Table 6.3). The male and female representation to answer the statement was recorded as strongly agree (18;10), agree (89; 65), neutral (67; 43), disagree (37; 18), and strongly

disagree (18;6) with the statement (Table 6.3.1). They fall in the age groups from 20-34 years (Table 6.3.2).

Table 6.3: "It helps me to feel less lonely"

	Frequency	Percent
Valid Strongly agree	28	7.5
Agree	154	41.5
Neutral	110	29.6
Disagree	55	14.8
Strongly disagree	24	6.5
Total	371	100.0

Table 6.3.1: Cross Tabulation between Gender and "Feeling less Loneliness"

	"It helps me to feel less lonely"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	18	89	67	37	18	229
Female	10	65	43	18	6	142
Total	28	154	110	55	24	371

Table 6.3.2: Cross Tabulation between Age and "Feeling less Loneliness"

	"It helps me to feel less lonely"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	10	63	34	4	3	114
25-29	8	59	36	12	0	115
30-34	7	13	24	15	3	62
35-39	1	14	7	14	7	43
Over 40	2	5	9	10	11	37
Total	28	154	110	55	24	371

They were asked if the Facebook is another way to conduct the research. The majority respondents (144; 38.8%) agreed with the statement followed by 118 (31.8%) respondents who strongly agreed to the statement (Table 6.4). These majority

respondents comprised 139 males and 97 female students (Table 6.4.1). They fall in the age groups from 20-34 years (Table 6.4.2).

Table 6.4: "It is another way to do research"

	Frequency	Percent
Valid Strongly agree	118	31.8
Agree	144	38.8
Neutral	85	22.9
Disagree	16	4.3
Strongly disagree	8	2.2
Total	371	100.0

Table 6.4.1: Cross Tabulation between Gender and Facebook as Research Tool

	"It is another way to do research"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	73	92	47	9	8	229
Female	45	52	38	7	0	142
Total	118	144	85	16	8	371

Table 6.4.2: Cross Tabulation between Age and Facebook as Research Tool

	"It is another way to do research"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	39	39	31	3	2	114
25-29	34	39	35	7	0	115
30-34	20	31	9	2	0	62
35-39	17	18	5	2	1	43
Over 40	8	17	5	2	5	37
Total	118	144	85	16	8	371

The respondents were asked if they use the Facebook for fun, majority of them (113; 30.5%) said they strongly agree followed by second big majority (144; 38.8%) who said they agree with the statement. However, a good number of respondents (101; 27.2%) showed neutral behavior to this statement, neither agreeing nor disagreeing to the

statement (Table 65.1). Those who agreed to the statement comprised 94 male and 50 female students followed by those who strongly agreed comprised 69 male and 44 female students (Table 6.5.1). They all fall in the age groups from 20-34 years (Table 6.5.2).

Table 6.5: "I use it for fun"

	Frequency	Percent
Valid Strongly agree	113	30.5
Agree	144	38.8
Neutral	101	27.2
Disagree	10	2.7
Strongly disagree	3	.8
Total	371	100.0

Table 6.5.1: Cross Tabulation between Gender and Fun Use of Facebook

		"I use it for fun"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	69	94	59	5	2	229
	Female	44	50	42	5	1	142
Total		113	144	101	10	3	371

Table 6.5.1: Cross Tabulation between Age and Fun Use of Facebook

		"I use it for fun"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	43	48	17	5	1	114
	25-29	42	39	31	2	1	115
	30-34	13	29	20	0	0	62
	35-39	8	17	16	1	1	43
	Over 40	7	11	17	2	0	37
Total		113	144	101	10	3	371

Majority of the respondents (230; 62%) agreed to the statement that Facebook provides their information to others (Table 6.6). These respondents comprised 146 males and 84 female students (Table 6.6.1). They fall in the age groups from 20-34 years (Table 6.6.2).

Table 6.6: "Facebook provides my information to others"

	Frequency	Percent
Valid Strongly agree	70	18.9
Agree	230	62.0
Neutral	54	14.6
Disagree	15	4.0
Strongly disagree	2	.5
Total	371	100.0

Table 6.6.1: Cross Tabulation between Gender and "providing information to others"

		"Facebook provides my information to others"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	44	146	30	7	2	229
	Female	26	84	24	8	0	142
Total		70	230	54	15	2	371

Table 6.6.2: Cross Tabulation between Age and "providing information to others"

		"Facebook provides my information to others"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	31	68	8	6	1	114
	25-29	23	59	26	7	0	115
	30-34	9	47	6	0	0	62
	35-39	1	33	8	1	0	43
	Over 40	6	23	6	1	1	37
Total		70	230	54	15	2	371

Majority of the respondents (209; 56.3%) agreed to the statement that Facebook allows them to create relationships with others (Table 6.7). These respondents comprised 132 males and 77 female students (Table 6.7.1). They fall in the age groups from 20-34 years (Table 6.7.2).

Table 6.7: "It allows me to create relationships"

	Frequency	Percent
Valid Strongly agree	74	19.9
Agree	209	56.3
Neutral	69	18.6
Disagree	18	4.9
Strongly disagree	1	.3
Total	371	100.0

Table 6.7.1: Cross Tabulation between Gender and Creation of Relationships

		"It allows me to create relationships"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	48	132	35	13	1	229
	Female	26	77	34	5	0	142
Total		74	209	69	18	1	371

Table 6.7.1: Cross Tabulation between Age and Creation of Relationships

		"It allows me to create relationships"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	26	71	13	4	0	114
	25-29	25	52	30	7	1	115
	30-34	14	39	8	1	0	62
	35-39	2	28	8	5	0	43
	Over 40	7	19	10	1	0	37
Total		74	209	69	18	1	371



To measure their gratification of Facebook, they were asked if they use it for killing their time. Majority respondents (182) agreed to the statement followed by 49 (13.2%) respondents who were found strongly agree with the statement. A big number (118; 31.8%) remained neutral, neither agree nor disagree with the statement. Majority of these respondents were 212 male and 137 were female students (Table 6.8.1). And they all fall in the age groups between 20-34 years (Table 6.8.2).

Table 6.8: "I use it to kill my time"

	Frequency	Percent
Valid Strongly agree	49	13.2
Agree	182	49.1
Neutral	118	31.8
Disagree	13	3.5
Strongly disagree	9	2.4
Total	371	100.0

Table 6.8.1: Cross Tabulation between Gender and "Killing Time"

	"I use it to kill my time"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	29	107	76	10	7	229
Female	20	75	42	3	2	142
Total	49	182	118	13	9	371

Table 6.8.2: Cross Tabulation between Age and "Killing Time"

	"I use it to kill my time"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	21	70	18	1	4	114
25-29	16	63	30	6	0	115
30-34	7	22	31	2	0	62
35-39	3	16	22	2	0	43
Over 40	2	11	17	2	5	37
Total	49	182	118	13	9	371

To know another gratification of their Facebook use, they were asked if they use it for enjoyment only. Majority of them (206; 55.5%) said they agree with the statement, followed by 88 (23.7%) respondent who said they strongly agree with the statement. A good number of respondents (70; 18%) remained neutral, neither agreeing nor disagreeing (Table 6.9). Among these respondents, 226 were male students and 138 were female students (Table 6.9.1). And they all fall in the age groups between 20-34 years (Table 6.9.2).

Table 6.9: "I use Facebook for enjoyment"

	Frequency	Percent
Valid Strongly agree	88	23.7
Agree	206	55.5
Neutral	70	18.9
Disagree	7	1.9
Total	371	100.0

Table 6.9.1: Cross Tabulation between Gender and "Enjoyment from Facebook"

	"I use Facebook for enjoyment"				Total
	Strongly agree	Agree	Neutral	Disagree	
Gender? Male	55	130	41	3	229
Female	33	76	29	4	142
Total	88	206	70	7	371

Table 6.9.2: Cross Tabulation between Age and "Enjoyment from Facebook"

	"I use Facebook for enjoyment"				Total
	Strongly agree	Agree	Neutral	Disagree	
Age? 20-24	41	67	3	3	114
25-29	35	67	13	0	115
30-34	6	35	21	0	62
35-39	1	19	21	2	43
Over 40	5	18	12	2	37
Total	88	206	70	7	371

This statement has relation with their relationship maintenance gratification on Facebook. Majority of the respondents (214; 21.6%) agree with the statement that it allows them to stay in connect with their friends (Table 6.10). These majority respondents comprise 137 male and 77 female students (Table 6.10.1). They all fall in age groups between 20-34 years (Table 6.10.2).

Table 6.10: "It allows me to stay in touch with friends"

	Frequency	Percent
Valid Strongly agree	80	21.6
Agree	214	57.7
Neutral	67	18.1
Disagree	9	2.4
Strongly disagree	1	.3
Total	371	100.0

Table 6.10.1: Cross Tabulation between Gender and "Stay in Touch with friends"

	"It allows me to stay in touch with friends"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	49	137	37	6	0	229
Female	31	77	30	3	1	142
Total	80	214	67	9	1	371

Table 6.10.2: Cross Tabulation between Gender and "Stay in Touch with friends"

	"It allows me to stay in touch with friends"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	32	61	18	2	1	114
25-29	27	55	31	2	0	115
30-34	11	43	7	1	0	62
35-39	2	31	6	4	0	43
Over 40	8	24	5	0	0	37
Total	80	214	67	9	1	371

They were asked if they use Facebook for simply passing time when they feel bore. Majority of the respondents (145; 39.1%) remained neutral, followed by second by second good majority respondents (129; 34.8%) who agreed with the statement (Table 6.11).

Table 6.11: "I use it to pass time when I feel bored"

	Frequency	Percent
Valid Strongly agree	31	8.4
Agree	129	34.8
Neutral	145	39.1
Disagree	56	15.1
Strongly disagree	10	2.7
Total	371	100.0

Table 6.11.1: Cross Tabulation between Gender and "Passing Time"

	"I use it to pass time when I feel bored"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	22	75	85	37	10	229
Female	9	54	60	19	0	142
Total	31	129	145	56	10	371

Table 6.11.2: Cross Tabulation between Age and "Passing Time"

		"I use it to pass time when I feel bored"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	14	63	32	3	2	114
	25-29	5	47	54	9	0	115
	30-34	6	10	30	16	0	62
	35-39	2	5	17	16	3	43
	Over 40	4	4	12	12	5	37
Total		31	129	145	56	10	371

They were asked if visiting the Facebook is a habit, majority (161;43.4%) remained neutral, neither agreed nor disagreed followed by the respondents (101; 27.2%) who agreed to the statement (Table 6.12). Those who remained neutral comprised 101 male and 60 female respondents (Table 7.12.1). They all fall in age groups between 20-34 years (Table 7.12.2).

Table 6.12: "Visiting Facebook is a habit"

		Frequency	Percent
Valid	Strongly agree	47	12.7
	Agree	101	27.2
	Neutral	161	43.4
	Disagree	55	14.8
	Strongly disagree	7	1.9
Total		371	100.0

Table 6.12.1: Cross Tabulation between Gender and "Using Facebook as Habit"

		"Visiting Facebook is a habit"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	29	58	101	35	6	229
	Female	18	43	60	20	1	142
Total		47	101	161	55	7	371

Table 6.12.2: Cross Tabulation between Gender and "Using Facebook as Habit"

	"Visiting Facebook is a habit"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	19	38	52	5	0	114
25-29	16	45	40	9	5	115
30-34	6	8	34	14	0	62
35-39	2	8	10	21	2	43
Over 40	4	2	25	6	0	37
Total	47	101	161	55	7	371

They were asked if the Facebook enables them to connect to someone who is hard to reach usually, majority respondents (187; 50.4%) agreed to the statement (Table 6.13). These majority respondents comprised 117 male and 70 female students (Table 6.13.1). They belonged to age groups between 24-34 years (Table 6.13.2).

Table 6.13: "It enables me to connect someone who is hard to reach"

	Frequency	Percent
Valid Strongly agree	82	22.1
Agree	187	50.4
Neutral	56	15.1
Disagree	39	10.5
Strongly disagree	7	1.9
Total	371	100.0

Table 6.13.1: Cross Tabulation Gender and "It enables me to connect someone who is hard to reach"

	"It enables me to connect someone who is hard to reach"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	52	117	31	24	5	229
Female	30	70	25	15	2	142
Total	82	187	56	39	7	371

Table 6.13.2: Cross Tabulation Age and "It enables me to connect someone who is hard to reach"

		"It enables me to connect someone who is hard to reach"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	29	61	14	8	2	114
	25-29	29	52	19	14	1	115
	30-34	12	35	9	5	1	62
	35-39	9	20	5	9	0	43
	Over 40	3	19	9	3	3	37
Total		82	187	56	39	7	371

They were asked if it helps the others to judge them from their profile information, majority of the respondents (203; 54.7%) agreed with the statement (Table 6.14). These respondents comprised 125 male and 78 female students (Table 6.14.1) and they all fall in age groups between 20-34 years (Table 6.14.2).

Table 6.14: "People can judge me from my profile"

		Frequency	Percent
Valid	Strongly agree	66	17.8
	Agree	203	54.7
	Neutral	59	15.9
	Disagree	29	7.8
	Strongly disagree	14	3.8
Total		371	100.0

Table 6.14.1: Cross Tabulation between Gender and "People can judge me from my profile"

		"People can judge me from my profile"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	41	125	34	20	9	229
	Female	25	78	25	9	5	142
Total		66	203	59	29	14	371

Table 6.14.2: Cross Tabulation between Age and "People can judge me from my profile"

	"People can judge me from my profile"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	32	60	14	5	3	114
25-29	23	49	30	10	3	115
30-34	7	43	4	6	2	62
35-39	3	29	7	4	0	43
Over 40	1	22	4	4	6	37
Total	66	203	59	29	14	371

They were asked if using the Facebook helps them finding the company of friends, majority of the respondents (176; 47.4%) showed neutral behavior how ever a significant number of respondents said they agree (99; 26.7%) and strongly agree (40; 10.8%) with the statement (Table 6.15). The majority respondents which stayed neutral comprised 105 male and 71 female students (Table 7.6.1). They all fall in age groups between 20-34 years (Table 6.15.2).

Table 6.15: "It allows me to find companionship"

	Frequency	Percent
Valid Strongly agree	40	10.8
Agree	99	26.7
Neutral	176	47.4
Disagree	41	11.1
Strongly disagree	15	4.0
Total	371	100.0



Table 6.15.1: Cross Tabulation between Gender and "It allows me to find companionship"

	"It allows me to find companionship"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	20	65	105	28	11	229
Female	20	34	71	13	4	142
Total	40	99	176	41	15	371

Table 6.15.2: Cross Tabulation between Gender and "It allows me to find companionship"

	"It allows me to find companionship"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	14	38	49	8	5	114
25-29	14	41	49	3	8	115
30-34	6	10	39	7	0	62
35-39	3	9	19	12	0	43
Over 40	3	1	20	11	2	37
Total	40	99	176	41	15	371

They were asked if the Facebook engagement helps them to forget about tension or the work, majority respondents (144; 38.8%) agreed to the statement followed by a significant number which remained neutral (88) and similarly those who disagreed (85; 22.9%) with the statement (Table 6.16). The majority respondents who agreed with the statement comprised 84 male and 60 female students (Table 6.16.1). These all respondents fall in the age group between 20-34 years (Table 6.16.2).

Table 6.16: "I use it to forget about tensions or work"

	Frequency	Percent
Valid Strongly agree	42	11.3
Agree	144	38.8
Neutral	88	23.7
Disagree	85	22.9
Strongly disagree	12	3.2
Total	371	100.0

Table 6.16.1: Cross Tabulation Gender and "I use it to forget about tensions or work"

		"I use it to forget about tensions or work"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	27	84	49	57	12	229
	Female	15	60	39	28	0	142
Total		42	144	88	85	12	371

Table 6.16.2: Cross Tabulation Age and "I use it to forget about tensions or work"

		"I use it to forget about tensions or work"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	22	64	18	7	3	114
	25-29	13	43	36	21	2	115
	30-34	4	16	25	16	1	62
	35-39	1	14	4	24	0	43
	Over 40	2	7	5	17	6	37
Total		42	144	88	85	12	371

They were asked the reason why they use facebook as if it is just cool, majority respondents (203; 54.7%) agreed that it is cool followed by a significant majority (114; 30.7%) who strongly agreed with the statement (Table 6.17). These majority respondents comprised 198 male and 119 female students (Table 6.17.1). These all respondents fall in the age group between 20-34 years (Table 6.17.2).

Table 6.17: "It is cool"

	Frequency	Percent
Valid Strongly agree	114	30.7
Agree	203	54.7
Neutral	34	9.2
Disagree	14	3.8
Strongly disagree	6	1.6
Total	371	100.0

Table 6.17.1: Cross Tabulation between Gender and "Facebook is cool"

		"It is cool"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	73	125	19	10	2	229
	Female	41	78	15	4	4	142
Total		114	203	34	14	6	371

Table 6.17.2: Cross Tabulation between Gender and "Facebook is cool"

		"It is cool"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	54	49	8	3	0	114
	25-29	43	46	17	5	4	115
	30-34	12	43	3	2	2	62
	35-39	2	36	2	3	0	43
	Over 40	3	29	4	1	0	37
Total		114	203	34	14	6	371

Majority (236; 63.6%) respondents said that Facebook enables them to make and meet new friends (Table 6.18).

Table 6.18: "It enables me to meet new friends"

	Frequency	Percent
Valid Strongly agree	72	19.4
Agree	236	63.6
Neutral	36	9.7
Disagree	20	5.4
Strongly disagree	7	1.9
Total	371	100.0

The majority respondents who agreed with the statement comprised 151 male and 85 female students (Table 6.18.1).

Table 6.18.1: Cross Tabulation between Gender and Meeting New Friends on Facebook"

	"It enables me to meet new friends"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	46	151	22	6	4	229
Female	26	85	14	14	3	142
Total	72	236	36	20	7	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.18.2).

Table 6.18.2: Cross Tabulation between Age and Meeting New Friends on Facebook"

	"It enables me to meet new friends"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	30	68	12	4	0	114
25-29	27	59	15	8	6	115
30-34	7	45	5	4	1	62
35-39	3	36	1	3	0	43
Over 40	5	28	3	1	0	37
Total	72	236	36	20	7	371

They were asked if they easily find information on Facebook, majority respondents (251; 67.7%) agreed with the statement (Table 6.19).

Table 6.19: "I makes easy to get information from Facebook"

	Frequency	Percent
Valid Strongly agree	52	14.0
Agree	251	67.7
Neutral	59	15.9
Disagree	5	1.3
Strongly disagree	4	1.1
Total	371	100.0

The majority respondents who agreed with the statement comprised 157 male and 94 female students (Table 6.19.1).

Table 6.19.1: Cross Tabulation between Gender and Facebook as Information Source

		"It is easy to get information from Facebook"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	31	157	37	3	1	229
	Female	21	94	22	2	3	142
Total		52	251	59	5	4	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.19.2).

Table 6.19.2: Cross Tabulation between Gender and Facebook as Information Source

		"It is easy to get information from Facebook"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	18	74	16	2	4	114
	25-29	16	71	27	1	0	115
	30-34	11	46	5	0	0	62
	35-39	4	32	6	1	0	43
	Over 40	3	28	5	1	0	37
Total		52	251	59	5	4	371

They were asked if the Facebook helps them escape their worries, there were mix responses to this question. Majority respondents (138; 37.2%) said they agree with the statement followed by a significant number of respondents (107; 28.8%) who remained neutral (Table 6.20).

Table 6.20: "It lets me escape my worries"

	Frequency	Percent
Valid Strongly agree	38	10.2
Agree	138	37.2
Neutral	107	28.8
Disagree	75	20.2
Strongly disagree	13	3.5
Total	371	100.0

The majority of who agreed with the statement comprised 78 male and 60 female students followed by those who remained neutral (68 male, 39 female) students (Table 6.20.1).

Table 6.20.1: Cross Tabulation between Gender and Facebook Escapism

	"It lets me escape my worries"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	28	78	68	45	10	229
Female	10	60	39	30	3	142
Total	38	138	107	75	13	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.20.2).

Table 6.20.2: Cross Tabulation between Age and Facebook Escapism

		"It lets me escape my worries"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	15	67	19	7	6	114
	25-29	13	51	38	12	1	115
	30-34	5	8	31	18	0	62
	35-39	3	8	11	21	0	43
	Over 40	2	4	8	17	6	37
Total		38	138	107	75	13	371

They were asked if they have posted messages on their friends' walls, majority respondents (216; 58.2%) agreed that they do this activity (Table 6.21).

Table 6.21: "I post messages on my friends' walls"

		Frequency	Percent
Valid	Strongly agree	80	21.6
	Agree	216	58.2
	Neutral	52	14.0
	Disagree	22	5.9
	Strongly disagree	1	.3
Total		371	100.0

Those who agree to this statement comprised 142 male and 74 female students (Table 6.21.1).

Table 6.21.1: Cross Tabulation between Gender and "Posting Messages on Walls"

		"I post messages on my friends' walls"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	53	142	27	7	0	229
	Female	27	74	25	15	1	142
Total		80	216	52	22	1	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.21.2).

Table 6.21.2: Cross Tabulation between Age and "Posting Messages on Walls"

		"I post messages on my friends' walls"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	34	63	8	8	1	114
	25-29	31	56	21	7	0	115
	30-34	7	39	13	3	0	62
	35-39	2	36	4	1	0	43
	Over 40	6	22	6	3	0	37
Total		80	216	52	22	1	371

The survey participants were asked if the Facebook allows them to explore the new things out in their environment, majority of them (214; 57.7%) agreed with the statement (Table 6.22).

Table 6.22: "It allows me to explore what is out there"

		Frequency	Percent
Valid	Strongly agree	68	18.3
	Agree	214	57.7
	Neutral	61	16.4
	Disagree	19	5.1
	Strongly disagree	9	2.4
Total		371	100.0

A cross-tabulation test revealed that majority of the respondents who agreed with the statement comprised 146 male and 68 female students (Table 6.22.1).



Table 6.22.1: Cross Tabulation between Gender and Exploring New Things

		"It allows me to explore what is out there"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	41	146	32	7	3	229
	Female	27	68	29	12	6	142
Total		68	214	61	19	9	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.22.2).

Table 6.22.2: Cross Tabulation between Age and Exploring New Things

		"It allows me to explore what is out there"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	30	63	13	3	5	114
	25-29	23	57	28	6	1	115
	30-34	10	37	9	5	1	62
	35-39	0	33	5	5	0	43
	Over 40	5	24	6	0	2	37
Total		68	214	61	19	9	371

They were asked if they see other peoples' picture on Facebook, majority of the respondents (225; 60.6%) agreed with the statement (Table 6.23).

Table 6.23: "To see other peoples' pictures"

		Frequency	Percent
Valid	Strongly agree	123	33.2
	Agree	225	60.6
	Neutral	18	4.9
	Disagree	3	.8
	Strongly disagree	2	.5
Total		371	100.0

A cross-tabulation test in SPSS revealed that majority of the respondents who agreed with the statement comprised 143 male and 82 female students (Table 6.23.1).

Table 6.23.1: Cross Tabulation between Gender and Seeing others' Pictures

	"To see other peoples' pictures"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	74	143	11	1	0	229
Female	49	82	7	2	2	142
Total	123	225	18	3	2	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.23.2).

Table 6.23.2: Cross Tabulation between Age and Seeing others' Pictures

	"To see other peoples' pictures"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	54	56	4	0	0	114
25-29	37	68	8	0	2	115
30-34	18	42	0	2	0	62
35-39	5	34	3	1	0	43
Over 40	9	25	3	0	0	37
Total	123	225	18	3	2	371

Majority of the respondents (226; 60.9%) said that using Facebook is a routine thing whenever they go online. A significant number of respondents (85; 22.9%) remained neutral (Table 6.24).

Table 6.24: "It is one of the routine things I do when I am online"

	Frequency	Percent
Valid Strongly agree	48	12.9
Agree	226	60.9
Neutral	85	22.9
Disagree	10	2.7
Strongly disagree	2	.5
Total	371	100.0

A cross-tabulation test in SPSS revealed that majority of the respondents who agreed with the statement comprised 139 male and 87 female students (Table 6.24.1).

Table 6.24.1: Cross Tabulation between Gender and Facebook as Routine activity

	"It is one of the routine things I do when I am online"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	32	139	50	8	0	229
Female	16	87	35	2	2	142
Total	48	226	85	10	2	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.24.2).

Table 6.24.2: Cross Tabulation between Age and Facebook as Routine activity

	"It is one of the routine things I do when I am online"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	14	87	11	2	0	114
25-29	20	74	19	0	2	115
30-34	7	34	19	2	0	62
35-39	4	19	17	3	0	43
Over 40	3	12	19	3	0	37
Total	48	226	85	10	2	371

The respondents who are the students of the International Islamic University were asked if they use Facebook when they do not want to study or want an escape from studies, majority of them (161; 43.4%) agreed to the statement followed by a significant number (131; 35.3%) who showed the neutral behavior, not agreeing nor disagreeing the statement (Table 6.25).

Table 6.25: "I visit Facebook when I do not want to study"

	Frequency	Percent
Valid Strongly agree	51	13.7
Agree	161	43.4
Neutral	131	35.3
Disagree	21	5.7
Strongly disagree	7	1.9
Total	371	100.0

A cross-tabulation test in SPSS revealed that majority of the respondents who agreed with the statement comprised 94 male and 67 female students (Table 6.25.1).

Table 6.25.1: Cross Tabulation between Gender and Escape from Study

	"I visit Facebook when I do not want to study"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	32	94	82	14	7	229
Female	19	67	49	7	0	142
Total	51	161	131	21	7	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.25.2).

Table 6.25.2: Cross Tabulation between Gender and Escape from Study

	"I visit Facebook when I do not want to study"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	18	67	27	0	2	114
25-29	25	50	34	6	0	115
30-34	6	29	24	3	0	62
35-39	0	11	25	7	0	43
Over 40	2	4	21	5	5	37
Total	51	161	131	21	7	371

Majority of the respondents (208; 56.1%) agreed with the statement that they just like to use (Table 6.26).

Table 6.26: "I just like to use Facebook"

	Frequency	Percent
Valid Strongly agree	78	21.0
Agree	208	56.1
Neutral	78	21.0
Disagree	7	1.9
Total	371	100.0

A cross-tabulation test in SPSS revealed that majority of the respondents who agreed with the statement comprised 134 male and 74 female students (Table 6.26.1).

Table 6.26.1: Cross Tabulation between Gender and Liking to Facebook

	"I just like to use Facebook"				Total
	Strongly agree	Agree	Neutral	Disagree	
Gender? Male	40	134	52	3	229
Female	38	74	26	4	142
Total	78	208	78	7	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.26.2).

Table 6.26.2: Cross Tabulation between Age and Liking to Facebook

	"I just like to use Facebook"				Total
	Strongly agree	Agree	Neutral	Disagree	
Age? 20-24	32	66	15	1	114
25-29	32	59	22	2	115
30-34	10	37	13	2	62
35-39	2	28	11	2	43
Over 40	2	18	17	0	37
Total	78	208	78	7	371

To measure their gratification with the Facebook, they were asked if it enables them to find more interesting people in real life. Majority (144; 38.8%) respondents remained neutral followed by significant number of respondents (136; 36.7%) who agreed with the statement (Table 6.27).

Table 6.27: "It enables me to find more interesting people than in real life"

	Frequency	Percent
Valid Strongly agree	31	8.4
Agree	136	36.7
Neutral	144	38.8
Disagree	54	14.6
Strongly disagree	6	1.6
Total	371	100.0

Among those respondents who remained neutral and who agreed with the statement were 176 male and 104 female students (Table 6.27.1).

Table 6.27.1: Cross Tabulation between Gender and Finding Friends in Real Life

		"It enables me to find more interesting people than in real life"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	13	82	94	34	6	229
	Female	18	54	50	20	0	142
Total		31	136	144	54	6	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.27.2).

Table 6.27.2: Cross Tabulation between Gender and Finding Friends in Real Life

		"It enables me to find more interesting people than in real life"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	14	63	32	3	2	114
	25-29	7	41	61	6	0	115
	30-34	8	12	27	13	2	62
	35-39	2	10	12	19	0	43
	Over 40	0	10	12	13	2	37
Total		31	136	144	54	6	371

Majority of the respondents (195; 52.6%) said they agree with the statement followed by the respondents (103; 27.8%) who said they strongly agree with the statement that the Facebook helps them to get information for free (Table 6.28).

Table 6.28: "It enables me to get information for free"

		Frequency	Percent
Valid	Strongly agree	103	27.8
	Agree	195	52.6
	Neutral	62	16.7
	Disagree	10	2.7
	Strongly disagree	1	.3
Total		371	100.0

Among those respondents who remained neutral and who agreed with the statement were 260 male and 97 female students (Table 6.28.1).

Table 6.28.1: Cross Tabulation between Gender and Free Information on Facebook

	"It enables me to get information for free"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	62	126	34	7	0	229
Female	41	69	28	3	1	142
Total	103	195	62	10	1	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.28.2).

Table 6.28.2: Cross Tabulation between Age and Free Information on Facebook

	"It enables me to get information for free"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	28	67	15	4	0	114
25-29	36	50	28	1	0	115
30-34	19	31	8	3	1	62
35-39	16	22	5	0	0	43
Over 40	4	25	6	2	0	37
Total	103	195	62	10	1	371

Majority of the respondent (145; 39.1%) agreed to the statement that they use Facebook to avoid their loneliness followed by a significant number (109; 29.4%) who remained neutral to the statement (Table 6.29).



Table 6.29: "I use Facebook so I would not be alone"

	Frequency	Percent
Valid Strongly agree	41	11.1
Agree	145	39.1
Neutral	109	29.4
Disagree	68	18.3
Strongly disagree	8	2.2
Total	371	100.0

Among those respondents who agreed with the statement and those who remained neutral were 153 male and 101 female students (Table 6.29.1).

Table 6.29.1: Cross Tabulation between Gender and Loneliness

	"I use Facebook so I would not be alone"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	30	86	67	39	7	229
Female	11	59	42	29	1	142
Total	41	145	109	68	8	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.29.2).

Table 6.29.2: Cross Tabulation between Age and Loneliness

	"I use Facebook so I would not be alone"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	21	63	20	8	2	114
25-29	11	52	39	13	0	115
30-34	4	19	25	13	1	62
35-39	3	6	12	22	0	43
Over 40	2	5	13	12	5	37
Total	41	145	109	68	8	371

Majority of the respondent (163; 43.9%) agreed to the statement that Facebook is a "place to look for information" followed by a significant number (135; 36.4%) who strongly agreed to the statement (Table 6.30).

Table 6.30: "It is a place to look for information"

	Frequency	Percent
Valid Strongly agree	135	36.4
Agree	163	43.9
Neutral	49	13.2
Disagree	21	5.7
Strongly disagree	3	.8
Total	371	100.0

Among those respondents who agreed with the statement and those who strongly agreed to the statement were 182 male and 143 female students (Table 6.30.1).

Table 6.30.1: Cross Tabulation between Gender and Facebook as Information Source

	"It is a place to look for information"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	81	101	30	14	3	229
Female	54	62	19	7	0	142
Total	135	163	49	21	3	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.30.2).

Table 6.30.2: Cross Tabulation between Age and Facebook as Information Source

		"It is a place to look for information"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	51	42	14	6	1	114
	25-29	40	46	20	8	1	115
	30-34	26	28	5	3	0	62
	35-39	12	24	5	1	1	43
	Over 40	6	23	5	3	0	37
Total		135	163	49	21	3	371

Majority of the respondents (225; 60.6%) agreed to the statement that they use Facebook to send messages to their friends (Table 6.31).

Table 6.31: "I use it to send messages to friends"

		Frequency	Percent
Valid	Strongly agree	75	20.2
	Agree	225	60.6
	Neutral	54	14.6
	Disagree	12	3.2
	Strongly disagree	5	1.3
Total		371	100.0

These majority respondents comprised 147 male and 78 female students (Table 6.31.1).

Table 6.31.1: Cross Tabulation between Gender and Communication Use of Facebook

		"I use it to send messages to friends"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	42	147	28	7	5	229
	Female	33	78	26	5	0	142
Total		75	225	54	12	5	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.31.2).

Table 6.31.2: Cross Tabulation between Age and Communication Use of Facebook

	"I use it to send messages to friends"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	33	61	16	2	2	114
25-29	25	67	20	3	0	115
30-34	8	41	10	3	0	62
35-39	4	31	3	4	1	43
Over 40	5	25	5	0	2	37
Total	75	225	54	12	5	371

Majority respondents (230; 62%) said they use Facebook just to get away from what they are doing (Table 6.32).

Table 6.32: "I use it to get away from what I am doing"

	Frequency	Percent
Valid Strongly agree	38	10.2
Agree	230	62.0
Neutral	68	18.3
Disagree	26	7.0
Strongly disagree	9	2.4
Total	371	100.0

These majority respondents comprised 140 males and 90 female students (Table 6.32.1).

Table 6.32.1: Cross Tabulation between Gender and Escapism

	"I use it to get away from what I am doing"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	21	140	42	17	9	229
Female	17	90	26	9	0	142
Total	38	230	68	26	9	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.32.2).

Table 6.32.2: Cross Tabulation between Age and Escapism

	"I use it to get away from what I am doing"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	17	76	14	5	2	114
25-29	11	62	36	6	0	115
30-34	5	43	11	3	0	62
35-39	4	29	4	6	0	43
Over 40	1	20	3	6	7	37
Total	38	230	68	26	9	371

Majority respondents (223; 60.1%) agreed to the statement that they use Facebook when they no one to talk about or to accompany (Table 6.33).

Table 6.33: "I use Facebook when I have no one to talk or to be with"

		Frequency	Percent
Valid	Strongly agree	52	14.0
	Agree	223	60.1
	Neutral	69	18.6
	Disagree	17	4.6
	Strongly disagree	10	2.7
	Total	371	100.0

Those who were in agreement to this statement comprised 131 male and 92 female students (Table 6.33.1).

Table 6.33.1: Cross Tabulation between Gender and Seeking Company of Someone

	"I use Facebook when I have no one to talk or to be with"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	34	131	41	14	9	229
Female	18	92	28	3	1	142
Total	52	223	69	17	10	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.33.2).

Table 6.33.2: Cross Tabulation between Age and Seeking Company of Someone

	"I use Facebook when I have no one to talk or to be with"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age? 20-24	25	65	21	0	3	114
25-29	13	63	31	7	1	115
30-34	5	46	9	2	0	62
35-39	8	29	4	2	0	43
Over 40	1	20	4	6	6	37
Total	52	223	69	17	10	371

Majority of the respondents (149; 40.2%) agreed to the statement that Facebook is entertaining followed by significant number of respondents (133; 35.8%) who said they strongly agree with the statement (Table 6.34).

Table 6.34: "It is entertaining"

	Frequency	Percent
Valid Strongly agree	133	35.8
Agree	149	40.2
Neutral	74	19.9
Disagree	12	3.2
Strongly disagree	3	.8
Total	371	100.0

Among those majority respondents were 179 male and 103 female students (Table 6.34.1).

Table 6.34.1: Cross Tabulation between Gender and Facebook Entertainment

	"It is entertaining"					Total
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender? Male	82	97	40	8	2	229
Female	51	52	34	4	1	142
Total	133	149	74	12	3	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.34.2).

Table 6.34.2: Cross Tabulation between Age and Facebook Entertainment

		It is entertaining					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	49	50	9	6	0	114
	25-29	42	42	26	2	3	115
	30-34	27	14	17	4	0	62
	35-39	9	23	11	0	0	43
	Over 40	6	20	11	0	0	37
Total		133	149	74	12	3	371

Majority of the respondents (236; 63.6%) agreed to the statement that using Facebook makes them cool among their university fellow (Table 6.35).

Table 6.35: "It makes me cool among my university fellows"

		Frequency	Percent
Valid	Strongly agree	58	15.6
	Agree	236	63.6
	Neutral	58	15.6
	Disagree	15	4.0
	Strongly disagree	4	1.1
Total		371	100.0

Among those majority respondents were 152 male and 84 female students (Table 6.35.1).

Table 6.35.1: Cross Tabulation between Gender and Facebook Coolness

		"It makes me cool among my university fellows"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	35	152	32	6	4	229
	Female	23	84	26	9	0	142
Total		58	236	58	15	4	371

The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.35.2).

Table 6.35.2: Cross Tabulation between Age and Facebook Coolness

		"It makes me cool among my university fellows"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	27	65	15	7	0	114
	25-29	18	73	20	2	2	115
	30-34	9	38	11	2	2	62
	35-39	3	34	4	2	0	43
	Over 40	1	26	8	2	0	37
Total		58	236	58	15	4	371

The Facebook helps the majority respondents (233; 62.8%) to making connections with the friends (Table 6.36).

Table 6.36: "It helps me to get in touch with friends"

		Frequency	Percent
Valid	Strongly agree	69	18.6
	Agree	233	62.8
	Neutral	51	13.7
	Disagree	17	4.6
	Strongly disagree	1	.3
Total		371	100.0

These majority respondents comprise 143 male and 90 female students (Table 6.36.1).

Table 6.36.1: Cross Tabulation between Gender and Meeting Friends via Facebook

		"It helps me to get in touch with friends"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Gender?	Male	48	143	31	7	0	229
	Female	21	90	20	10	1	142
Total		69	233	51	17	1	371



The majority respondents who agreed to the statement fall in the age groups between 20-34 years (Table 6.36.2).

Table 6.36.2: Cross Tabulation between Age and Meeting Friends via Facebook

		"It helps me to get in touch with friends"					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Age?	20-24	28	68	9	9	0	114
	25-29	22	70	21	2	0	115
	30-34	9	37	11	4	1	62
	35-39	4	36	3	0	0	43
	Over 40	6	22	7	2	0	37
Total		69	233	51	17	1	371

## CHAPTER 5

### FINDINGS, DISCUSSION, RECOMMENDATION, AND CONCLUSION

This Chapter will present the findings based on the research questions in Chapter #2 as the result of the in-depth literature review. There were three main research questions followed by seven more questions related questions.

RQ1: How much time the post-graduate students of the IIUI spend on Facebook?

RQ2: What are the most frequent activities on Facebook conducted by post-graduate students of IIUI?

RQ3: What are the “uses and gratifications” of Facebook for post-graduate students at IIUI?

#### **5.1 Findings and Discussion:**

Chapter Four described the responses to the 37 statements regarding the IIUI students' Facebook usage.

*Research Questions 1:* Research question one aimed in probing that how much time the students spend on Facebook. Majority of the students who were accessing the Facebook more than three times a day (Table 4.1, Chapter 4). These students fall in the age group 20-24 years. Results reveal that the majority of the Facebook users at the International Islamic University Islamabad were youth including male and female students.

*Research Questions 2:* Research question two aimed at knowing the frequency of different Facebook activities by the students at IIUI. The researcher formulated fifty six statements based on on Likert scale and associated with the above motives of the students

for using the Facebook. The first nineteen statements probed about the frequency of different predefined activities on Facebook. Those activities included:

1. Browse/read other peoples' profiles
2. See/post/share photos and videos
3. Read/respond/like to news feeds
6. Read posts on others' walls
7. Read/reply private messages from friends
9. Join groups
10. Create events/invite friends to events
11. Add or remove friends
12. Update status
13. Look at videos links
14. Tag or un-tag photos
15. Join or leave groups
16. Comment on friends pictures
18. Create groups
19. Information sharing/receiving
20. Interacting with groups
24. Update or edit profile
25. Chatting with friends
26. Download applications, quizzes or play games
27. Browse IIUI pages

Majority of the students rarely read others' profiles on Facebook indicating that students do not probe who they adding to their friends network on Facebook and simply accept the invitation of the senders. They belong to age groups above 25 and 40 years indicating that they are not usually the youth group. Majority of them do not update their status on Facebook regularly, only 36% of total respondents regularly update their status and that represent youth groups in 20-24 years. Similarly majority do not watch videos posted on Facebook followed by significant number (32.1%) who regularly watch videos. There not much difference between both the groups who rarely and regularly watch videos. Both comprise students in 20-34 years of ages. However, they regularly tag their friends in posts on Facebook, and majority taggers are male students in their 20-29 years ages. Majority of them regularly join or leave cause groups on Facebook and they belong to youth groups between 20-34 years of ages. Majority of them regularly comment on photos posted by their friends on Facebook and they comprise both male and female students in their ages 20-34 years. About creating on Facebook, majority do not create events, however, a significant number regularly create events on Facebook. There was mix response to this statement that does not lead to some solid conclusion. Majority of them rarely post links on other websites. Majority of them do not read or respond to the news feeds. Contrary to this they do update their profiles regularly. Only 28% of the respondent use live chat function of the Facebook. Only small number of the respondents uses quizzes, games or other applications on Facebook. Majority said they rarely or never use such applications. Majority (42%) regularly browse the Facebook page of the International Islamic University, along with they regularly interact with IIU and other university' Facebook pages. Majority (41%) said they post regularly post on others'

walls. This response is contrary to the statement where they asked if they read or respond to their news feeds, majority said they rarely or never read or respond to their news feeds. Either the respondents have not read the question carefully or they were not serious in their response to the questionnaire. Similarly, majority said they regularly post on others' walls. This is again contrary to the earlier statement where they said they rarely or never read or respond to their newsfeeds. Majority (47%) said they regularly receive private messages from others. Majority (48%) said they regularly send private messages to others. They regularly (45%) add or remove their friends on Facebook. Majority (47%) rarely respond to events, followed by 29% who regularly respond to events.

*Research Questions 3:* The research question 3 aimed at knowing their uses and gratifications of the Facebook. The literature review revealed ten type of motives or "uses and gratifications" of the students for using the Facebook. These motives of Facebook use have been discussed in detail in Chapter 2 of this thesis. The researcher designed 37 statements each having relation to one of the "uses and gratifications" motive of Facebook use by the students' of the International Islamic University Islamabad.

Majority respondents feel less lonely with the use of Facebook but a significant number (29.6%) remained neutral to the statement, neither agreeing nor disagreeing with the statement. Majority (39.1%) remained neutral with the statement that they use it to pass time when feeling bored. Majority (43.4%) did remained neutral to the statement that using Facebook is their habit. Similarly a big majority (47.4%) remained neutral with the statement that they find companionship on Facebook. Majority (37.2%) of respondents agreed that Facebook helps them to escape their worried along with significant number of respondents (28.8%) remained neutral with the statement. Although

a good number (43.4%) agreed to the statement that they use Facebook when they do not want to study along with a significant number (35.3%) remained neutral to the statement. A mix of response was observed to the statement that Facebook helps them to find more interesting people in real life, 36.7% respondents agreed to the statement while 38.8% remained neutral, neither agreeing nor disagreeing.

The findings of this study indicate that:

1. Facebook is used by the majority participants of this research study more than three times a day.
2. The students connect with each other via Facebook.
3. Majority of the respondents fall in the age groups between 20-34 years. This indicates that youth is more inclined towards the use of Facebook compared to the respondents above 35 years of age.
4. Male students spend more time on Facebook compared to female students.
5. There are more than 27 activities stated above that the respondents of this study perform on Facebook.
6. Majority of the respondents agree with all the statements in question #6. In some instances they remain neutral with the statements, e.g. passing time, Facebook is a habit, finding companionship, its helps in escaping from worries, use Facebook when they do not want to study, helps in finding more interesting people in real life, and, use facebook to avoid loneliness.
7. Majority said it is another way to do academic research.
8. Facebook is a source of entertainment and fun for majority of the respondents.

9. The research revealed the following motives of Facebook use by the participants of this research study:

- a) Relationship maintenance
- b) Virtual Community
- c) Companionship
- d) Coolness
- e) Passing Time
- f) Entertainment
- g) Information Seeking
- h) Self Expression
- i) Habit
- j) Escape

These all motives have relationship with students' different activities on Facebook.

## **5.2 Limitations of the Study:**

1. The data collected for this study and online survey all came from post graduate students of the university. To gather more generalizable information about university students' Facebook use, future studies should use a larger sample across all levels of students e.g. undergraduate students, students enrolled in certificate course in all departments of the International Islamic University Islamabad.

2. Second, the sample was collected in October 2012, towards the end of the semester. With the nearing of mid-term exams, it may be that students' typical Facebook behavior is altered during this time of semester.
3. This is a small sample taken from only one university and therefore is limited in scope. The future study may consider investigating the students' behavior in many other universities in Islamabad.

### **5.3 Recommendations:**

1. Since the use of Facebook is high among the students at post graduate level, the university administration should consider it a tool for academic communication and teaching.
2. At most places on the campus the use of Facebook is prohibited, e.g. library, the administration should consider allowing the students to use the Facebook on campus networks.
3. As majority of students are now on Facebook, the university should use it for official announcements, notifications, events, declaring results and exam schedules.
4. The study investigates the students' behavior on only one social network. There are many other popular social networking sites e.g. MySpace, LinkedIn, and Twitter which when investigating may show different behavior of students. A broader study is suggested for future research which includes all popular social networking website.



5. The study is based on the “uses and gratifications” theory presented by Blumer and Katz, 1974. The future researches should may be conducted using other communication theories presented by the social scientists in the past.

#### **5.4 Conclusion:**

The findings of this study reveal that Facebook is being used by the students at International Islamic University most frequently for gratifying their general and academic needs. This study supplemented many existing research studies on Facebook analyzing the activities on Facebook more in depth. The study presents findings limited to one institutions only and investigates the feelings of connectedness by students at smaller level. The recommendations of the study can help academic institutions to use social networking websites via information and communication technologies as pedagogic tool to reach out to both the students and their parents. The “uses and gratifications” approach is also valid to online communication through social networking website, Facebook.

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**APPENDIX A**  
**SURVEY QUESTIONNAIRE**  
**FACEBOOK USAGE AT THE INTERNATIONAL ISLAMIC UNIVERSITY**  
**ISLAMABAD**

Q1. Gender?

- ☐ Male  
☐ Female

Q2. Age?

- ☐ 20-24  
☐ 25-29  
☐ 30-34  
☐ 35-39  
☐ Over 40

Q3. What is your degree level?

- ☐ MA/MSc  
☐ MPhil  
☐ PhD

Q4. How many times do you access Facebook on an average scale?

- ☐ 1-3 times in a week  
☐ 4-6 times in a week  
☐ 1-2 times in a day  
☐ 3+ times in a day  
☐ Never

Q5. Please tell how often you engage in the following activities on Facebook?

	Never	Rarely	Regularly	Often	Very often
Reading others' profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Updating status or news feeds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking at video links	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tagging or un-tagging pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Adding or removing groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commenting on photos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating events or sending invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posting links to other websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading or to respond news feeds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Updating or editing profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with live chat function	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with applications, quizzes, or games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Browsing IIUI Facebook page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with IIUI or other university pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posting on others' walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading private messages from others'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Send private messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding or removing friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to events or invitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6. The following statements describe reasons why you have been using Facebook. Please indicate how much you agree with each statement.**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
It allows me to communicate with fellows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is part of my self image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helps me to feel less lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is another way to do research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I use it for fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook provides my information to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It allows me to create relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use it to kill my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use Facebook for enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It allows me to stay in touch with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use it to pass time when I feel bored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting Facebook is a habit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It enables me to connect someone who is hard to reach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People can judge me from my profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It allows me to find companionship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use it to forget about tensions or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is cool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It enables me to meet new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me forget my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is easy to get information from Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It lets me escape my worries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I post messages on my friends' walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It allows me to explore what is out there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To see other peoples' pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is one of the routine things I do when I am online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I visit Facebook when I do not want to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I just like to use Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It enables me to find more interesting people than in real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It enables me to get information for free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use Facebook so I would not be alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is a place to look for information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use it to send messages to friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use it to get away from what I am doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use Facebook when I have no one to talk or to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is entertaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It makes me cool among my university fellows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It helps me to get in touch with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>