

A Survey of Facebook Usage of the Students of Osmania University Campus Colleges

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Abstract

The advent, pervasive use, and appeal of Facebook, in particular, and social networks, in general, have drawn the attention of scholars from various fields with the prime objective of dissecting the sites to see how and for what purposes user access them. The findings of various studies indicate that users of Facebook/social network sites are predominantly young. College students, by virtue of their age, are part of this age group (Cha, 2010). As part of the various studies on the area, this paper, through survey research to a representative sample and depth interview with a convenience sample of students from eight Osmania university campus colleges, explored Facebook use patterns such as intensity of Facebook use (time spent and number of friends), information seeking, entertainment, cross posting contents, pages students visit, checking up on friends, motivation to log on to Facebook, etc. Both research designs revealed college students use Facebook to gratify various needs, and Facebook gives them various feelings. The survey method explored Facebook account possession and intensity of Facebook use in terms of average time spent on Facebook and number of friends, while the in-depth interview dealt with eight questions revolving around entertainment, information-seeking, pages followed by students, cross-posting, usage of Facebook content, “spying on” friends, motivations to log on to Facebook, and how using Facebook makes students feel.

Keywords: Facebook, gratification, social media, user-generated media

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INTRODUCTION

The development of the Internet has paved the way for innovative forms of social media which in some aspects allow for far greater levels of both mass and interpersonal communication than others (Johnson & Yang, 2009). The roles and potential of social media can be seen in uses made of them by different social groups or individuals such as college students, in particular, and the young, in general. Social media, as user-generated media

(UGM), provide users with platforms of entertainment to enable them to alter prevailing mood states and to regulate mood (Shao, 2008).

On the status of Internet diffusion, Narasimhamurthy (2014:203) observes, “The last decade has witnessed unprecedented Internet diffusion in India. Over the past three years alone, Internet usage in India increased from 100 to 200 million people, growing far more rapidly than the decade it took to raise Internet users from 10 million to 235 million.” This bears witness to the fact that social media in India have become increasingly popular parts of younger generation’s lives in today’s modern society (Social media users’ penetration in India is around 8.5% of the entire population). Manjunatha (2013) states that social media use, Facebook is the favorite social networking website, is growing continuously and that India ranks as the third largest market for the usage of social networking worldwide, after the U.S. and China. Manjunatha (2013) also notes that the emergence, impact, and widespread use of social media / SNS have drawn the attention of researchers. The Statistics Porta (as of the second quarter of 2015) indicates that ten percent of Indian population had an account with any SN (FB most popular, 53% penetration rate). Besides, Rosaline, et al. (2016) citing a report by the Internet and Mobile Association of India (IAMAI), informs 66 per cent of the 180 million Internet users in urban India regularly access social media platforms (2016). The most popular activities on social media include maintaining one’s own virtual profile on the likes of Facebook and Twitter, posting and sharing an update as well as replying to something a friend has posted. While college students (33%) form the largest demography of active social media users in India, working women and non-working women register just 7% and 11% respective share in that user base. In this light, the researcher finds that with the growing use of social media/SNS by students across Indian colleges, various studies have been done to examine social media marketing and Internet use, in general, and social media use, in particular.

REVIEW OF LITERATURE

Social media sites let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs, post what they are doing at any given time, and send personal or public messages to whomever they choose. In this ‘information age,’ social media sites seem to be growing in popularity rapidly, especially among young adults (Pempek, Yermolayeva, & Calvert, 2008). The recent explosive growth and popularity in use of social media has drawn a great deal of attention from communication researchers. Narasimhamurthy (2014-202) note:

The structure of social media is very much different from classical media: it allows people to communicate news and information in very different way. Social media tools such as Twitter, Facebook, YouTube and other social networks are now considered as politically transformative communication technologies as classical media such as newspaper, radio and television.

Wang, Chen, & Liang's (2011) study on *The Effects of Social Media on College Students*, at Johnson & Wales University revealed that college students were likely to be affected by social media and found them a suitable means to make friends and to release pressure. Wang et al. (2011) state that social media help students to gain relevant knowledge and academic assistance, develop social skills, and be active citizens through content creation and sharing. Besides, social media can be harnessed to help students "explore their interests or problems with similar individuals while strengthening online communication skills and knowledge" (Wang et al., 2011:5). Notwithstanding, their study showed that social media may have a negative effect on their academic activities as most students spend more time on social networking sites (Wang et al, 2011:9):

To some degree, it absolutely affects the lives of college students including the grades. This research also indicates that an approach is needed to better balance the relationship between social media and academic study. Therefore, college students should think more about the balancing equation of social media and academics.

Growth of Facebook

According to *A brief history of Facebook*, Mark Zuckerberg founded Facebook while studying psychology at Harvard University. A keen computer programmer, Zuckerberg had already developed a number of social-networking websites for fellow students. In February 2004 Zuckerberg launched "The Facebook", as it was originally known; the name was taken from the sheets of paper distributed to freshmen, profiling students and staff. Within 24 hours, 1,200 Harvard students had signed up, and after one month, over half of the undergraduate population had a profile.

It became Facebook.com in August 2005 after the address was purchased for \$200,000. US high schools could sign up from September 2005, and then it began to spread worldwide, reaching UK universities the following month. As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. The site's features have continued to develop during 2007.

McCarthy (2009), Nadkarni and Hofmann (2012), and Nir (2012) note that Facebook, originally restricted its membership to college students, is founded on the premise of sharing of information through the social graph, the digital mapping of people's real world social connections, and is based on a 'real name' policy-anonymous. This is to ensure that the real name, accompanied by a picture, establishes credibility and authentic representation of the self. Krivan (2013:23) concurs, "Users need to maintain some essence of their offline life in order to find friends on the Site." Although Facebook is now open to the public, in order to be a member, an individual must have a valid email address as issued by the institution. Once people become friends on Facebook, their profiles are automatically linked, allowing the users to interact with one another.

Facebook, as a major communication tool and a new way of socializing for people worldwide, has made easier and more efficient interaction with many people at the same time, by connecting multiple audiences through one platform, ultimately creating basically new forms of interaction (Bazarova & Choi, 2014; Nir, 2012). Hargittai (2008a), Junco (2011), Krivan (2013), Marshall et al. (2012), and Walters and Horton (2015) note that majority of young people use Facebook as primary communication tool.

Studies on Facebook use indicate that Facebook has become an integral part of the daily lives of millions of users, particularly of the young and colleges students to look at and disseminate images, to send messages, make a comment or to send or to read an article on line (Cha, 2010; Duggan, Ellison, Lampe, Lenhart, & Madden, 2015; Hargittai, 2008a; Junco, 2011; Lampe, Ellison, & Steinfield, 2006; Lenhart, Purcell, Smith, & Zickuhr, 2010; Krivan, 2013; Manjunatha, 2013; Nir, 2012; Valenzuela, Park, & Kee, 2008; Pew Research center, 2011; Rashmi & Neetu, 2012; Sponcil & Gitmu, 2014; Walter & Horton, 2015). What makes Facebook distinct from other social networking sites is that participation is based on offline social networks, such as membership in a university community, towns, high schools, regions, and companies.

Park, Kee, & Valenzuela's (2009) study on *Being Immersed in Social Networking Environment: Facebook Groups, Uses and Gratifications, and Social Outcomes* revealed that users who seek information are more likely to participate in civic activities such as to organize and support meetings or parties on campus. Similarly, the study of Karnik, Oakley, Venkatanathan, Spiliotopoulos, & Nisi (2013) on *Uses & Gratifications of a Facebook Media Sharing Group* revealed four main uses and gratifications that people derived from the

SMC Facebook group: contribution, discovery, social interaction and entertainment. Burke, Marlow and Lento (2010) studying the effects of social media use on specific outcomes (with emphasis on Facebook) found a link between social networking site use and specific aspects of social well-being related feelings of connection and isolation. Another study among 800 Michigan State University undergraduate students by Ellison, Steinfield, and Lampe (2007) on the role of Facebook in helping maintain and strengthen existing offline relationships (maintained social capital) and the social capital (bridging, bonding) revealed that there is a stronger relationship between Facebook use and bridging social capital in maintaining pre-existing relationships than in making new connections.

Joinson's (2008) study on *'Looking at', 'Looking up' or 'Keeping up with' People? Motives and Uses of Facebook* (in UK) found out that content gratification (content of the media), communication, keeping in touch (to see what old contacts and friends are 'up to', how they look and how they behave, surveillance, and to build, invest in and maintain ties with distant friends and contacts-social capital) and social networking surfing were uses and gratifications experienced by users. Sheldon's (2008) survey with 172 students at Louisiana State University on *Student Favorite: Facebook and Motives for its Use* revealed that people go to Facebook to fulfil needs traditionally fulfilled by other media but for their interpersonal communication needs first (relationship maintenance). Women were more likely to go to Facebook to maintain existing relationships, pass time and be entertained. On the other hand, men were more likely to go to Facebook to develop new relationships or meet new people. Most students go to Facebook to maintain relationships with people they know. Their motives include behaviours such as sending a message to a friend, posting a message on their friend's wall, staying in touch with a friend, or getting in touch with someone who is difficult to reach. Females go to Facebook for relationship maintenance more than males. A larger proportion of students, more so females than males, go to Facebook to pass time when they are bored or after they receive an e-mail suggesting them that someone had posted on their Facebook site. A significant number of students, more so females than males, use Facebook for entertainment reasons. A smaller number of people use it to develop new relationships or to meet new people, more so males and younger respondents than females and older respondents. The number of hours respondents spent on Facebook is correlated to maintaining relationships and passing time motives. Students who most often log into their Facebook account are the ones who go there to maintain existing relationships, pass time when bored, be entertained, or appear cool. Younger students, females and those interested in

maintaining existing relationships through Facebook have more Facebook friends than students with other interests. However, this study shows that not many people go to Facebook to escape from problems in real life or to lessen loneliness by finding companionship.

Ellison et al. (2007) elaborate that users enlarge their networks of friends, family, colleagues, etc., to enhance themselves in life. In terms of time spent on Facebook, Kalpidou, Dan, and Jessica (2011) found out students spend 60–120 minutes on Facebook every day. They reported it is higher than the 10–30 minutes that Ellison et al used (they used Ellison et al's Facebook intensity scale). Besides, Kalpidou et al. (2011) found out that most students reported as having between 200 to 250 friends. Kalpidou et al. (2011) and Tong, Van Der Heide, Langwell and Walther (2008) observe that Facebook strengthens social adjustment by improving social networks, and the large number of friends is associated with social attractiveness; however, more than 300 friends was related to low social attractiveness and high introversion of the profile owner.

OBJECTIVES

- To explore Facebook access and reach;
- To analyze the Intensity of Facebook use in terms of time spent and networking with friends;
- To investigate the Facebook usage pattern

RESEARCH METHODOLOGY

Quantitative research

Quantitative research approach enables quantification of variables under consideration. Wimmer and Dominick (2011:49) inform, “This form of research is concerned with how often a variable is present and generally uses numbers to communicate this amount.” Survey technique is one of the main types of quantitative research.

Design

In order to explore various Facebook usage patterns the researcher employed a cross-sectional survey (a standardized questionnaire). The researcher also supplemented the survey research with personal interview (depth interview with a convenient sample of 50 students) to explore and uncover motivations and attitudes towards Facebook. In-depth interview allows interviewers to gain insight into and to uncover underlying motives or attitudes of respondents towards the topic area.

Sampling method- simple random sampling

The random sampling involved a representative sample of each class from each college. Since students studying in the colleges come from a variety of demographic backgrounds, the sample is likely to represent not only the student population of the target colleges but also other students in similar academic settings.

Sampling Procedure

The research involved a probability sample procedure and a random sample method to conduct the study. In order to hit the desired sample of at least 10 percent, the researcher distributed over 900 questionnaires. Over 100 students (65 in College of Science) did not respond due to various reasons such as prolonged absence from class, examinations, and leaving/forgetting the questionnaires in their residence. Besides, the researcher made extra effort to get fully answered questionnaires by asking respondents to complete the questionnaires at the time of submission.

Data gathering Instrument

In order to possibly reveal results on this specific study, the researcher employed survey research through standardized questionnaires administered to 800 representative sample of students drawn from a population size of 6, 715 students of eight colleges of 67 departments of Osmania University Campus colleges.

Reliability of the instrument

Prior to the actual administration of the questionnaire, the researcher conducted a pilot study to a select subsample of the content universe under consideration (35 respondents) to determine the appropriateness of the questions to the target population, to identify potential problems with the questionnaire that might lead to biased answers, and to test the correctness of the instructions (whether all the respondents in the pilot sample are able to follow the directions in the questionnaire and to check whether the questions are giving consistent responses). Based on feedback acquired from some of the respondents, the researcher made minor adjustments to the questionnaire.

DATA ANALYSIS AND DISCUSSION

Gender

Table 1 indicates that the percentage of male respondents is slightly greater than that of female respondents (50.3% against 49.8%).

Age

The age distribution of respondents from the eight colleges (see table 2) indicates that a considerable number of respondents are of the age between 22 and 24 (38.9%). The age group 20-21(30.4%) is second significant number in the line.

Table 1: Gender Profile

College	Male	Female	Total
Arts & S/Ss.	83(51.8)	77(48.1)	160(100)
Bus. & Mgt.	26(49.1)	27(50.9)	53(100)
Adv. St. in Edu.	12(52.2)	11(47.8)	23(100)
Engineering	125(49)	130(51)	255(100)
Law	24(52.2)	22(47.8)	46(100)
Physical Edu	7(53.8)	6(46.2)	13(100)
Science	100(50)	100(50)	200(100)
Technology	25(50)	25(50)	50(100)
Total	402(50.3)	398(49.8)	800(100)

Table 2: Age of Respondents

College	18-19	20-21	22-24	25-29	30 and over	Total
Arts & S/Ss.	4(2.5)	29(18.1)	63(39.4)	52 (32.5)	12(7.5)	160(100)
Bus. & Mgt.	0(0)	14(26.4)	26(49.1)	10(18.9)	3(5.7)	53(100)
Adv. St. in Edu.	1(4.3)	4(17.4)	7(30.4)	7(30.4)	4(17.4)	23(100)
Engineer.	70(27.5)	73(28.6)	100(39.2)	11(4.3)	1(0.4)	255(100)
Law	10(21.7)	8(17.4)	13(28.3)	10(21.7)	5(10.9)	46(100)
Phy. Educ.	0(0)	1(7.7)	3(23.1)	6(46.2)	3(23.1)	13(100)
Science	1(0.5)	103(51.5)	76(38)	15(7.5)	5(2.5)	200(100)
Techno.	13(26)	11(22)	23(46)	3(6)	0 (0)	50(100)
Total	99(12.4)	243(30.4)	311(38.9)	114(14.3)	33(4.1)	800(100)

Possession of Facebook Account

The result of the current study in table 3 confirms the findings of the aforementioned studies that Facebook is the most popular form of social media although, newer sites like Instagram and Twitter are closing the popularity gap. Nearly all respondents (male, 93.8%; female, 86.1%) from all colleges have Facebook accounts. However, more males than females are likely to have Facebook account. The reason could be attributed to cyber-bullying or attack targeting predominantly female users. The finding is incongruent with the finding of Valenzuela et al. (2008) that female students were more likely to have a Facebook account than male students.

Table 3: Possession of Facebook Account

College	Gender	Yes	No	Total
Arts & S/Ss.	Male	75(90.4)	8(9.6)	83(100)
	Female	68(89.5)	8(10.5)	76(100)
Bus. & Mgt.	Male	26(100)	0	26(100)
	Female	23(88.5)	3(11.5)	26(100)
Adv. St. in Ed.	Male	9(75)	3(25)	12(100)
	Female	9(81.8)	2(18.2)	11(100)
Engineering	Male	120(96)	5(4)	125(100)
	Female	113(86.9)	17(13.1)	130(100)
Law	Male	22(91.7)	2(8.3)	24(100)
	Female	19(86.4)	3(13.6)	22(100)
Phy. Ed.	Male	7(100)	0	7(100)
	Female	4(66.7)	2(33.3)	6(100)
Science	Male	93(93)	7(7)	100(100)
	Female	81(81)	19(19)	100(100)
Technology	Male	25(100)	0	25(100)
	Female	24(96)	1(4)	25(100)
Total	Male	377(93.8)	25(6.2)	402(100)
	Female	341(86.1)	55(13.9)	396(100)

Intensity of Facebook Use

Average hours spent on Facebook

Table 4 indicates most students' average hours on Facebook is in the less than 30 minutes category (male, 47.3%; female, 56.9%), a finding in contrast with Sheldon's 47 minutes on average a day on Facebook. More females than males spend less than 30 minutes a day on Facebook. A considerable percentage of students also spend between 30 to 60 minutes on Facebook (males, 29.8%; female, 24.8%). More males than females do so on Facebook even in the 60-90 minutes and greater than 90 minutes (male, 11.3% and 11.6%, respectively; female, 9.7% and 8.6%, respectively). The percentages indicate that male

respondents are likely to spend more time on Facebook than females do a finding inconsistent with the findings of Chan-Olmsted, Cho, & Sangwon (2013) and Sheldon (2008) that female students tend to spend more time on Facebook than males. The study tells a vast number of respondents spend between 30 to 60 minutes a day, quite ample to perform other activities like reading. In comparison to findings of Kalpidou et al. (20011) it is low. Kalpidou et al. (2011) found out students spend 60–120 minutes on Facebook every day. The time spent is higher than Ellison et al.'s (2007) less than 30 minutes for the current study. The result of the current study and other studies cited in the literature review show that students use Facebook mainly to socialize, entertain and seek information, thus it could not be said that students are wasting their time on Facebook.

Table 4: Average Hours on Facebook

College	Gender	<30 mints	30-60 min	60-90 min	>90 min	Total
Arts & S/Ss.	Male	29(39.7)	23(31.5)	10(13.7)	11(15.1)	73(100)
	Female	37(56.1)	15(22.7)	8(12.1)	6(9.1)	66(100)
Bus.& Mgt.	Male	11(42.3)	9(34.6)	5(19.2)	1(3.8)	26(100)
	Female	12(50)	7(29.2)	1(4.2)	4(16.7)	24(100)
Adv. St. in Ed.	Male	7(77.8)	2(22.2)	0	0	9(100)
	Female	7(77.8)	0	2(22.2)	0	9(100)
Engineer.	Male	49(40.8)	40(33.3)	15(12.5)	16(13.3)	120(100)
	Female	63(55.8)	31(27.4)	10(8.8)	9(8)	113(100)
Law	Male	5(22.2)	7(31.8)	3(13.6)	7(31.8)	22(100)
	Female	8(42.1)	3(15.8)	1(5.3)	7(36.8)	19(100)
Phy. Ed.	Male	1(14.3)	4(57.1)	1(14.3)	1(14.3)	7(100)
	Female	3(75)	0	1(25)	0	4(100)
Science	Male	63(70)	21(23.3)	4(4.4)	2(2.2)	90(100)
	Female	50(62.5)	20(25)	7(8.8)	3(3.8)	80(100)
Technol.	Male	11(44)	5(20)	4(16)	5(20)	25(100)
	Female	13(54.2)	8(33.3)	3(12.5)	0	24(100)
Total	Male	176(47.3)	111(29.8)	42(11.3)	43(11.6)	372(100)
	Female	193(56.9)	84(24.8)	33(9.7)	29(8.6)	339(100)

Number of Facebook Friends

As table 5 indicates, a considerable number of male students have between 151 and 400 friends (females between 11 to 200 friends), indicating that male college students have more friends than females - a result greater than that of Kalpidou et al. (2011) 200 to 250 friends (for males) and Ellison et al. (2007) (between 150 and 200 friends). Sheldon's study

revealed majority of students had between 200 and 350 Facebook friends for both males and females. Besides, in Sheldon's (2008) study women have more friends and are more satisfied with the job Facebook is doing and would have missed the site more if it suddenly disappeared. Kalpidou et al. (2011) and Tong et al. (2008) observe that Facebook strengthens social adjustment by improving social networks and the large number of friends is associated with social attractiveness; however, more than 300 friends were related to low social attractiveness and high introversion of the profile owner (spending a lot of time on Facebook is related to low self-esteem). The large number of friends helps students establish weak ties in that it enables them to get connected to others and get personal information about others (bridging capital) and make visible their connections to a wide range of individuals (Ellison et al., 2007).

Table 5: Number of Facebook Friends

College	Gender	10 or less	11-50	51-100	101-150	151-200	201-250	251-300	301-400	>400	Total
Arts & S/Ss.	Male	4(5.3)	6(8)	12(16)	9(12)	10(13.3)	4(5.3)	5(6.7)	15(20)	10(13.3)	75(100)
	Female	6(8.7)	10(14.5)	18(26.1)	9(13)	4(5.8)	1(1.4)	9(13)	5(7.2)	7(10.1)	69(100)
Bus. & Mgt.	Male	1(3.8)	0	2(7.7)	3(11.5)	1(3.8)	1(3.8)	3(11.5)	9(34.6)	6(23.1)	26(100)
	Female	0	0	5(20.8)	5(20.8)	2(8.3)	2(8.3)	2(8.3)	6(25)	2(8.3)	24(100)
Adv. St. in Edu.	Male	2(22.2)	1(11.1)	2(22.2)	2(22.2)	1(11.1)	1(11.1)	0	0	0	9(100)
	Female	3(33.3)	1(11.1)	1(11.1)	1(11.1)	0	1(11.1)	1(11.1)	0	1(11.1)	9(100)
Engineer.	Male	10(8.3)	2(1.7)	6(5)	7(5.8)	10(8.3)	8(6.7)	16(13.3)	24(20)	37(30.8)	120(100)
	Female	4(3.5)	1(0.9)	12(10.6)	22(19.5)	16(14.2)	11(9.7)	14(12.4)	19(16.9)	14(12.4)	113(100)
Law	Male	0	1(4.5)	4(18.2)	3(13.6)	0	1(4.5)	5(22.7)	5(22.7)	3(13.6)	22(100)
	Female	1(5.3)	1(5.3)	0	3(15.8)	3(15.8)	4(21.1)	2(10.5)	3(15.8)	2(10.5)	19(100)
Phy.Ed.	Male	0	1(14.3)	0	1(14.3)	0	1(14.3)	2(28.6)	2(28.6)	0	7(100)
	Female	0	1(25)	3(75)	0	0	0	0	0	0	4(100)
Science	Male	6(6.5)	9(9.7)	12(12.9)	14(15.1)	16(17.2)	7(7.5)	6(6.5)	15(16.1)	8(8.6)	93(100)
	Female	9(11.1)	14(17.3)	23(28.4)	17(21)	7(8.6)	5(6.2)	1(1.2)	1(1.2)	4(4.9)	81(100)
Techno.	Male	0	0	3(12)	2(8)	4(16)	3(12)	5(20)	4(16)	4(16)	25(100)
	Female	1(4.2)	2(8.3)	5(20.8)	2(8.3)	3(12.5)	6(25)	1(4.2)	2(8.3)	2(8.3)	24(100)
Total	Male	23(6.1)	20(5.3)	41(10.9)	41(10.9)	42(11.1)	26(6.9)	42(11.1)	74(19.6)	68(18)	377(100)
	Female	24(7)	30(8.7)	67(19.5)	59(17.2)	35(10.2)	30(8.7)	30(8.7)	36(10.5)	32(9.3)	343(100)

Average hours on Facebook and number of friends pertain to the intensity of Facebook use by college students. The intensity thus informs students from the colleges understudy may be emotionally connected to Facebook and the extent to which Facebook is somewhat integrated into their daily activities even though the intensity is stronger among males. The comparison of the conclusion of the current section with that of the studies cited in this particular section may not be definitive because the studies used different research approaches or instruments.

Findings and discussion of in-depth interview

This section presents the qualitative data (depth-interview), data gathering instrument, pilot study, selection of respondents, and discussion of results.

Data gathering instrument

In the current study, the researcher used semi-structured in-depth interview because it allows the interviewer to gain insight into the topic area and to uncover underlying motives or attitudes of respondents towards use of Facebook.

Pilot study

Prior to the data collection, the researcher conducted a pilot study on a subsample of 10 college students to check whether the questions are giving consistent responses. As the students did not want to be recorded and their responses are too short, the researcher documented the interview data through extended ethnographic field notes only.

Sub sample

The researcher interviewed 50 readily available respondents from four colleges-Arts & Social Sciences, Law, Business & Management, Engineering. For qualitative interviews, a convenience sampling is a nonprobability sampling technique that involves a sample drawn from that part of the population that is nearby. Their responses were given code numbers (e.g. S1 for student number one) to help in the analysis of the qualitative data.

Discussion

This section discusses the qualitative data that emerged through the interviews. The questionnaire focused on use factors, cross posting, and respondents' feelings and attitudes towards Facebook. There were eight questions (outlined below) related to the research questions and objectives of the study. Each question is followed by discussion.

1. Do you seek information on Facebook? If yes, what forms of information do you seek?

The data indicates that a majority of respondents use Facebook to get information about states (news on local events); education (related to their fields of study), cultural, social, and political issues; and news (updates) on current world events and sports news. Besides, respondents use Facebook to a slightly lesser degree to get information on college events, technology updates, business start-ups, advertising (promotions), brands information (fashion news), family entertainment, birthday events, reminders, celebrity gossips, movie gossips, movie reviews, television shows, information about old friends, group information, motivational quotes, memes, and valuable information (posts, picture, and news) shared by friends. A survey conducted by The American Press Institute indicates that social networks, to greater or lesser degrees, are now news platforms. It further shows 88 percent of those surveyed get news from Facebook at least occasionally, 83 percent from YouTube, and 50

percent from Instagram. The finding of this section is in concurrence with the findings of Burke et al. (2010), Ellison et al. (2007), Park et al. (2009), and Wang et al. (2011) i.e., that college students use Facebook, in particular, and social media, in general, to gratify their various information needs revolving around current events, field-related, business (advertising, promotions, brands etc.), celebrity/gossips, movie /tv shows, etc.

2. *Do you get any entertainment from Facebook? What entertainment factors does Facebook offer you?*

Respondents use Facebook to get entertainment through sports events, messenger groups, video calling, memes, jokes, comic pictures, dialogues, cute images, sarcastic jokes, and trolls. Other entertainment news/contents include Bollywood and Hollywood celebrities, movies (and updates), video/audio songs, trailers, vines, games, funny posts, funny articles, travel related posts, funny videos, short video clips, comedies, football commentaries, online games, fun club, and television programmes. The result highlights the significance and versatility of Facebook in offering various entertainment content and venue to pass the time and to take a break from what they are doing Lampe et al., 2006; Park et al., 2009; Sheldon, 2008; Sponcil & Gitmu, 2013).

3. *What pages do you follow on Facebook?*

Most respondents follow pages that feature motivational contents like quotes, politicians (because of their activities and their decisions), authors, professional information, celebrities (including media celebrities), online shopping (e.g. favourite brands), and entertainment.

4. *Do you post videos, photos, links, etc., to Facebook (Cross posting)?*

Almost all interviewees post contents to Facebook from You tube and Instagram, followed by WhatsApp, Twitter and Google +, respectively. A negligible number of students do not cross post because they do not like posting from one to another, they never find something worth sharing on Facebook, they are not interested in cross posting, they use only Facebook, or they consider cross posting unsafe.

5. *How do you use contents on Facebook (saving, downloading, re-sharing, etc.)?*

In terms of using content the interviewees responded that they either just download for future use; download and re-share with friends; save, download, comment and re-share relevant information; save, and re-share it; or just read and watch. However, one student said Facebook does not have enough field-related information.

6. *What information about your friends' posts are you more interested in (checking up on friends)?*

On what information they access on friends' posts, a majority of respondents said they are interested to see what their friends are doing and where they are, their hobbies, present status, profile pictures/photos/videos, and the places they visit (travel pictures). Besides, they would like to see their friends' special occasions (weddings birthday parties) and everything about their friends such as their memories, thoughts, inspirations and jokes, achievements, relationships, daily life, and messages and posts. The finding is consistent with previous studies on social media activities that social media enable users to see every single detail of everybody's life including people that they don't really have a relationship with (Farrugia, 2012; Pempek et al., 2009; Sponcil & Gitmu, 2013; Suziki & Calzo, 2004). The finding of Pempek et al. (2009:236) revealed:

The communication exchanges of the past are expanding in the information age. Although interactions sometime take place, lurking and observing others' actions, such as reading the news feed about what friends are doing or looking at others' profiles or pictures, were far more common than posting information or even updating profiles.

A minuscule number of respondents said they do not enjoy going through their friends' posts on Facebook as they feel they are spying on their friends, there is nothing interesting in friends' posts, or they prefer talking to their friends personally (offline) to seeing their posts on Facebook.

7. What makes you log on to Facebook?

Interviewees log on to Facebook mainly to get in touch with the outside world, to get connected with (old) friends, to get in touch with friends and peer groups / Facebook groups (socialization); to get entertained, to take a break from busy schedules, to pass the time, and to get sport related information (entertainment factors); and eagerness to see all new posts, to get information about favourite personalities and brands, to learn, to search for news, to check if they get messages and see some posts (information-seeking) (Krivan, 2013); Lampe et al., 2006; Manjunatha, 2011; Sponcil & Gitmu, 2013; Sheldon, 2008). They also do so because of addiction and boredom / idleness (Pempek et al., 2009). Other motives include to see / read what they share and post on their profile, to be in an active mood, and to add new friends. The finding points to the fact that college students have a wide-ranging motives to join or use Facebook and the flexibility of Facebook to accommodate the various needs.

8. How does using Facebook make you feel?

A majority of the interviewees said they feel entertained, happy, enlightened, elated and informed, refreshed, and relaxed. It also gives them relief and a sense of friendliness and

a way of self-expression. Facebook thus is a source of positive emotions for a majority of the participants of the interview and has a positive effect on their social lives (Pempek et al., 2009). Others reported anxiety, boredom, addiction, cause of insomnia (prolonged use), waste of time, and irrelevant (full of obscenity and ads). The latter finding is in line with Hong et al.'s (2014) finding that Facebook can act like a drug pulling many students into its web from which it is difficult, if not impossible, to extricate themselves. Koc and Seval (2013) studies on Turkish College Students also revealed that weekly time commitment, social motives, severe depression, anxiety, and insomnia positively predict Facebook addiction. Besides, Arora's (2014) study on *Social Networking--A Study of Indian Youth* among Delhi University students indicates that for a majority of the students, social networking sites are not just a thing but a significant part of their lives. The study also revealed that they are aware of social media being addictive and harmful to physical and mental health, not to mention lack of physical activity and sleep deprivation.

CONCLUSION

The finding of the current study indicates that nearly all respondents from all colleges have Facebook accounts, a finding strengthening the assumption of the study. Besides, the intensity in terms of time spent and number of friends thus informs that students from the colleges under study seem emotionally connected to Facebook, and the extent to which Facebook is somewhat integrated into their daily activities.

Facebook offers college students various opportunities. Facebook keeps college students entertained and better connected with others and informed on various current events/issues such as political, economic, cultural, business, and technological trends. Facebook helps them get information related to their field of studies. Students use various methods to retrieve what they consider useful information. They save, share and or download information they get from Facebook. Besides, Facebook is a spy gadget; the temptation of 'spying' on others is irresistible. The proliferation of multiple social media networks has also enabled users to cross post contents to Facebook. However, despite its versatility and the significant opportunities it offers users, it comes at a cost for some in terms of their health and time. Various studies show that excessive use of Facebook can result in negative physical and mental influences such as addiction, sleep deprivation, anxiety, and insomnia. Though it's apparent that Facebook is entertaining, informative and impressive but addictive, few more studies are required to scientifically establish the premise that Facebook usage is correlated with one's health.

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