

**EXPERIENCES OF UNIVERSITY
STUDENTS ON FACEBOOK
SOCIAL NETWORK**

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- Abdullah Ali Alassiri; Mariah BintiMuda; Rahmat Bin Ghazali; Ubani Charles Ahamefula (2013). Sustaining Potential of Information and Communication Innovation to Facebook Diversity. *Journal of Telecommunications*, ISSN 2042- 8839, 20 (2), 14-21.
- Abdullah Ali Alassiri; Mariah BintiMuda; Rahmat Bin Ghazali; Ubani Charles Ahamefula, (2014). Usage of Social Networking Sites and Technological Impact on the Interaction-Enabling Features. *International Journal of Humanities and Social Science* 4 (4), 46-61.
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**EXPERIENCES OF SAUDI ARABIA
UNIVERSITY STUDENTS ON
FACEBOOK SOCIAL NETWORK**

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PREFACE

This book is extracted from a PhD research work on Facebook usage and its consequences on Saudi Arabia university students. The thesis was submitted as a requirement for PhD degree in Communication and Media Studies at the Faculty of Communication and Media Studies in University Teknologi Mara (UiTM) and has not been published elsewhere.

This book is based on a real life experience of university students viewed and evaluated in different perspective and was analyzed thematically. The qualitative data reported by the informants covered important aspect of Facebook usage and was sufficient to draw insight on the experiences of students.

Knowledge of Facebook among the university has become very important because of the increasing awareness on the usage of social networking site as an alternative communication platform to reach friends, family member and other people. The adoption of Facebook in Saudi Arabia has widened and different sectors are presently using it to communicate and share information, post images and data. Experiences reveal appropriateness of the communication features and the areas requiring improvement to enhance its interactive platform of socialization.

Data analyzed and reported in this book is generated through face-to-face discussion with the King Saud University (KSU) and King Khalid University (KKU) students in Saudi Arabia. The data was sufficient to validate the experiences on Facebook among the University students focusing on their day-to-day experiences and encounter with other online users. Online interaction using Facebook enables users to gain access to information and receive instant message as well as offline message. Facebook has shown to be a unique communication platform across different institutions of learning. It becomes imperative that future of Facebook is bright as it has been generally accepted and used for different purposes in Saudi Arabia.

ABSTRACT

Social networking site has been widely accepted as an alternative communication platform to reach people at different locations. This form of communication is convenient and enables users to share information and post images. Social network such as Facebook is cheap and versatile means of communication and comprises mainly students in Saudi Arabia. In this book, the experiences of the University students in Saudi Arabia are investigated using data collected from King Saud University (KSU) and King Khalid University (KKU). Thematic analysis is used to draw insight from the users experience using themes. The finding drawn from the informants were categorized and reported in this book. Finding shows that university students in Saudi Arabia are motivated to communicate with faculty members, friends and family members using Facebook. Facebook is easy to use and is extensively used as a platform to access information, learn and interact. Psychological experience from Facebook has mainly concentrated on the impact of Facebook usage on studies as the student feel hurt and tend to ignore most users action so as not to be deceived, sad or being discouraged. Facebook users' share also their sociological experience while communicating with each other and this tend to improve the relationship and social ties of the university students. As the students socialize and invite other users to different activities, they are exposed to online threat and loss of their personal information which may be used for unintended purposes such as online theft and other criminal activities. Excessive time spent online by the university students affects their academic performance as most of them play online games. The book highlighted that Facebook enables university students in Saudi Arabia to develop a sweet relationship with other users including their teachers. The experiences with Facebook usage stretches across socializing with other and sharing of information developing mastery knowledge and confidence to handle different task.

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CHAPTER ONE

FACEBOOK INNOVATION AND ATTRACTIVENESS

1.1 BACKGROUND

The transformative shift in communication technology lends itself to diversities of social networking site. The fast growing innovation in social networking site fosters the integration of technology in communication and media services as an integral part of a progressive societal culture. The communication services offered online serves a fundamental role within communities and university public life. Among the technologies progress that have transformed the communication platform in the present day include, the emergence of Facebook social networking sites, which provides online forum that allows its users to interact and transfer information across different social networking sites (Mediabistro, 2014). The adoption of Facebook technology-mediated communication channel in university campuses presents an effective communication horizon in the development of online social networks and has become increasingly popular among Saudi Arabia university students. Facebook.com originated in 2004 with the aim to facilitate interaction exclusively among users (Tiffany et al., 2009).

Facebook allows users to select networks to belong, such as high school or university, a geographical area, city or company. Networks such as a university or metropolitan area may include thousands of members with a profile containing basic information such as year of graduation, home town and personal information such as user's name, sex, date of birth, marital status and relationship. Facebook users may inform other members about their occupation by changing their status message that appears at the top of the profile (Tiffany et al., 2009). The ease with which the communication features of social networking can be changed makes it possible for users to manipulate their profile information. However, in the online interaction corporeal body is detached from social encounters as individuals interact with fully disembodied text mode that reveals nothing about their physical characteristics. The combination of disembodiment and anonymity enabled the creation of technologically-mediated images in which a new mode of identity emerges (Shanyang, 2008).

1.2 FACEBOOK SOCIAL NETWORK

Facebook social networking site was founded in February 2004 and has gained significant popularity among other social networking sites. Statistics showed that Factsheet of the Facebook official page has more than 750 million active users who logs on to the site daily in 2009 (Agarwal, Heltberg&Diachok, 2009) and has increased to over 1.84 billion in the early 2017 (Zephoria Digital Marking, 2017). Facebook has over 70 language translations on the site which has helped the networking site to become leading social network site all over the world (Facebook, 2011a; Zephoria Digital Marking, 2017). There are many features on the site which include post messages, disseminate personal information, upload, and share photos, chat, as well as invite friends to an event. In addition, the integration of mobile internet solutions in March 2011 enabled Facebook users to use Smartphone features on simpler phones (Guardian, 2011). This has spurred the mobile access, especially in developing countries where second generation (2G) Global System for Mobile Communications (GSM) mobile phones is widely used.

The advent of Facebook aimed at facilitating social interaction and provides an interactive platform to share knowledge. The site is available for use by anyone with a valid email and allows users to choose one or more networks to belong such as a particular university, geographical location or city, or organization (Remo & Prochaska, 2012). A social network comprising of university students may include thousands of members with a profile containing basic information such as year of graduation, home town and personal information such as name and marital status. Users inform others about what they are currently doing by changing their status messaging at the top of their personal profile.

Social networking services provide services to millions of people globally. A study has showed that millions of users engage with Friendster since 2003; MySpace has over 300 million users as of the beginning of 2008 and Facebook are being subscribed by over 750 million members out of which about 85% of the U.S. are students (Agarwal et al., 2009). According to Facebook statistic, there is increasing active users presently out of which over 50% are active user logs on daily with an average user network comprising an average of 130 friends (Facebook Statistics & Facts For 2011). Cyworld, a major online network in Korea are subscribed by over 18 million and has expanded their services to China since 2001 and to the U.S. since 2006 (Ohbyung&Yixing, 2010). Xiaonei, a social network service in China are mostly used by the students (Fu, Liu & Wang, 2008).

Traditionally, social network services comprising of individuals and organizations that are connected socially for a limited level of sharing and interaction within a communication platform (Garton, Haythornthwaite & Wellman, 1997; Kempe, Kleinberg & Tardos, 2003; O'Murchu et al., 2004). Traditional social network services are more concerned with relationship with friends while current innovation in social network services based on computer network focuses on virtual community through computer-mediated communication. Moreover, social network (Facebook) allows users to invite and to accept friendship with other users. Acceptance of invitation is a choice, therefore, invitation for friendship on Facebook can be accepted or rejected because, individual have control over friendship list. Users control the amount of information that is posted and limits the number of viewers to this information by editing their private setting.

Facebook members are provided with the access to upload digital pictures into a virtual photo album and can be tagged on these pictures so as to hyperlink to their profile. The picture can be untagged by removing the name and the link; however, this does not remove the picture. Members can post comments on photos which appear as a message below the picture and can conveniently post links to videos. There are many options available on Facebook to facilitate communicating with other friends such as sending private messages similar to email, posting notes, blog like entries and public messages on other's walls as personalize message boards to their profile.

Communications through Facebook members can be created for group discussion on any topic (as used by procrastinators unite and classical dancers). Facebook facilitates offline social interactions with the users through the creation or notification of invitations to an event, meetings, parties and other form of gathering. Like other traditional communication media services such as television and film viewing, Facebook comprises one to many communication styles where posted information reaches viewers. With the social networking sites, users can create content and view others profiles information rather than viewing content produced by large corporations. However, social media sites such as Facebook facilitates the use of internet and mobile tools/devices that integrate telecommunication technology and social interaction by enabling the construction and dissemination of words, images and audio messages (Armstrong & Franklin, 2008) which have been found to play important role in academic setting (Gemmill & Peterson, 2006).

Owing to the innovative feature integrated into a social network site that supports online learning, users are motivated to use the site for various activities which was investigated in this book. However, the report has shown widespread adoption of social network usage especially Facebook. The Facebook social site popularity is self-sustaining because users experience its usefulness after using it. The features for communication are simply and flexible to integrate with other social networking sites (Anthony, 2011; Lee, 2014). This makes Facebook versatile and convenient at any location.

1.3 MOTIVATION USING FACEBOOK

The emergence of Facebook social networking site supported the adoption of new communication route which enables users to regularly interact with their family, friends, neighbors and have a significant impact on the daily interactions and decision making process. The diversity of the Facebook social network lends itself to a wide range of demographics, education levels, personal hobbies and professional pursuits. Based on its wide applications, many online members' daily lives are exposed to different views relative to user's interest.

Motivation to use Facebook social network has supported by its transformational shifts in incorporating new communication features that enables users to post and communication text messages. The adoption of the technological features attracts more people to join the networking site to socialize with other online friends. However, the rate of adoption of Facebook is directly linked to the diffusion of its innovative features such as posting of images and information on the wall and its compatibility with other social network sites such as Twitter, Google, Yahoo mail, Gmail, rocket mail and Hotmail services (Gere, 2008).

Cheung and Lee (2009) infer that among variety of levels of adopters, some people are influenced by other users' decisions (p. 27). Similarly, if a user experiences difficulty in socializing with other online members, he or she may require help from friends or someone who is considered to be knowledgeable about that its use. A study by Hsu and Lin (2008) depicted that student who experienced anxiety turns to member in their social network for help. The study showed that the friendship network proved to be a more comfortable approach and motivate other users to seek assistance and feel less intimidated than the assistance provided by technical support team. These instances showed that the dissemination of information about a particular technological innovation such as Facebook occurs within the user's social network. Such influence may contribute to motivation to acquire and adopt certain technologies. An increase in competence in the use of various features will generally result in a decrease of its sociological and psychological consequences. However, lack of knowledge and necessary skill necessitate users to depend on other users/friends for help.

1.3.1 Joining Facebook

The ability to instantaneously post information and photos of oneself convey considerable description of a user to other newer media users. Facebook users have unlimited space to post information and photos on their profiles. However, the size and number photographs posted on users profile varied greatly. Like traditional media services such as television and viewing of film, Facebook social network comprises a user to much communication style where information can be presented to many viewers at a time. However, social networking sites in this way make various users' creators of content and enable them to view other user's profile information and data. Facebook as an easy form of mass communication system facilitates faster and convenient dissemination of information and pictures. The access provided by Facebook supports a pattern of one users-to-much communication routes and reveals the usage pattern of online services. It becomes obvious that university students communicate with their online friends by posting information and images on Facebook walls, however; this activity can attract other users to spend their time reading and viewing information without provided by other members. Students can communicate privately and publicly with other users on Facebook.

Facebook facilitate social, emotional and cognitive development of young adult as they socialize among their peers. The Facebook social network has rapidly grown in prevalence and popularity in the recent years and is termed member-based internet communities that allow users to post profile information such as user name, photograph and communicate with other registered members in a more innovative ways by sending public and private messages as well as sharing photos via online. Nielsen//NetRatings (2006) reported that the top 10 social networking sites in the U.S. grew from 46.8 million to 68.8 million users in one year and presently approximately 2 billion (Zephoria Digital Marking, 2017). These sites reveal important information about how adolescents and young adults are motivated to interact with one another in the information age.

Motivations for students to enhance their sociability or social interaction to escape negative emotions could also provide an ample opportunity to reconcile with old friends or find new ones. It then implies that Facebook social networking sites improves relationships and establishes a follow-up interaction and sharing of knowledge and information that are vital in maintaining social relationships. Online activities via Facebook social networking websites has

been on increase since its establishment in 2004. The motivation to use the social networking site has been empowered by its interactive features that have changed the way society communicates, learns and share information. Based on the versatility of Facebook in reaching the unreached, the social network has been referred to as a “social utility that is committed to helping people communicate in a more efficient and timely way with their friends, family members, and colleagues” (Facebook, 2009; Facebook, 2011). Facebook provides its users with access to a virtual community and supports users profile page comprising academic and job history, hometown, favorite music, hobbies, adding photos and videos and enable them to have a privacy control of their information.

1.3.2 Attractiveness of Joining Facebook

Primarily, focus on Facebook has been driven by its wide acceptance as the most widely used social networking website in the world. According to Alexa (2010), Facebook is the second most viewed website in the world. Other social networking such as MySpace and Twitter are also considered as major players and can be integrated into the Facebook account making it possible to connect users of other social networks (Alexa, 2010).

The Facebook social networking site had more than 950 million users globally. The usage of the website has been determined by the time users spent within a specific population (Alexa, 2010). The increasing adoption of Facebook for communication and information sharing purposes requires an up-to-date knowledge to reduce its sociological and psychological influences on users. This is because individuals use the social network site specific reason. Individual differences are potential source of a number of influences often refer to as personality traits (Sulaiman et al. 2015). A clear understanding of influences associated with Facebook is important because, the interactive features of Facebook online social networking sites provides users with the opportunity to establish, share information and maintain relationships with their peers. Therefore, university students in Saudi Arabia can conveniently improve their knowledge through sharing of their experiences with other students allowing member of the same network to benefit from one another.

Alexa (2010) found that an average time spent on Facebook has increased from roughly twenty one minutes a day in 2009 to thirty-three minutes a day in 2010. The average time MySpace users spent using the social network decreased from an average of twenty-one minutes a day to sixteen minutes a day in 2010. An individual user of Twitter spent an average of about eight minutes in a day in 2010. The findings show that other emerging technology has not gained a wide recognition as the popularity of Facebook.

Further evidence has clearly shown that Facebook has become a common phenomenon among the student community as has been demonstrated in a study by Golder et al., (2007). This finding was based on communication using Facebook between 4.2 million students studying in 496 academic institutions in the United States. The data used for the analysis was collected from the Facebook servers between 2004 and 2006. The study found that Facebook social networking sites have become an everyday occurrence in the lives of college students and tends to reflect their daily activities. The study extensively concluded that Facebook has become a prevalent

method of communication and socialization among academic staffs and students and continued to broaden the relationships of users locally and internationally.

A study by Sherry et al., (2006) demonstrated that communication media effects are complex and cannot be understood in isolation from individual usage pattern. Joining social networking sites is often a matter of choice and is motivated by users' needs and expected satisfaction. Przybylski et al., (2010) in their study, it was demonstrated that virtual activities promote intrinsic motivation to satisfy the need for competence, autonomy and relatedness. A number of previous literature studies have suggested that motivations are demonstrated on online social networking site through interpersonal and social relationship (Boyd & Ellison, 2007; Stefanone & Jang, 2007; Ali & Lee, 2010). Sherry et al. (2006) reported that previous research work on social networking site lacks universal sets of motivations for using the media services as motivations vary across cultures. A study has shown that motivation has different influences on online user's interactions within the social network communities (Przybylski et al., 2010). However, social network sites allow its users to generate and share information that virtually address human needs (Hart et al., 2008, Sas et al., 2009, Tan & Teo, 2009).

Facebook allows users to create an online profile, display personal information and communicate with other social network members to build online social networks. Users of social network site choose from the available profile security settings to limit the number and information to display online (Lenhart et al., 2010). The security settings of user profile can be public where other users are allowed access to the profile to any social network user or private which implies that limited number the profile information are not accessible by other online users. Private profile settings could limit access to the entire profile or can be customized to limit access to some social network users (Krasnova et al., 2010). In a study, users claimed to have understood privacy issues, but were found to display large amount of their personal information on their Facebook wall (Hoadley et al., 2010). Another study evaluated college students' response to updated security settings on their Facebook and found that the majority of respondents were not in support of changes in privacy policy because they perceived that they lost control over their privacy (Lewis et al., 2008) and can influence Facebook consumption among young adult in Saudi Arabia universities.

1.4 EXTENSIVENESS OF FACEBOOK USAGE

Facebook communication technology is an interconnected social networking site that cannot be separated from other member of the same group. This implies that users of social networking site connect, to interact with other users. The interaction using Facebook features allows users to communicate with different users of the same network. This is facilitated using information and communication infrastructure (ICT) such as computer which has become a key component of Facebook consumption success and a component of online socialization (Balasubramanian & Mahajan, 2001; Preece & Maloney-Krichmar, 2003). Facebook consumption has been found to be influenced by its perceived usefulness, users' decision to utilize the technology and their posting and viewing activities (Koh et al., 2007; Li et al. 2005). In addition to the number of social network users, similarity of interests has been found to positively influence by motivation and determines social network usage rate and loyalty to online

community (Kim et al., 2011). Although no effect was reported on the users' behavior, relationships between online users could influence the perception of other online members as predicted by social influence theory. However, the Facebook consumption rate among young adult varies greatly across individuals (Ibrahim & Fahad, 2015).

Facebook expand network scope of its users and facilitate relationships among a small group of people. The typical structure of Facebook allows individuals to establish relationships with small and large group of people while cultivating closer relationships with other friends through its interactive features (Joinson, 2008). In the educational contexts, Facebook social networking behavior is related to learning and contributes to psychological and social experiences of the users. Information posted and shared are facilitated communication and supports users in expressing their feelings informally and freely to establish a specific friendships that captures more information and could not be realized by offline interactions.

The social network user's action depicts their specific attitude and is a determinant of individual and group intention towards the interactive social medium. Similarly, in the present book, attitude of university student that uses Facebook network are influenced by their intention to use the social network since behavioral intention of Facebook users are determined by their attitude (Ajzen & Fishbein, 1980). The best predictor of attitude is the intention to use the social network, which is the cognitive representation of their readiness to perform a specific attitude.

Student's attitude towards the Facebook consumption could be explain as positive or negative feeling to perform an intended action. Subjective norm in this context refers to student's intention towards performing a specific altitude during online social interaction with members. In addition, student's attitude towards engaging in social networks can be determined by their salient intension to use the social network site and the interaction richness of the site. However, student's attitude of online social network user's is an important determinant factor in evaluating the activities that are performed on this site (Facebook social networking site) and user self-image. In this book, online student's activities entail things done by the Saudi Arabia university student through Facebook.

CHAPTER TWO

EXPERIENCES FROM FACEBOOK

2.1 INTRODUCTION

The interaction provided via Facebook social networking sites provides a unique opportunity for students to display their identities and communicate with their online members. Interestingly, other media preferences such as favorite movies, music and books are among the important psychological features that are used to convey various users' identities. In the same way, students have confirmed that photographs also helped in expressing their social image. However, posting different images on Facebook wall has been reported as the main activity performed by university students and is added to identifying their friend's profile (Lenhart& Madden, 2007). The experiences from socializing with online friends have been discussed in this book among Saudi Arabia university students.

2.2 PSYCHOLOGICALEXPERIENCE

Posting of images on students' online profile reflects the important role of social networking services in developing a young adult socially. Obtaining feedback from other online friends and strengthening of their friendship is part of the psychological developmental challenges of young adult and adds to their respective experience on social network services. Students often use Facebook to facilitate an established relationship and to interact with friends they know. In such a case, psychological experience occurs than in face-to-face conversations (Aichner& Jacob, 2015). At this point, online communication with other online friends via Facebook helps young adults to resolve major psychological experiences needed for the developmental processes in adulthood including both motivation and intimacy development. At this juncture, Facebook usage appears to have a positive psychological effect on the development of young adult.

This view is further supported by a study on college students that concluded that online networking sites are used more by shy students. The study further suggested that young adults

should use social networking site as a tool for psychological development to enhance their interaction skills and confidences in relating to others (Matsuba, 2006; Valkenburg et al., 2006). In addition; further investigation explored in this direction in the present study confines to determining Facebook usage of young adults on social networking sites as a forum for interaction as well as its sociological and psychological impact on the university students in Saudi Arabia. Interactions with online friends, lurking and observing other user actions such as reading news about what other friends are doing and the pictures posted on their profiles were among common interaction feature that adds to the psychological experience of Facebook users (Sulaiman et al., 2015).

Lurking has been reported as a common activity school student and consumes time looking at others users posts than writing their own post (Suzuki&Calzo, 2004). This unique communication options provided via Facebook blends with the interactive qualities of media services. Thus, social networking sites such as Facebook allows the merging together of observational and interactive media which has become more pronounced as university students creates movies such as found on Youtube.com. However, considerable psychological experience could be gained from the interactive communication features of Facebook social networking.

2.3 PSYCHOLOGICAL EXPERIENCES OF YOUNG ADULTS ON FACEBOOK

Facebook could provide instant relief to university students that are suffering from psychological disorders. Socializing with other student via online social networking site can bring students having the same issues together, which can be remarkably beneficial to discuss issues with people who have certain experience can provide assistance to people who are unable to help themselves or receive face-to-face counseling (Burge, 2014).

They are then able to use all of the website's forums and informational sources. Online forums provided by Facebook support interactive learning where students ask questions, present story and post problem to be discusses concerning them. Other suffering from the same problem can respond with helpful tips, motivation, encouragement or stories of theirs as a helpful guide. Often the forums are mediated by licensed psychology professional who directs the conversation based on their psychological expertise experience (Burge, 2014).

Online interaction with other users that have suffered similar problem helps to relieve the psychological effect by encouraging those having the same challenges. This form of online interaction provides the opportunity for young adults that are suffering to share their view and ask questions from other people, especially for situation that requires the sufferer not to discuss their problem face-to-face with others.

However, some Facebook users could find forum with other users as a good opportunity to address their psychological problems. Socializing with other friends via Facebook makes it possible for other online users with psychological problems to be assisted by others that are conversant with the situation and makes them feel comfortable and benefits from discussing the problem without meeting with others in person. Although images posted on Facebook can affect the psychological state of the online users (especially terrifying images), interaction with other online users provides opportunity to discuss issues and problem that are difficult to address on face-to-face interaction (Fink, 2015).

Unfriendly interaction among young adult via Facebook could lead to the termination of the relationship and has negative psychological consequences. Specifically, the ruminative emotional responses of unfriendly relationship via Facebook among young adult has been found to be positively related Facebook usage pattern. Being unfriendly on Facebook can potentially limit the psychological experiences of online social network users and pave way for negative emotions (Burge, 2014).

However, the act of being unfriendly to others has become so ingrained that the Oxford American Dictionary termed 'unfriendly' their 2009 word of the year (Oxford word of the year 2009). Further, 56% of Facebook users terminated their relationship with others in 2009 and increase to 63% in 2011 (Madden, 2012). Termination of relationship could result to psychological problems (Tashiro et al., 2006) and in the present study considered as an important area of experience that can influence students' socializing with their online friends in Saudi Arabia. However, this study tends to explore Facebook usage in relation to the psychological and sociological experiences from Facebook.

2.4 SOCIOLOGICAL EXPERIENCE FROM FACEBOOK

Social networking sites provided an unprecedented opportunity for social interaction and connectedness among members. Social network reveals the social dimension of online environment and promote interaction among people that socialize based on norms of everyday interaction adopted from online setting (Angeli, 2009; Papacharissi, 2009). The previous studies have shown that online social networking sites are increasingly being used for social interaction and social integration in ways that complement and extend their offline socialization (Marshall et al., 2008; Subrahmanyam et al., 2008; Tufekci, 2008). In large social networking site such as Facebook, online users are not always looking to meet new friends, but are committed to reconstruct established social networks with other users who are part of their extended offline social network (Boyd & Ellison, 2007; Dwyer, Hiltz&Passerini, 2007; Zhao, 2006). Studies revealed that online interaction can serve as an alternative to face-to-face interaction (Ali & Lee, 2010; Subrahmanyam, Reich, Waechter& Espinoza, 2010).

Socializing via online with unknown users provides a venue for a free expressing in the real world (Sas et al., 2009; Posey, Lowry, Robberts& Ellis, 2010). Since users can post any form of image or message about themselves, studies have questioned the genuineness of social image online. Most users prefer honesty as an identity in representing their social image while socializing with other online users (Dwyer et al., 2007; Posey et al., 2010). An answer to this question can be sort of investigation Facebook usage as well as its consequences as applies to the present study. By this, meaning impact of the social networking site towards enhancing communication channels can be developed and various influences, especially those associated with psychological and sociological impact can as well be addressed at various settings.

Facebook allows users to present themselves in a fashion that deceitfully represent them before their audience (Dwyer et al., 2007, Lewis & George, 2008; Posey et al., 2010). Furthermore, social networking sites open up opportunities to meet the psychological and sociological needs of others (Cachia, 2009; Papacharissi, 2009). Studies have demonstrated how social network users created avatars not to describe their identity, but to construct it priming with physical attributes of the ideal presentation they prefer (Cachia, 2009; Jin, 2009).

The social networking site represents a very powerful communication tool that allows for an unlimited sense (Angeli, 2009, Marshall et al., 2008; Yoo& Huang, 2011). In the Arab community, most social network users are confronted with a lot of restrictions which precludes exercising the right of expression. Rapid advances in the adoption of social and expressive internet-based communication network such as Facebook is not consistent with the growing level of media practices.

Social networking sites facilitated the creation of new communities by coordinating individual users into groups and could be used to revive images and exercising of right to expression. Facebook represents a platform for an open discussion of the sensitive topics that can be used to form and coordinate public opinions (Angeli, 2009) and were used to express protest against corruption thereby activating the need for political demonstration.

2.5 SOCIOLOGICAL EXPERIENCES OF YOUNG ADULTS ON FACEBOOK

Sociological experiences from Facebook social network among Young adults depicts lessons learned from associating with close relatives and friends. Most experiences from Facebook interaction among young adult could lead to termination of the relationship which can abruptly lead to sudden death (Davis, 1973). A study by McEwan et al. (2008) found that most cited reasons for friendship termination were purposeful avoidance to cease communication with the friends involved. Another by a study by Starks (2007) found that termination of computer-mediated communication is a common Facebook behavior that can be viewed as purposeful avoidance from interactions with a particular friend (Madden, 2012). Facebook network users connect to other members and can openly display information as well as images to other online friend and can contribute to sociological experiences of other user's.

Although research on the sociological experiences from Facebook is scant, a study showed that users are troubled by the unclear effect of the sociological relationship through Facebook (Lewis & West, 2009). The key motivation for social interaction offered via Facebook was to disseminate information (Sibona&Walczak, 2011).

Studies that have examined various interpersonal situations such as jealousy (Hajirnis, 2015) forgiveness and relationship conflict (McCullough et al., 2007) have consistently reported a positive relationship between social experience and negative emotion. Media services such as Facebook provide an important backdrop that influences students socially and emotionally and affect the development of university student learning outcome (Roberts et al., 2005). The online social network (Facebook) application has grown rapidly in prevalence and popularity among students over recent years and resulted for the use excess time to interact with their friends. Social networking sites comprise a member based internet community that allows users to post their personal information such as a username, personal profile and photograph as well as to communicate with friends through sending online messages and sharing photographs online which are often presented to suit with their psychological intention. Online social networking sites reveal information about how university students interact with their online friends. However, the amount of time students spend on Facebook daily can affect their academic programs and could be detrimental to their daily life activities.

Furthermore, in the context of sociological experience, relationship preoccupies most activities and event posted on Facebook and has been found to be positively related to relational involvement (Saffrey& Ehrenberg, 2007). Social networking sites foster social interaction in a virtual environment and generally facilitate communication through information posted on the profile of the user's personal page and personal information which describes users' interests and provides information about one's identity. Members can view each other profiles and communicates through various applications similar to email or online message boards. Such interactions can potentially impact sociological experience of users and addresses many concerns of young adult such as the need for friendship. A recent survey of college students in the U.S. showed that social networking sites promote social interaction with offline messages in order to maintain friendships rather than to make new friends (Ellison et al., 2007). The study found that a strong positive relationship existed between Facebook usage and social interaction. Another study on teens and college students using social networking site reveal that youth uses the sites to communicate more effectively with friends (Wiley & Sisson, 2006; Lenhart& Madden, 2007). The study concluded that relationship existed between social networking interactions with users.

However, there is limited research on young adult via Facebook social networking sites. Young adults interact and socialize with their friends using innovative communication features provided on Facebook site which are different from those used in traditional media such as television and radio which does not allow for direct interaction with other members. This form of services offered via Facebook sites facilitate interaction and feedback from other users and make it easy for users to lurk while looking at the content posted by others. The user can control the size of information posted on their wall and limits the number of people to view it by simply editing their privacy setting. This makes it possible for a number of people may be granted access to partly view other user profile.

Sociological experience showed that Facebook members can upload digital pictures into virtual photo albums and tag the pictures to appear with the name caption as a link to the profile. However, other users are allowed to post comments on photos which appear as messages. These messages differ across individual and present dissimilar point of view that can distort social integration (Krasnova et al., 2010). Investigating experiences on Facebook social networking site in the present book helps to clarify the association between socializing via online network and its consequences. Facebook provides several communicating options that enable members to interact by sending private messages similar to emailing. Members can also communicate as groups and can also create and join other online members of different groups. This form of social interaction facilitated through Facebook can be used to create invitations for events or notify online members for a meeting, parties and other forms of gathering.

Socialization experience via Facebook networks depicts the process of learning and participating in a culture and to live with it (Zhao, 2006). Socializing with online member via Facebook encompasses the processes of learning value and the action of other member, including people from different culture and family members. Therefore, socialization embodies learning the behavior of a small group in a larger society and is commonly linked with young adults in regard to social networking sites. Socialization with the help of social networking sites has entered into a new career with a confined new environment, focusing on usage relating to an online threat and theft over personal profile information and data.

Socialization through Facebook has largely contributed to the development or upbringing of young adult and how they socialize with their peers via social networking sites (Papacharissi, 2009). It then implies that socialization and the level of interaction using online social networking site initiate a sort of personal development and relationship that enhances social tie and social value of users. Social relationship via social networking depends on the embodied multidimensional construct of the communication features of social networking (Papacharissi, 2009; Zhao, 2006; Stefanone& Jang, 2007). The extent at which friends agree with each other plays an important role in uniting old friends and supports existing relationships and also aid in reconstructing and established a new social network. In a way, online socialization complements learning process using online and offline messages that enable users to socialize among other users.

However, the relationship with strangers is always weak and as a result, interaction and sharing of information and knowledge compare to interaction with the family members and old friend (Papacharissi, 2009; Stefanone& Jang, 2007; Dotan&Zaphiris, 2010; Marshall et al., 2008). The closeness among family members initiated from birth makes it the most influential considering the interaction via social networking sites. The closeness among family members is usually stronger because of the caring nature of parents and relatives in providing the necessities of life during child upbringing which extend throughout lifetime (Stefanone& Jang, 2007).

Therefore, the interaction among online users could be seen as an extension of relationship that establishes all form of behavior such as development of language abilities, learning to talk, body control such as “training to eat”, emotional control such as "don't fight, don't insult", rules of public conduct such as "obey the law, respect elders" and moral values such as "don't lie" (Stefanone& Jang, 2007). The lifetime impacts of parents on their children affect how they interact with others on social networking community such as Facebook. This is because:

- I. The parents and the family members have a total control from infancy through to adolescent years and are left with the responsibility to impact cultural norms and laws recognize by the parents as appropriate in developing a child.
- II. Parents and their children emotional bond motivate them to socialize and share their feelings.

Socialization processes are difficult and painful because it involves training, learning and how to control emotion, anger and aggression (Barab, 2001). The ease with which a child can be cultured to learn and socialize is developed from the emotional attachment to their parents. Children tend to please their parents because they want their parents support and affection. This implies that the absence of parental care and support, the child's life is prone to become very vulnerable and perhaps threatening to the society (Marshall, 2008).

Sociological experiences from Facebook usage showed that users can post notes and blog entries and linked it to their profile pages. The news feed, which appears on the user's home page upon log-in, provides a list of action that has been recently undertaken by friends such as posting information on Facebook wall and changing of their status information. User's list of personal action appears in the profile as mini-feed which often contains stories that broadcast them via Facebook.

From a broad sense of view, the usefulness of social networking sites has been established alongside with its interactive communication platform designed to enable users from different regions to conveniently communicate with other registered members to share information and knowledge relative to individual experience activities in real-life. Facebook at the forefront, represents a social media network in possession features such as wall post, email, conferencing, job posting that has supported most activities in the educational sector as well as between organizations. This versatility has positioned Facebook as a generally accepted medium of communication at various sectors including education, business and government organization (Gwendolyn, 2013). Considering its usages among university students, concern is directed to its communication pattern which encompasses a representation of user profile information such as a profile name, age, gender, marital status, which can be directly linked to a variety social network site with additional services (Chiu et al., 2008).

Facebook social networking site interactive communication features facilitate online networking and sharing of important information using email, instant message, offline messages and posting of images and pictures (Johnson & Onwuegbuzie, 2004). However, the nature of interaction afforded by Facebook is only accessible by the registered members. Therefore, in a broader sense it can be considered as a community centered interactive service across like-minded members with the intention to update other users of their present activities. Sharing of ideas via social networking sites empowers each user to share pictures, posts, activities, and events of their respective interests for others to see and comment. The average population of the first ten most used social networking site constituted 4.545 billion daily users as of January 2014 (Mediabistro, 2014). Facebook is the leading social networking site with a total population near two billion (1.84 billion) early in February 2017 (Zephoría Digital Marking 2017).

These social networking websites have similar communication features; however, they differ in their applications, designs and contents of information for their users'. In other words, various social networking sites make themselves different from each other in the way users are persuaded to join and the nature of information communicated across users. Advances towards the enhancement of the quality of information and image posted to other users have seen many breakthroughs in the recent days (Mediabistro, 2014). Social networking sites can be linked together using various search engines such as Goggle, Yahoo, Amazon.com, eBay, Bing Ask Search and Wikipedia which has collectively contributed towards enhancing the quality social networking websites by expanding user's network.

This provides answers to questions on the motivation users of Facebook have to join the social networking site to interact and share information. The quality of the interactive features appears to be the best way to attract more members to join online community. This is because the quality of services is necessary to create customers satisfaction in a physical environment (Dwyer et al., 2007; Lewis & George, 2008). Similarly, the quality of media services provided through a website is the source of a major success to companies owing to the cheap cost of communication and versatility of various interactive features they provides especially in reaching their intended users (Lenhart et al., 2010; Mediabistro, 2014).

2.6 PATTERN AND IMPACT OF SOCIAL NETWORKING PLATFORM

The development and impact of social network, especially Facebook has witnessed the enormous technological transformation. Facebook's timeline demonstrates that companies have consistently invested in the development of the technologies. The incredible support of Facebook as a vital social medium is based on its effectiveness and widely acceptance aided by its compatibility with mobile devices. Monthly in 2009, Facebook users were found to upload over 2 billion photos, wall post of 14 million videos, and create over 3 million events involving most users. In 2009, users of Facebook spend over 6 billion minutes each day interacting with other users, and update their user's account status over 40 million times (Facebook Group, 2010). The rapid growth of Facebook social networking has propelled it to become the most popular websites in the world with the highest number of users. Based on the report posted on Alexa.com (2009), Facebook has grown to be among highest trafficked website in the world.

In the present era where web-based technologies has been widely recognized (Guradian, 2011, Mediabistro, 2014; Zephoria Digital Marking, 2017) and are widely being used for various applications. Organizations and individuals, universities and colleges are using social networking websites for admission enrolment and providing vital information. In a study by Hechinger (2008), it was found that universities are using Facebook as an admissions tool and students are assessed considering the content of the information available in their account profiles information. Hechinger highlighted those admission officers assessing applicant's rejects students that have a negative material in their respective site. In another study by Barnes and Mattson (2007), universities have become familiar with enrolling students via online and are fast adapting to social networking websites because it has become a common communication platform.

Thus, the advent of information and communication technologies (ICTs) has enhanced people's access to information, change flows of information and communications, and provide traditionally disadvantaged groups with communication channels (De Souza & Dick, 2007). In the context of social network development, the impact of social networking site could alleviate poverty level in the following ways:

- Provides faster and easier information delivery channels. The speed at which information and ideas travels and they are available as the key social impact of ICTs to the social network. ICTs delivers information more effectively in a cost effective way and this facilitates people's access to information leading to increasing adoption of the technology (Boyd & Ellison, 2007).
- Information exchange and network creation using technology foster information exchange and enables the technology to link to different groups of people remotely and globally. At this, people can exchange ideas, knowledge, and experience and collaborate on matters of their interest (Ali & Lee, 2010).
- Efficiency and transparency afforded by technology has improved media service processes. The government administration has improved the effectiveness of their service delivery pattern to their citizens (Boyd & Ellison, 2007).
- Technology incorporation into social networking services such as Facebook has transformed people's lives by changing the way they live, learn, and conduct business

(Coates, 2003; De Souza & Dick, 2007). The transformational services are currently being used to potentially to improve social and economic development and break the vicious cycle of poverty and segregation, especially in rural communities (De Souza & Dick, 2007).

- The emergence of technology features of Facebook has enabled the decentralization and empowerment in decision-making. Providing the right to access information and freedom of use of information in this direction, motivate the people build confidence in the government. It then implies that the above five-point's enhancement platform provides compelling impact that contributes significantly to social development beyond the academic setting (Guradian, 2011; Bross et al., 2007).

The acknowledged development implies that Facebook services are not only confines to social communication services it provides across schools, but has also been integrated into governments and organization communication network. The technological advances in communication and media services has facilitated mobile-accessed via social network. This presumably spurs the mobile network access trend, especially in developing countries where second generation (2G) Global System for Mobile Communications (GSM) mobile phones is widely utilized. Twitter, another well-established social networking site, has been classified as microblogging (Mediabistro, 2014). Twitter is a real-time information network that enables its users to communicate and stay connected through the exchange of instant messages refers to as "Tweets." These short messages constituting about 140 characters are posted to the user's profile or blog, sent to their followers who receive their messages, and searchable on Twitter search. Twitter has over 230 million active members (Mediabistro, 2014). On average 140 million tweets are sent daily and more than 460,000 new accounts were added daily in February 2011 and the number of mobile Twitter users has increased by 182 % in 2010 (Telegraph, 2011). The advances in the use of social networking has been propelled by the interactive communication features that enables its users to socialize, with other intended users and share information to improve their social value.

Social media are used for social interaction and are based on highly accessible and scalable communication techniques (Hester Group, 2010). Social media use web based and mobile technologies to turn communication into interactive dialogue. Social media essentially depicts a category of online media that enables users discuss, share information, socialize and bookmark online. Most social media services such as Facebook encourage feedback, voting, comments, and sharing of information for all interested members and can refer to as a "two-way conversation" rather than a one-way broadcast as in traditional media such as the television. The interactive feature afforded by social networking site that facilitate two-way access and instant interaction is fundamental to socializing factors.

The social networking site features facilitate the idea of staying connected or linked to other sites, information resources and people (Jones, 2009). This enables a social media site to be used as effective marketing tools to promote products and services, interact with customers enlarge the marketing networks. Governmental organizations take the advantage of social media as an effective communications channel to obtain feedbacks from citizens for the improvement of public services (Jones, 2009). However, social media possesses distinctive features that differentiate them from convectional media services. These features include; they are internet-based, mobility and ubiquity, focus on users with valid identification, support two-way and

multi-group communications, flexible and interactive, promote co-creation of a low cost communication network (Boyd & Ellison, 2007).

2.6.1 Facebook Communication Features

Most of the social media networking services are website-based and depend on the internet. With the advent of cloud computing, device with an internet connection can easily access social media from anywhere. The broadband internet connection allows users to access large content such video clips and audio files, though it may complicate online applications. Site visitors can connect to another link for instance; Twitter and Facebook users can link their account setting in such a way that Twitter messages automatically show up on the Facebook web page. This integrated service features of social networking site enhances the effectiveness of social media to the users.

Mobility and ubiquity is another networking communication feature of social networking site that supports the incorporation online services into mobile phones notably smartphones and has accelerated the usage at home, office and cyber cafe. Many features of Smartphones such as digital camera and efficient small-sized laptop computers supports social network services such as posting of message and images (Ali & Lee, 2010). Users can snap and post photo momentarily and send to their online members using the social media site.

Focusing on users, features of social networking sites enables users to become viewers, readers, content producers, feedback providers and editors of various online contents. By this user can create content if they have basic writing skills and understanding of social media tools and disseminate their own contents, express their opinions without any influence to their personal views. Individual user of Facebook social networking site can controls information in their personal account (Kio, 2015). This is because Facebook communication features allows users to interact and found links to other networking sites, surf for videos, events, look for friends photos, discussion with friends and close relatives, requests for information/feedback and information/feedback relating to teaching and learning. Facebook online space also allows people to share ideas with their peers and connect with other educators, parents and students with an interest in teaching and learning. This makes it an ideal learning platform to improve interaction between students and lecturers in Saudi Arabia.

The features of social networking sites ensure that the multi-way group communication pattern extends to people in remote locations with access to the internet even across borders. This flexibility in services contributes to the contents and accommodates interaction among millions members. Such large-scale flexible with respect to group communications encourages a massive scale interactive and enables message or contents posted by a user to be read, heard or viewed by a number of users. This form of interaction supports flexible participation in specific forms such as online chatting and consistent discussion on a Bulletin Board System (De Souza & Dick, 2007).

Co-creation is another interactive way online users share, learn, and distribute ideas and thoughts even remotely. This led to innovative knowledge, competencies, advertisement of products and services which are conducive to people's better life. The interesting thing about the media social network services is its low cost. A necessity to socialize is internet access or internet-accessible devices, signing up for and using social media, which is mostly free

(Guradian, 2011). From the contents production viewpoint, it is very cheap since contents are usually generated by the users. Unlike traditional media services system, special expertise and equipment is usually needed such as in newspaper and television. The features of social media networking sites empower its users and promote collective efforts to enhance civil engagement and equitable distribution of knowledge between civil society and government (Tufekci, 2008). The conventional media system is limited in services and is regulated by a government authority and is expensive. The flexible, inexpensive, effective and efficient social media networking services provide information worldwide. Topical relevance of a social networking site can be understood from, the varieties of services afforded by the Facebook social networking site. This supports the usage of Facebook in various organizations as well as government offices.

2.6.2 Communication Platform of Facebook

The versatility of social network in providing communication platform is based on the fact that technological system such as internet and computer supports social media services and provides a reliable platform for online interaction and socialization. The quality of a technological system considering its reliability, convenience, ease of use and system flexibility is a significant predictor of user satisfaction and behavioral intention to interact via online social networking site (Li, et al., 2005). A survey comprising 77 virtual communities in Korea has shown that technological infrastructure had a moderating effect on the users' posting behavior (Koh, et al., 2007). This is consistent with Whitaker's case study findings from a virtual community that issues regarding information infrastructure such as cost, accessibility as well as speed and information search constrain during online interaction (Whitaker & Parker, 2000). Regarding communication technology used for social purposes, motivation has been found to be a dominant factor that explains its adoption (Li, et al., 2005).

This suggests that the integration of technological mediated online social network is not only useful for fun, but provides an accessible network for users to interact. The aesthetic design of social software used for online communication is important because it determines how users are attracted to use it to develop their everyday social life (Hampton & Wellman, 2003). In the other hand, the use of technology requires skills which are also important for users to adapt to effectively use the technology (Avram, 2010; Bross et al., 2007; Chatti, 2007). Most work on social networking has focused on developing sociability features with the intention that improving certain functions or presentation features such as a widget showing the presence of other people, proper visualizations of social activities will effectively elicit the sociability of specific contexts without considering its adverse impact to the users (Knobel&Lankshear, 2008; Farnham et al., 2001; Kreijns, et al., 2007). The problem that arises from such design concept is that the real effect of the design features on sociability was not empirically examined, partly due to lack of a proper measurement of the sociability limit of the technology to the users. Detailed description of the technological impact of social networking sites based on its advantages could elaborate more about its usefulness and will enable the designers to incorporate features that will confine its usage within a limit of interest for security reasons.

While the common purpose of social networking sites is to provide its members with an online platform for social connection, interaction and communication, the patterns of usage among members vary significantly across different services. Numerous studies try to classify the

relevance of social networking site based on their usage and specific services provided to ascertain the possibility to predict one service over other using different dimensions (Tufekci, 2008; Subrahmanyam, 2008). A considerable number of studies have focused on explaining, the categories and patterns of user's behaviors. Among these studies, common issues discussed comprise of the relationship between motivations the usage of social networking sites (Barker, 2009; Park et al., 2007). Others focused on attitudes on social networking sites (Dwyer et al., 2007; Tufekci, 2008). Usage pattern, type of information supported and developmental consideration has scarcely been discussed along with the concern over privacy. These issues are important if the use of social networking site is to be encouraged especially among young adult. The necessity arises as the number of hawking cases is on the increases, sexual harassment over online network and use of fake images (Cachia, 2009; Richter & Koch, 2008).

Facebook allows users to articulate 'Friends list' of their choice and share connection with the Friends lists of other users (Boyd & Ellison, 2007). This articulation Friends list enables authors to utilize the snowball method of recruitment in a way that have been never before. The snowball method of recruitment is based on the active social networks of users and sharing of positive recommendations (Liamputtong, 2010). The Friends list feature on Facebook makes it easier for authors to build on their participants' social networks making it easier for participants to share URL links and project information with online member in their social networks. Facebook users are able to create and join existing social groups that reflect their personal and social interests (Balter & Brunet, 2012). Social groups can be used to explain eligible participants in a location. This can be facilitated by posting notices to group members.

Facebook social networking site content is largely consumer created and the uninitiated types of activities consumers engage with can be categorized. For instance; messages posted on Facebook essentially like emails that automatically link the message to the profile of the sender and omits the need for an introduction. Facebook messages are swiftly becoming a preferred means of communication in universities (Shih, 2009). Facebook Wall Posts are publicly broadcast messages and appears not only on the recipient's profile page "wall" but also into the News Feed. This often used to congratulate, wish happy birthday or share other achievement (Balter & Brunet, 2012).

Facebook Pokes are playful features used to remind other users of one's presence. It is a just a notification without content. The recipient can also return by poke. Other applications such as games available on Facebook allow its users to engage in numerous activities such as quizzes, 'Pick your top five celebrities', sending of virtual cupcakes, giving virtual hugs, and playing Scrabble (Shih, 2009). Social networking sites such as Facebook has been useful for recruiting participants. A successful instance is provided by Brickman-Bhutta (2009) and was among earlier work reported about experiences in using Facebook as a recruitment tool for participants. The description of the group was based on the purpose of the study and outlined eligibility requirements and instructions on how to be involved. A study by Brickman-Bhutta (2009) posted a link to the online data and collected 3,988 after 2 days (Brickman-Bhutta, 2009).

Balter and Brunet (2012) have successfully used Facebook as a recruitment tool in a different way as in Brickman-Bhutta, (2009). In their article virtual snowball sampling method using Facebook' the authors recounted the characteristics of the study population and used Facebook users to recruit eligible participants. Balter and Brunet (2012) identified Facebook groups and individually contacted users to assess their eligibility and interest in participating in

online study. It was found that Facebook was more effective in increasing the sample size (Balter& Brunet, 2012). Based on these findings, it was concluded that sampling through Facebook is cost-effective and timely (Balter& Brunet, 2012).

Ramo and Prochaska (2012) have also Facebook as a successful recruitment tool for participants comprising cigarette users aged between 18-25 years living in the United States. Facebook profiles of users meeting their eligibility criteria were selected (Ramo&Prochaska, 2012). Their 13 month Facebook campaign resulted in total expenses of US\$ 6,628.24 and a total of 1,548 completed surveys (Ramo&Prochaska, 2012). The study concluded that Facebook campaign is a successful and cost-effective.

2.6.3 Communication Pattern of Facebook

Various dimensions of personal network characteristics depicting communication pattern have been associated with Facebook usage (Dimmick et al., 2007). Facebook multiplicity presents consistent positive associations with various usage patterns for individuals with a multitude of relationships to use varieties of communication features such as posting messages and photos in order to maintain social interactions with friends and family members. It indicates that people who are active on Facebook are likely to take advantage of the diverse functions and features of Facebook. Facebook user spent time in posting messages, posting photos and lurking. This may be attributed to the racial composition of an online social networking site such as Facebook (Hargittai, 2007). The study showed that race proportion varies across different social networking site. This book suggests that individual user of social networking site largely involves social connections with online members from different networks.

However, population and race heterogeneity can be used to measure specific and pre-existing relationships via social networking sites. Studies have shown that the population of Facebook users and race heterogeneity were positively associated with time spent by the users (Mediabistro, 2014;Facebook Statistics 2015). This suggests that individuals with friends from different race are likely to use Facebook more frequently. On the other hand, users with less pre-existing personal network and ethnic diversity spend less time on Facebook. This finding indicates that the characteristics of personal networks play different roles in explaining time spent interacting with other members. However, studies found that individuals' offline network is translated to online network (Wellman et al., 2001). It then implies that online social networking sites such as Facebook has different characteristics compared to other internet applications basically in the ways in individuals communicate with other users.

There are different ways individual user of social networking spends their time on social networking sites. However, a key developmental characteristic of social networking is the formation of identity, the development of intimate relationships leading to the formation of social ties (Ramo&Prochaska, 2012). Erikson's theory postulated 1968asserted that identity development encompasses series stages that conflicts with early child development (Erikson, 1997). Every individual is expected to consider many facets of life, particularly moral, social and physiological in building identity and moral ideology. This process encompasses the struggle between intimacy and isolation in which the individual presumably possesses a well formulated sense of self to identify with others in a relationship. Baym et al. (2004) found that emerging adulthood offers more freedom and independence and settling adult roles. The changes occurring

in individual from infant to adulthood are to be carefully considered in developing social networking site to ensure that the services provided meet the need of the users.

Identity poses different challenges to emerging adult and may be addressed through self-disclosure particularly with peers. Mazer et al. (2007) model of self-disclosure suggested that users of media services can resolve issues through social input from others. However, the developmental consideration should reflect self-disclosure with the purpose of identity development, especially where external feedback from social networking site users is a necessity in clarifying other user's sense of 'self'. Another developmental consideration of social networking site is intimacy development where the interaction between users requires to be strengthened. This consideration is relevant because internet-based social networking site has become a pervasive presence in the lives of others, especially adolescents and young adults (Lenhart et al., 2010).

Therefore the developmental consideration is to be observed since online interactions influence the developmental outcomes of peer (Lenhart et al., 2010). The study found that personal web pages of youth were found to express themselves by posting information about their interests and their identity. It has been argued that the inclusion of various channels for reader feedback such as online guest books should be directed to satisfy the responses to the content posted for self-validation and relationship development (Schaar et al., 2013). However, the need for developmental consideration is to ensure the users of social networking sites to explore themselves through feedback from others, to compensate for social limitations of shyness and to facilitate social relationships (Schaar et al., 2013). Social relationship is established through personal websites and instant messaging afforded by social networking sites that provides an easy and accessible way for users to interact and gather feedback. These considerations are particularly significant because users of online network are readily available and the tools provided make communication easy to accomplish. Therefore, prior consideration of social network usage pattern fosters the development of identity and intimate relationships including friendships.

CHAPTER THREE

PERCEPTIVES OF FACEBOOK USERS

3.1 PERCEPTIVE OF FACEBOOK USAGE

Users of Facebook in the Arab countries especially in Saudi Arabia perceived that the social media has succeeded in making the world very small through connecting different people together irrespective of their geographical position as well as the cultural differences that separates them. This understanding showed that social networking media enabled people of different race to conveniently connect and share information across users of different social media (Helmut et al., 2015). This understanding was justified by a study that reported that over 75 % find Facebook very useful in preserving traditions and maintaining relationship and they trusted social media (Kio, 2015).

Connectivity is the main motive for university students to use Facebook social media followed by gaining and sharing information, watching videos and listening to music and sharing photos and posting images (Burge, 2014). Mediabistro (2014) confirmed that Facebook usage has been linked to other networking site making it a very versatile network that supports most essential social needs such as connecting with other, sharing of information and posting of images.

Hence, by keeping the targets of this book in view, emerging codes, categories, and themes that provided answers to validating the study were clearly identified and explained. This book has shown that Facebook social Networking is appropriate for information and knowledge sharing. Besides, it has been widely recognized for advertising of products and brands.

3.2 THEORETICAL PERSPECTIVES OF FACEBOOK

Social network sites such as Facebook provide users with a variety of communication tools and allow them to broadcast messages to large audiences using status updates and wall posts.

Communication features available at Facebook social network such as chat for messages support diversity of features available on the network allow and allows for communication (Papacharissi&Mendelson, 2011; Raacke& Bonds-Raacke, 2008).

The adoption of uses and gratification in this book allows media practices to explicate social network users' goals when the media users engage in online interaction and allows for a better understanding of differing behavior outcomes and perceptions (Shen& Williams, 2011). The recursive relationship between online user's perspective and various practices are inherent in the uses and gratification theory, which examine the sociological and psychological origins of Facebook needs (Joinson, 2008). This perspective generates expectations from the use of mass media social network services and other sources that lead to differences in the usage patterns of media and consequences.

A study by Avran (2010) found that active involvement of an individual in sharing knowledge, interpersonal interaction in a social network context attributes to an effective computer-mediated social network services. This depicted that the online users contributes to experience required in generating and structuring information posted on Facebook walls.

From the theoretical perspectives, socialization of students via Facebook social network entails the process of learning a particular culture and how to live with it. Socialization can be primary or secondary. Primary socialization depicts the processes of learning attitude, value and action of an individual member of a particular culture. The type of socialization is common with institutions of learning and the family. Secondary socialization refers to processes of learning the behavior of a small group in a larger society. This form of socialization is commonly associated with young adult and is noted for smaller changes compare to those occurring in primary socialization. A typical form of this form of socialization is entering into a new career and relocating to a new environment. Specific groups carry out socialization often refer to as an agent of socialization.

This group represents and acts on the behalf of the larger society. Socialization can occur with its agents while the society relies on the agents to socialize. Agent of socialization in this book constituted students between the ages of 18 to 24 years in Saudi Arabia universities. The family is the earliest and most influential agent of socialization starting from the birth of a child and remains the most dependent agent of socialization from cradle to grave. However, previous literature studies revealed numerous influences to online social network among which are shown in Table 3.1.

3.3 ANALYSIS OF PRACTICAL PERSPECTIVES AND EXPERIENCES

Table 3.1 Summary of factors that influences online social interaction in previous literature studies

Study	Purpose	Factors influencing online interactions
Whitaker & Parker (2000)	To identify factors affecting user's decision in online network	Infrastructure and service issues, technology factors Motivation factors: users' intension and benefits System factors: traditional ways of doing things and that of the virtual community
Preece (2000),	To propose strategies for online	Member development, community asset
Preece (2001)	Community development	Relationship management
Preece& Maloney-Krichmar(2003)	To improve the success of online	Community members, human-interest, community online social interaction, use of alerts
Dellarocas et al. (2003)	To study factors motivating	Self-interest, expectation of reciprocal behaviors voluntary response
Koh& Kim, (2004)	To study the impact of knowledge	The level of knowledge sharing activities sharing activities in online network
Lin & Lee, (2006)	To identify determinants of online	System quality, information quality satisfaction and behavior intention, and service quality
Pan et al., (2007)	To propose sociability guidelines	Group cooperation, communication tools for online interaction communication problems social relationships

CHAPTER FOUR

MOTIVATION EXPERIENCE

4.1 INTRODUCTION

The students across Saudi Arabia have shown to be motivated by a number of factors discussed in this chapter based on a real life data. Categories of the themes that explain motivation of the university students touse Facebook for different purposes is presented in Table 4.1. Each category is explained based on the perspectives of student’s experiences relative to online interaction in socializing with online friends.

Table 4.1 Categories and themes of motivations for joining Facebook

Categories	Themes
1 - Dependable social network	(1i) Contacting parents (1ii) Contacting friends
2 - Alternative learning option	(2i) Convenient for learning (2ii) Accessible for learning (2iii) Improves learning
3 - Easy to use	
4 - Information sharing	(4i) Sharing sports news (4ii) Accesses information of online friends (4iii) Empowers students

4.2 Dependable Social Network

The fast growing usage of social media site at the university provides online assistance to the student beyond traditionally walking into a physical building in search for a staffed reference desk (Livingstone & Brake, 2010). At most institutions, they can also search for information themselves using the Facebook social networking site or use the links provided there to contact an expert via e-mail, chat, or instant message (Marsico, 2010). However, these learning options assumed that the students log into their Facebook account regularly. In fact, studies have shown that online social networking sites such as Facebook has become the first choice when starting an information search (Kimberley, 2009; Rau et al., 2008; OCLC, 2005). The availability of communication and learning features provided by Facebook has shown to motivate the students in Saudi Arabia to use the social network in the present study. In an attempt to investigate the motivation students have in joining Facebook, all the students admitted that Facebook is a reliable social network trusted and widely used among Saudi Arabia student.

Zuckerberg, had one thing on his mind back in 2004 when he invented Facebook “using it as a tool for students to socialize (Kimberley, 2009) and this has been the center of various innovations that has driven its consumption among students which presently serves as a medium for learning and sharing of information and posting images”.

The ease of use of the Facebook social network has quickly found a prominent position in the learning environment, such that alongside obligatory membership have already become popular parlance in classroom teaching (Gere, 2008, p. 9). The dramatic changes afforded by Facebook social networking sites are in the process of transforming not just our world, but our very selves from silent, isolated and invisible individuals, into a public, and even more unmanageable than usual collective (Jenkins, 2006). This has supported the reliability of its communication features of that have enabled students in Saudi Arabia universities to regularly interact and socialize with online friends and family members.

The present study has shown that the Facebook social networking site allows students to connect and interact with each other irrespective of their geographical distance. In an attempt to understand whether students in Saudi Arabia accept all information posted on their Facebook wall as real, the students admitted that they positively accept all information posted on their Facebook wall as real information and dependable.

Often students take advantage of the school experience of freedom afforded via the Facebook social networking site to interact with unknown users. This leads students to have learning experiences, both positive and negative and leads to a social shift in student’s life as there has always been a shift in social network technology in the university community during the past twenty years (Barnes & Mattson, 2007). This shift includes the movement toward instant access and constant connectivity to information and a social network of peers. Evidence of this emerging trend includes the development of personal handheld devices, smart phones, electronic readers, increased wireless access to social networking websites especially Facebook. The communication within universities is ripe with a complex variety of social interaction between students, staff and their family members.

The emergence of new communication features in Facebook online social networking enables university students to communicate and socialize. Since the inception of the newer, more powerful social networking sites such as Facebook was created by a Harvard student named Mark Zuckerberg in 2004. The present result has shown that the use of Facebook media as a communication tool has dramatically changed the way Saudi Arabia students communicate, socially learn and interact with online friends. Evidence supporting this is their willingness to accept all information posted on the Facebook wall as dependable and socialize with unknown users which poses sociological and psychological consequences to their everyday life. However, becoming part of a virtual environment allows for increased, unfiltered social interaction between both students and non-students that started by developing a profile, then adding friends, joining groups, adding applications and posting materials and sharing various information with varying content. The personal information of the student is therefore prone to be used by other users since the monitoring of Facebook is minimal and allows for seemingly unfiltered postings of photos, written text, and other content (Hechinger, 2008).

4.2.1 Contacting Parents

The result has shown that different thing motivates different people to use the Facebook social networking site. However, communication via Facebook is interactive and enables students to discuss with their parents on the condition of their and makes request especially regarding issues that are urgent attention such as health.

“Facebook means much to me. What other social communication media can I use to share my needs with my parents because they are very far from me and to receive their responses very fast? Not just believing what other says! Personally, Facebook meets my communication needs.

“I cannot predict sickness you, I need my parents when I’m sick. Serious, they understand my health. I use Facebook to explain my health situation to them ...,because they always ask me. Yes, they are caring.

“Ah..... I’ve much to say about things that motivate to use Facebook as a dependable social network. I’ve not been living with my parents since I was seventeen years old now I’m twenty years old. Of a truth, Facebook is the only I can communicate happily with my parents to explain the situation of my study especially my needs.

4.2.2 Contacting Friends

In an attempt to understand the motivation the student have in joining Facebook social networking site; this section reported the responses of the informants. It becomes very clear that the convenient and easy communication platform via Facebook holds much in the future of

student's communication with their friends. Communicating with friends especially in the university does not necessarily require being formal and academic since students are expected constantly work with other students and even with their lecturers in classroom settings. Facebook strengthens the social ties in a classroom environment by enabling the students to extend their classroom interaction outside the school environment such as hanging out with friends, meeting for a group project and so on.

“Facebook means much to me. What other social communication media can I use to share my needs with my parents who are very far from me and to receive their responses very fast? Not just believing what other says! Personally, Facebook meets my communication needs.

Do you know that I've not used my email for more than 1 year now? I easily use it to see what other of my friends are doing, their problems, their future goals and discuss my immediate problems as well”.

My friend introduced Facebook to me in 2011 and I don't like using it that time because many people are always sending messages. How do I see a friend page? What type of person it this? What are the true things about the information I receive daily through the Facebook? These were my initial concern to use it because my parents have already warned me to avoid interacting with people online. Later in 2012 around February, my friend Youssef Al-Masrahi told me that he does his assignment through discussion with online friends using Facebook.

“It's interesting; my friend's greets each other using color. My color is blue so they call me blue whenever we meet. I'm not annoyed, if feel that we are the same and makes fun together.

This was a very new thing to me and it worked for me also. I missed nothing using Facebook now and as people always say..... I was deceived! I've not experience negative thing that is why I said “it is a dependable way to communicate and it motivates me a lot, I'm happy to use it with my friends and family members”. That's the main motivation I've, it's helpful and interactive I'm sure.

4.3 ALTERNATIVE LEARNING PLATFORM

In an attempt to understand the motivation students have to consume Facebook social networking site, different views reported were evaluated and grouped. In responding to the reason students use Facebook helped in explaining its attractive features and practices usage. This practical use of Facebook was based on how students benefited from Facebook as an alternative learning website. Various responses that were generated are reported in this section of this book using themes.

4.3.1 Convenient for Learning

Facebook has become a popular social networking Web site that is used for learning among students, especially the students (New Media Consortium 2007). The interest to use the site for learning has been partly motivated by its wide usage among the university student across the world. Using Facebook as a learning tool enables students at various geographical locations to access current materials that explain developmental trends of different field of learning. The learning capability of Facebook is supported by its features that enable users to post images and message using their mobile phones. Students are presently motivated to learn, communicate and interact using learning content via Facebook better than the library facilities.

“I’m convinced that library services have many options beyond the traditional physical building in search of a mobile means to communicate with online friends with different experience. As long as I know, Facebook makes it easier for me to search for information online; this I do using the links provided via email to chat or send instant message”. This can be accomplished without students visiting the library.

A study by Sheldon (2008) found that joining Facebook has become students’ favorite learning tools. This has been motivated by its availability for learning and the communication features that support users to share information online. These features make Facebook student’s first choice when starting an information search.

“How can we reach students if they don't use our cyber spaces? Most students are also making use of social networking sites such as Facebook and MySpace during the school hours and outside the school even during the holidays when the library services are closed or the working hours have reduced with limited number of services personnel”.

“Yes, it convenient for me to use Facebook not just for anything, I use it everywhere and any how I wanted. The same phone, even in different places, it serves well. I prefer learning with other of my friends using online chat room on Facebook because it is open to many web site information to support our discussion. Interestingly my friends likes it, I’m happy to us it even beyond classroom learning and interaction”.

4.3.2 Accessible for Learning

Facebook is accessible in any location where internet is available. Virtually every location is compatible with mobile networking that allows users to access internet facilities and update from other online users. The enhancement of Facebook feature can be seen in its roles and the ways in which the services are provided. This provided additional means of communicating with other users and with this, their relationship is strengthened. This makes Facebook the most preferred online social networking site (Bicen&Cavus, 2010).

“I learn from wall post using my mobile phone, it is true.... My language is not strong, but I understand my online friends' messages. Yes...., I know Facebook is better than my school library..... its accessible everywhere. I feel that it is easy to use my phone than going to the Library or calling the Library assistant who most often difficult to reach within the limited working hours. It's difficult to carry books.... I've no car, yes...., risk of rain... I cannot control the risk of physical books but I can carry larger number of online books using my mobile phone. Something I want to avoid library, I accesses all the information I need from my Facebook, It's Ok”.

“Yes, I rank Facebook as number one among the entire social networking site. I know, there are limitations.Ehm ..., security concern I know is better now, it is accessible and has sufficient learning content I need ..., I can ask my friends question via Facebook online or send offline message, they answers”.

This seems to be a step in the right direction, but it still requires that the students learn of a particular group's existence and join it before they can confidently interact with each other.

“I need only a click to reply to avail themselves of their messages and it is easier for me and my friends are happy using it. Could you imagine how helpful Facebook is? I enjoyed it”.

However, focusing on the Facebook features that play a significant role in uniting students, messages sends through Facebook are timely.The effectiveness of communication using Facebook describes the motivation behind their usage for collecting information andreceives responses from other users.

“My conclusion was to outline plans to repeat and extend my effort and this has helped me to improve the results of my assignments. Learning becomes easier with Facebook and more encouraging as well”.

Based on the perspectives of the students it can be viewed that the impact of Facebook on the academic performance of students appeared to strengthen the knowledge and their learning processes. Numerous literature studies provided a variety of aspects of online social networks that correctly matched learning pattern of Facebook with the students need (Charnigo& Barnett-Ellis 2007; Ohbyung&Yixing, 2010; Mohammed, 2011). Mohammed (2011) asserted that the emergence of internet has promoted the use of Facebook among Saudi Arabia students and are rapidly increasing as its communication features improves to meet users need. Based on the perception of university students, emerging transformation offsetting traditional face-to-face learning that has changed dramatically over the years.

4.3.3 Improves Learning

The presence of Facebook has contributed to the changes in learning options by providing a communication feature that supports mailing of information and posting of images to other students and teachers at different field of learning (Cheung et al., 2010). This was described as the reason that motivated students to use the social networking site to share a common interest. However, Facebook is intended for use by individuals with valid identification and password. In addition, users are required to find it proactively and join a Facebook group. Once a group is established and has members, any member can send messages to all users at a time. This has made Facebook social network a popular and crucial communication platform that impact on student motivation to learn, affective learning beyond the classroom environment (Mazer et al., 2007).

“Do you know that my score in the class has increased since I started using Facebook? Yeah..... I receive help, it is true, but I also learn. Yes..... It is very motivating, the Library cannot materials are like letters’ but online friends can discuss class work and assignment with me. No teachers in the library explain, Facebook friends can explain..... I’m becoming familiar with it and it is improving my learning ability”.

“Yeah.... I post help, I receive a reply; I’m learning from others who are better than me, its better. I speak English small, small now. I better than before, happy my friends online help me and I like them because they answer me every time. In the classroom, I’m shy..... My friends also are afraid to ask the teacher”.

“It is not easy..... I learn in the class, I discuss online, good is true. I am motivated to learn this way. I cannot be shy ..., my online friends don’t see me but they help me. I use

my hand phone to make calls and also communicate with online friend, is a better way to learn”.

“Despite the criticism about Facebook, the number of users is increasing every day. Much information is available in the Facebook now than before. You know, my father don’t always like to use it. I’m so happy to know Facebook; I’m using it to solve many problems, especially, providing answers to my assignment and reaching my parents. It is better than library...yes; I learn using it and communicate with my friends”.

4.4 EASY TO USE

The ease of use of the Facebook social networking site depicts the ability to easily use to socialize with other members. This is one of the main constructs of Technology Acceptance Model (TAM) that explains user behavior across a range of end user computing technologies; therefore, TAM’s constructs are applicable to study users’ behavior of online users (Cao et al., 2005) especially Facebook. Zhou (2009) regarded ease of use of online social networking site as a common feature for its website quality that specifically focuses on users’ satisfaction and creation of good feeling about other users.

In an attempt to understand the ease at which Facebook social networking site is used by students to socialize with other users, most informants reported that Facebook communication features provide easy access to relate to other social website users such Twitter, LinkedIn and especially among those on the same network. The interactive features of Facebook such as the website appearance reflect a better outlook that attracts the most users (Geissler et al., 2006). Students in Saudi Arabia added that most attractive communicative features of Facebook such as posting of images, email service, posting of job application and notification of student events motivates them to hang on the website and interact with other users especially when the need arises because it is easy to use. Most issues that are discussed with other users includes course content, how to do assignments, answer exam questions, how to use software and career talk.

The Facebook social networking site enables students to connect with their old friends, discover new friends and communicate with their friends and other members of their family. The study found that Facebook has been widely accepted for social interaction and to make new friends (Kim et al., (2010a). It is hereby speculated that Facebook social networking is surviving because of these communities and their communications features that support. It becomes clear that the ease of use of Facebook social networking websites enables its users to communicate and share information.

“Facebook is easy to use; I access my homepage using my ID and password. What encourages me to use Facebook is because it is easy to use and all my friends can use it. Communicating using computer at home is enjoyable for networking, socializing with

other Facebook users, projecting friend's personalities and finding others users with similar interests”.

“Facebook is not only easy to use, but every student uses it for social searching and finding acceptance from other university staff. I feel that it has helped me to socialize with others.... I'm becoming more social and can contribute my view during an interview, no more shyness”.

“I'm motivated to use Facebook because it is easy to use. Connecting with my friends using it provides me access to their activities. How would I've known, I'm very busy after classes with my friend using Facebook”.

4.5 INFORMATION SHARING

Interaction using the Facebook social networking site among university students exposes them to different information and practices. Among the conflicting influence associated with information shared via online includes excessive consumption of media services involving excessive time wastages. In an attempt to determine the type of information students in Saudi Arabia shared using the Facebook network site, it was reported that students often take part in discussing about the conditions of the Islamic nation and what it is now and the deterioration in the political and economic situation (R1). “Often, interaction with other people shows that the media services at the present stage appeared to deteriorate slowly, he added”. This unfiltered form of information shared online enabled the students to learn and share information from biased sources without fully understanding the ramifications. The students are motivated in some cases to share information through posting comments and images, sending text messages, start groups related to the subject matter discussed, schedule events related to the issues discussed, joining fan page. Each item listed is a cue to action and the population that are connected to the Facebook account may be unknowingly exposed to incorrect information and learning through the social influence theory.

4.5.1 Sharing Sports News

It was admitted that the kind of information shared via Facebook was usually between them and university students as well as faculty members are related to the study. The students acknowledged that they share information patterning to leisure and entertainment, especially football and other sports activities using Facebook networking sites. The dissemination of information has evolved into a combination of media that allows individuals to communicate throughout the world. The evolution of Facebook technology has changed the face of media studies how individuals communicate. One issue that is consistent with the inception of Facebook online social networking sites among students in Saudi Arabia is the openness in

which they share information. This made it possible to easily understand the social phenomenon that is common among them and how they accept each other in using Facebook to communicate. In sharing information about sports different views were reported.

“I like watching sports, especially football., it’s very entertaining. Usually with my friends, we exercise together, especially during school sports competition. Facebook reveals sports skills that improve my participation during sports session. Yes, it’s..... part of learning, it’s useful and has helped me to win medals”.

“I’m not a sports lover, but I enjoy watching sports events, especially the European leagues through my Facebook. I feel that I understand the present situation of sports and know the team that is leading and the key players”.

“I know that Saudi youths are football lovers, yes, though our national leagues are struggling to participate in the world, one they will succeed because government is supporting sports and are using foreign coaches who are experts”.

4.5.2 Accesses online Friends Information

Facebook social networking sites enable the students to invite other users and to participate in an event or share information and post images and messages(Golder et al., 2007). Eberhardt (2007) found that this information posted on Facebook might lead students to judge their peers negatively. This idea of judging other peers through the use of online social networking sites was further explored in (Farrell, 2006; Millar, 2007) articles that discussed the usage of Facebook by the students.

Most crucially, Saudi Arabia students easily list other users as their online friends thereby linking their account pages to others and by doing so, publicly show their online connection. There are numerous uses for social networking websites. An individual may have as much or as little involvement with their page as they choose. Boyd and Ellison (2007) explained the three main uses of social networking websites as web-based services that allow users to (1) construct a public profile, (2) articulate a list of other users with whom they share information and (3) view the list of connections of those comprising the network (p. 221). It then implies that information shared online by students can be easily seen and used by other online members.

“My online friends are mainly students, yes, I just want to interact for learning purposes. You know, I enjoy spending time with school mates, old friends, academicians, but learning is challenging. Some accent is very difficult to understand. Yes I know, English is not my native language but some people speak differently. I think if I learn

English properly I can communicate better and share information with other online friends”.

“I easily look out for my old school friends using their initial name via Facebook search. Searching for friends through Facebook is easier because majority of the users are students even older adult in the presentdays are using Facebook for various purposes”.

“You know, most Facebook users use names different from their real names. Yes, sound s strange., I too. When I look at the picture on the online profile, I can conclude whether I know him or not. I mean, it can be difficult to search for old friends using their school names”.

4.5.3 Empowers Students

Although Facebook creates a sense of freedom that encourages male university students to overcome their limitation expression during face to face interaction, information shared online should be controlled and limited to known users. This will help in reducing threats arising from the use of other users' information for other purposes. Facebook enables empowers students in Saudi Arabia to have control over their information as well as access to user's account which can be modified by changing the privacy settings of the account. This encourages them to feel safe while socializing with others via online. On the contrary, the Facebook account of the students was public meaning that messages and images posted to their account can be viewed by other users. However, the motivation to use Facebook and the type of information shared among users has satisfactorily explained students' attitude towards information posted on their Facebook.

“I construct a public profile using Facebook and access my friends profile easily through the internet. You know, I feel okay using my Facebook account to interact with old friends is confusing. They treat me like stranger always. I would rather send offline messages first to a list of old friend to remind them that I'm the one yet I feel that Facebook empowers me to relate with people”.

“It is easier for me this way information and quickly understands them, especially my secondary school mates. I use Facebook for my classmates only. I'm afraid who is looking at my account info..... Many people are using Facebook. .. Yes, they are not all students I know”.

“During vacations, it’s okay; I ask my friends when to go back to school when we interact with Facebook”.

“My dad always cautions me about who I share my information with. What about the invitation I receive from other users? I have no answer to many questions..... Yes, I want to interact with students not people doing business and advertising their goods. Yes....., I know that I have control over my Facebook account, off course..., its empowerment”.

“If you ask me, Facebook is not good for long discussion. I say this because my friends see me inside the campus every day, why should I spend time just for nothing? They know that I’m studying, it’s in my profile”.

The next chapter of this book reported on the psychological experiences from Facebook usage. This section provided a detailed description on the time spent by students online using Facebook social networking site.

CHAPTER FIVE

PSYCHOLOGICAL EXPERIENCES FROM FACEBOOK USAGE

5.1 INTRODUCTION

Psychological impact of Facebook usage arises when users receive a contrary result from their expectations. In such a situation, they may be distressed by emotion or feeling of failure or deception. In an attempt to understand the psychological experiences of as a result of inconsistency of the information shared and posted on Facebook social networks and the restriction of membership with official campus email account in Saudi Arabia; the students responded that there has not been any contradiction or restriction to the use of campus email address in accessing their Facebook account. All the students admitted that they are always happy after using the Facebook social network and admitted that (R2 to R20) they feel very sad when they are unable to access their Facebook account. In contrary, R1 admitted that losing his Facebook account does not affect him so much. Interacting with groups was an infrequent form of interaction and even private exchanges with friends occurred only occasionally. In fact, exchanges with friends and family members are through wall post.

The findings of the present study showed that the students prefer wall post because it can be written quickly. This reflects the fast nature of information exchanges via online social network sites. The public display of information is similar to those found in chat rooms where exchanges of information about a wide range of topics (Suziki&Calzo, 2004). 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 psychological experiences gained by students in Saudi Arabia.

Students added deleting other users from their list is not part of their experience. Lurking has been reported as a frequent activity on social networking sites with users spending excessive time looking at others' posts than theirs (Suziki&Calzo, 2004). Thus, Facebook social networking sites allow students to interact and create videos such as those found on Youtube.com. Although interactive learning features such as Blackboard exist on Facebook, the media services provided various kinds of experiences that open new ways for students to interact where professors and alumnae to discover more about them. The psychological experiences

obtained from Facebook by the university students are discussed based on the themes provided in Table 5.1.

Table 5.1 Category themes on the psychological experiences on the students

Category	Themes
1 - Psychological health	(1i) Online post experience (1ii) Affect my studies if someone hurt my feeling (1iii) Helping people reach their friends, ignoring other people action (1iv) Being Deceived (1v) Sad and discouraged (1vi) Learning through interaction (1vii) Social connectedness (1viii) Interact and love each other (1ix) Experience of social wellbeing

5.2 Psychological Health

The psychological effect of Facebook usage in the student’s everyday life for was found to be positive in that various communication features of Facebook enables them to communicate and socialize with other online friends and family members with no negative impact. R1 reported that he wisely uses Facebook and always tries to study the character of other members before allowing access to his network and in searching for articles published on Facebook.

“I feel that online social should not be used against others. I’m very emotional! ..., I’ll be hurt by wrong actions. I think this depends on individual yes, but I know Facebook provides a space for declaring your relationship status providing various options, such as married; single; ‘it’s complicated”.

“Ahh...Facebook, always want to know about relationship. I think I can set my relationship to mean different thing. Many different pictures are now used to describe relationship’, with each other online users. At some profile, they use masquerade, birds, animals,even plant, I’ve seenmany people complain about using images, but for sure...it’s discouraging”.

It's gonna be very wicked to mean different things. Sure... you cannot be sure somebody who is your friend. Animal also friend! I think I just can't wait to see everybody's Facebook profile pictures. Seriously, it'll have a psychological effect, the photos will be meaningless”.

5.2.1 Online Post Experiences

Facebook usage among the university student has both positive and negative effects. The positive impact was that the information posted on Facebook wall increases their knowledge and widens the scope of their learning while the negative impact was that most online members are insulted and the fake images posted by most users. The explanation was given when they were asked “how online socialization has impacted them psychologically”? All the informants admitted that the images posted on their Facebook wall psychologically affect them and other online member following them. In most cases, the Students considered it appropriate to ignore the messages and images they dislike. Psychological concerns have a significant influence on online interaction, and consequently, on the sociability (Maloney-Krichmar&Preece, 2005). The consequences of socializing online affect social interactions among users and to maintain existing social relationship.

“I feel cheated if someone deceive me with fake image even my school friends. It's painfulyes to trust and distrust. How to continue a relationship.....doubting, no need to call friends. Friends I think should be trusted, how fake image? I want true and trusted friends”.

“It's ok to pretend, but people should know you for that.but not serious, may want to make one happy, angry, laugh, sad, ok can be psychology treatment. Yes, because you say experience! I never wish to have psychological experience. I think psychology already has mental problem. Its serious problem, then Facebook can cause health problem”.

In an attempt to understand the psychological consequences of Facebook usage for student socialization through its disembodied online interaction features that reveals nothing about physical features of the users, findings showed that the social media network is very flexible support the recreation of user's biographies and personality. The online experiences of all the students revealed that the disembodied online interaction is deceitful in most cases and were termed as something “very wrong”. Because of the recreation of images of users, R1 added that he communicate to some extent especially during oral communication using Facebook.

5.2.2 Affect My Studies If Someone Hurts My Feeling

Social networking site users exchange information that is related to interesting topics, services, resources, and problem solving means with other users via social networking site. The information and knowledge communicated through Facebook influences the users' attitude towards their intention to participate (Lin & Lee, 2006). This was because social media systems based on Facebook is characterized by user-generated content and tends to stimulate the users to contribute towards improving the information richness of the content. The information provided and shared online influences the users' posting attitude of other online members based on the psychological impact of the information disseminated (Koh et al., 2007; Rau et al., 2008). Ellison et al., (2007) found that the use of social network services among college students is associated with their ability to keep contact with loosely connected relationships, ability to develop and intensify their relationships, and ability to maintain valuable connections as one progresses through life changes.

Daily interaction can cause hurt to other people feeling especially when offensive words are used. In an attempt to understand the how online interaction can hurt users feeling, in-depth result predicted different reactions based on the situation.

“Sure, Facebook is a public site. I fell, it is not important to chat with unknown people. Yes....., I said it to avoid feeling hurt, disturbance and hatred”.

“It’s good to interact with others whether online or offline. It a way to get information ... its real way, I’m sure, because I use it to communicate with friends. Experience from Facebook is not all good; it's helping to cope with other people. Different people..., asking different questions, can be because they misunderstand the question”.

“I think, Facebook is very good, but we are slow to learn how to avoid the online problems. Seriously, Facebook can affect my studies if someone hurt my feeling.

5.2.3 Helping People Reach Friends Ignoring Other People’s Action

It is worthy to note that the users’ satisfaction and usage of Facebook social networking services among the students in Saudi Arabia variable and depended on relationships with other users. The key component of successful online interaction is the component of sociability of other members. On this, other users were found to influence the psychological state of other users and their intention to utilize the technology for posting and viewing activities (Koh et al., 2007). This is part of the experiences in trying to help others reach their friends. In addition, the similarity of the participants’ interests was also found to positively influence the users’ satisfaction and interaction richness to other online members although no significant effect was observed in the users’ attitude. It is interesting to note that completely virtual ties encourage more honest and intimate relationship. It then implies that the psychological intention of the university students was to encourage a virtual relationship that will encourage other online users to post images and interact honestly with the friends.

“Helping people reach their friends’ and not to feel bad because of other people into action. “It’s true, I cannot help same situation, but it is better I avoid it; especially people who are rude to others can cause hurt.. I avoid them”.

“It’s true that Facebook is unique in uniting people together for a common reason, but it’s confusing who most online users are. I doubt how profile names of most Facebook users changes. I find out that some people who use female name could be male. One of my online friend’s account name changes and I asked, are you the same person? He did not reply but I saw a public post ‘profile changes for security reasons’. Yes I removed him from my contact already ‘different account for security reason’it’s confusing”.

5.2.4 Being Deceived

The students admitted that their daily socialization with other online members do not have any significant effect on their everyday life. However, when they were asked How do your regular activities contribute to your everyday success or failure? They responded that their daily activities on Facebook enhance the learning processes and contributed to their academic success. R1 reported that the response of online member depends on the intention of other users. Do your Face-to-face online Facebook interaction influenced by social contextual factors and poses serious psychological threat to user’s privacy? At this question, R2 to R19 acknowledged that face-to-face online Facebook interaction is not influenced by social contextual factors and possess no serious psychological threat to user’s privacy while R1 agree that face-to-face online Facebook interaction is influenced by social contextual factors and these possess serious psychological threat to user’s privacy. R20 added that social contextual factors that take the setting of online socialization with other members are the interaction richness and satisfaction which is being motivated by attitude of the social network users.

Li et al. (2005) and Rau et al., (2008) found that the motivation to socialize with and interact with online members is positively associated with satisfaction, which further influences the usefulness of the media services. However, the intimacy with other online users was found to be associated with the users’ posting frequency and accorded the students in Saudi Arabia to establish virtual ties to encourage more honest and intimate self-presentation.

“Facebook makes me feel that others are part of my life. I look at other user’s wall post; look at what they are doing.....these I learn from others helps me also. There are many challenges in my school, especially in coping with school activities such as classes, exams and school events. I really need someone who is better than me, I mean someone who is higher in experience and understands everything I need to succeed”.

“You talk about psychological impact nobody will use Facebook again.... is scaring I know it can happen to anybody but I don’t want it. Using Facebook is good but I don’t other online users to deceive me. It’s misleading .., when you trust wrong information from online friends”.

“I hate being deceived by other online users, I feel cheated, and I become scared of others. At a time late last year, my online friend post different images to my Facebook wall and I found out he has changed his picture and asked I began to wonder ‘are the same personin my account? How fast has he changed! I’ve being chatting with him previously.....surprisingly a change has come. He was trying to post the image to a particular use and mistakenly post to all his old online users, already I’ve known that he has different intention and uses different image”.

In Facebook social networking sites, users strive to create an impression that enables them to gain favor and social rewards from others or avoid social punishments. Inducing the impressions in peoples apt to promote raises in a form of social influence in which one attempts to gain power over another. In the other hand, social interaction depends on one’s ability to convince others of a particular quality. This encompasses convincing others that one is likable; convincing others that one is capable of leading (Jones 1990; Tedeschi& Norman, 1985).

5.2.5 Sad and Discouraged

The Facebook social networking site supports interaction between people of different races. However, different people have different ways of explaining situations. Users of social networking site have indicated that users should be friendly rather than being hash in their discussion and interaction with other online friends (Bicen&Cavus, 2010). Cheung et al., (2010) reported that students are always eager to socialize via online but are sad and discourage when their expectation are not meet. This could be because their actions are translated to feeling. In trying to understand how studentbecomes sad and are discouraged, various responses were evaluated.

“I think images you use does not really matter because, it may mean a particular situation as some users often say it’s for a session. You know.....one of my friends told me that his pictures on Facebook means different things.....I’m sad, I’m happy, stressed, and busy and so many other situations”.

“I think people’s situation determines their self-images on Facebook. Yes., I don’t want to have any psychological effect because it will also affect my studies. I share information very carefully, to avoid regretting chatting with people, especially the new friends. Yeah..... Many users also share their culture in trying to explain certain things on Facebook and I feel is not good. Well, it is a learning environment; most people want each other better....., discussing past life on Facebook especially when they start new relationship. Yes,, I accept new people but more to a student, so I share with them my ideas as a student, and they can also contribute their knowledge; it’s okay”.

5.2.6 Learning through Interaction

In examining the psychological effect of Facebook usage among the students in the universities in Saudi Arabia, responses provided by the students in this section confines to their respective interaction experience at different level. Learning experience afforded by Facebook social networking sites enables individual user to access other user’s site and request for friendship which partly contribute towards providing knowledge. Various responses provided by the students supported how they share and communicate with other friends via online social networking site. Although the majority of the students responded that they have no psychological backdrop resulting from their use of Facebook with respect to changes in their interaction experiences, others reported that the depth of the effect cannot be easily ascertained because it varies among individual. The perceived importance of the Facebook social networking site can be seen from how the users use for various purposes. Online engagement and how it affects user’s psychological well-being are related.

“Students are always willing to make friend with the old school mates. Yes, challenging to discuss with people who are studying different course. No, I’m trying to say that online friends are better with school mates because there is a better understanding”.

“Explaining why different people have different qualification does not matter in online network. You only accept ideas that are good for you....., whether it is higher than your experience ok....personally I want to know people and learn. Yes, I do that using Facebook but not often....., because of my free time”.

Interaction afforded by social networking site provides users with a venue to freely express themselves and contribute their views towards enriching other members' experiences (Posey et al., 2010). The interactive open access of social networking sites enables members with a valid account to interact and share content. The profile information of users explains their preferences to accept their account details to be viewed by the public depending on the account setting (Posey et al., 2010; Dwyer et al., 2007).

It's very interactive to communicate through Facebook, I know that for sure. "My willingness to interact and make friend is very optional although this also depend on online users that requested for friendship. This is so especially as the concern to privacy becomes a necessity.

Security issues have reduced online interaction, especially with unknown users (Cachia, 2009; Papacharissi, 2009). Therefore, in developing an interactive social networking site constituting like-minded users, individual should be afforded the privilege to freely demonstrate and share their feelings, experience and knowledge with other online users. The communication features of social networking site open up opportunity for every registered user to socialize with other members and as a result enlarge their network profile (Jin, 2009).

5.2.7 Social Connectedness

The transition from primary education to university is particularly a challenging period for most young adults both in terms of their adapting to a new environment and their ability to keep old and new friendships (Barry & Madsen, 2009). Specifically, the usage and purposes for interacting with their online friends reflect individual attitudes towards the importance of online networks (Barry & Madsen, 2009), and the impact of Facebook use and behaviors on the well-being. This form of social connectedness has emerged to transform social life of users of social network as well as their psychological wellbeing. Psychological impact of friendships interaction relatively little and what actually happens within a friendship and how such relationships actually enhance the daily life of individuals involved has not been fully understood (Bowker& Ramsay, 2012). This is particularly true of more predominant and contemporary friendship with specific reference to online activities (Bowker& Ramsay, 2012). Therefore a growing literature debating on as to whether or not online friendships should be categorized as 'real and genuine interaction experiences with positive experiences to extend friendship after school. The outcomes of interaction after graduation could be affected by online/offline experiences especially after graduation.

"Enrolling into different university after my secondary school education caused serious pains to me.Yes I said it because my best friend 'Ahmed' was given admission into a different school. It's painful. You know, but my parents really liked my school while my intention was to change to Imam Muhammad bin Saud Islamic University were Ahmed is studying. My attempt to change was not supported by my parent and I communicate with him through Facebook and we meet from time to time in Riyadh to see face-to-face".

"Many changes in school happen frequently. I think most changes like transfer from one school to another, change of course and career is controlled by parents. It seems right ..., it affected my relationship with my friend. His father is a teacher and inleft King Saud

University for a better pay in Dar Al Uloom University. Yes.., he doesn't really want to change school, but parents said 'must change'".

5.2.8 Interact and Love each Other

Facebook helps to bring people together to socialize and share knowledge (Bowker& Ramsay, 2012). This a primary way relationship in the present day extends in various organizations, especially in schools, where students tend to relate more with their colleagues than their parents and family members. This could be because; most of their time is spent in school. In trying to understand how students interact, different views were reported.

"My classmates in my secondary school had been just like my family members you know; we all interact and love each other. Yes.... We were helpful to one another and share all things together. Yeah, it's very difficult to separate friends, but it was my first experience. I feel sick after secondary school; many of my classmates travelled and continue their study abroad, I never realize, but Facebook has helped me in getting back to some I thought I was too difficult to interact with again. I think Facebook has contributed to my need..... yes, I almost lost all my good friends with Facebook; I just chat with them anytime I feel".

5.2.9 Experience of Social Wellbeing

Emotional reaction especially when the lecturer demands much work from the students can be controlled by engaging with friends via Facebook. This is an ideal way to control psychological stress because Facebook opens way for students to seek attention of more experienced students to guide out of stress. This important because different situation can affect student psychological state therefore; direction received via Facebook enhances user's social wellbeing. Mazer et al., (2007) in a study found that computer mediated learning requires that teachers motivate students especially when much credit load is required to be fulfilled by them. With the emergence of Facebook social networking sites, students tends to encourage themselves by interacting with other students. In an attempt to understand how psychological stress is controlled to impact student experience of social wellbeing, student using Facebook were urged to narrate their view specifically on their respective experiences.

"Facebook has helped me in controlling psychological stress from my friends I could no longer see and communicate with after my secondary education. I'm happy now to interact with my friends through Facebook using my Blackberry mobile phone. I know....it could not have been a problem for me without Facebook, I can interact, I send pokes, suggestion and update, it's very helpful and we are happy sharing our views on Facebook".

“It’s interesting to hang out with other online users especially when stressed up by to many assignments as exam time comes closer. How to prepare for exams? Every lecturer wants their assignment first, yes only when you submit your assignment. I think they don’t help us with enough time, especially, calls name and past the list in the classroom so students are always afraid”.

CHAPTER SIX

SOCIOLOGICAL EXPERIENCES FROM FACEBOOK

6.1 INTRODUCTION

Facebook social networking sites provide new venues that enable students in Saudi Arabia to express and interact with online friends. Various communication features provide considerable interactive social experiences. While friendships and socializing with other online members remain key facets of socialization and online interaction, media preferences contributed to enhance students in expressing their worth via social networking site (Hippo, 2010). The themes that describes sociological experiences obtained from Facebook usage is presented in Table 6.1

Table 6.1 Categories and themes on Facebook and sociological experiences of students

Categories	Themes
1 - Communicate with faculty members	(1i) Relates with friends (1ii) Getting information from faculty (1iii) Improves face-to-face relationship
2 – Interaction among university students	
3 – To be able to post images	
4 – Be able to performs sociable functions	
5 - Online threat	

6.2 COMMUNICATION WITH FACULTY MEMBERS

To determine the sociological experiences of the university students based on their communication with the faculty members, the students were asked “What are the activities you hook most on Facebook and how do you feel socializing through Facebook? Various responses were reported, however, there was a similarity in their individual view. R1 reported that his interaction with the faculty members using the Facebook social site was only to register for a new academic session and to discuss about his final project and presentation. R2 to R20 hook most of sports activities and cultural activities as well as on matters related to study and in interacting with the faculty members as with other students. Interaction existed between the students and their respective faculty members. Based on the interaction between the student and their faculty members, R1 and R13 admitted that they are satisfied to some extent on the interaction richness shared via Facebook social network while other students are satisfied interacting with their faculty members about specific topic concerning the university via Facebook. However, R1 prefers to share knowledge with all other online members while R2 to R20 reported that they prefer talking about things relating to their university. R1 admitted that his online interaction was about the conditions of the Muslim nation while R2 to R20 engages in discussion about their university. The students acknowledged that they share interesting social knowledge always with other university students using Facebook social networking site and tends to widen their sociological experience in various issues that was discussed. The social interaction among students using Facebook was rich on private messages with specific themes and involves two more users as admitted by R1 while R2 to R20 social interaction richness focuses on a conversation that usually lasted for a quarter of an hour and did not change their online status while socializing with other online members.

Taylor and Ramsay (2010) explore what might constitute the content of discussions that seem to be used by students and concluded that the most obvious link relates to their preferred online activities. Reflecting not only the significance of the content of the discussion, Jones and Fox, (2009), Regan and Steeves (2010) found that there is a dynamic of surveillance and empowerment in the ways college students have adopted online media in order to deepen their social experiences and resist measures that seek to limit online access to information. Social networking sites have been described by as the ‘fingerprints’ of the twenty-first century with Facebook as the leading social networking sites (Marsico, 2010). The increasing attractiveness of Facebook social networking sites among students might paradoxically relate to the absence of freedom of speech to their parents. Jewkes (2010) suggested that Facebook provided a form of social retreat of “freedom of thought, freedom of expression, freedom to present an identity unlike anything in the physical world. However, R1 admitted that by socializing with other online member, he improves on the way he discusses the issues.

Present result has shown that positive social experiences were gained by the university students in Saudi Arabia in interacting with the faculty members via Facebook social networking sites. However, it is important to understand the attitude of the students to images posted on their Facebook social networking site and its sociological impact on students. A clear understanding of this view will help in improving student’s responses and interaction towards enhancing their social relationship and learning attitude.

“Facebook is good in my school because many lecturers want students to learn how to complete their assignments through Facebook. It’s easy ..., but we must use internet”.

“Faculty is changing every because of Facebook. Yes....., you must use Facebook because we study using it. I think Facebook is good for people of the same age, I said it because many students can insult faculty, staff online, especially those of them that ask too much question”.

6.2.1 Relates with friends

Content in Facebook site can be posted to friends or use for advertisement. Posting stories and send online and offline messages are primary ways users interact with their friends. Relating with others using Facebook is helpful because of the possibility to group all friends in one category and view their content the same time. Social network therefore ensures that user's friends see what they are up to and their interaction with others who are in the same group (Mazer et al., 2007).

In this way, the identities of users who are friends on Facebook can be linked to the content on the site that may be of help to them. Such as publishing academic discussion and sportswear brand and this can be republished to other friends. Facebook has shown to enhance friend’s relationship, especially among students. In trying to understand how its usage has helped improve student’s friendship.

“It is a good idea to relate with students using Facebook especially in informing students about the faculty requirements. I can conclude that my school wants the students to become competent in using social networking site to share information and communicate with others. This has become a common way academic staffs in universities in Saudi Arabia communicate with students”.

“I let my friends know about online promotion. Yes, it’s because my uncle is a marketer and uses Facebook to promote goods..., but it's cheap to buy online. I can shop online using Facebook..., it’s easier than going to shops... the prices of good are online and you can also pay online. You know as a student, I’ve a small time to go outside the school to by my needs ..., but I shop online even during the school hours”.

6.2.2 Getting information from faculty

Facebook enables faculty to post information online. Students with a valid Facebook account can easily access faculty information, especially those regarding school programs. Mazer et al., (2007) found that Facebook social networking site is a helpful tool to publish information regarding academic programs, especially in the present day, where mobile phones are used to access Facebook site.

“Facebook makes it easier for me to access information using my phone. It's simple....., it does not affect incoming calls. My faculty now wants every student to connect to the faculty Facebook site to access information and suggest their ideas. I think, it its ok, because it makes me feel that faculty cares for the students”.

“My faculty informs me about my research project through Facebook. I receive updates on the content and the arrangement of my thesis, formatting a number of pages through Facebook. Communicating with Facebook makes it possible for me to know earlier what I'm required to do and how I should do it”.

6.2.3 Improves face-to-face relationship

Daily interaction using Facebook makes me become familiar with how to use the word during conversation to improve the relationship. Facebook can be used to build, improve listening skill and restore face-to-face relationships (Mazer et al., 2007). Face-to-face interaction is important, especially in a classroom learning where student relate with each other and discusses based on learning content. The interaction skills acquired through Facebook has enabled students to interact and improve their face-to-face interaction.

“I think my interaction with the faculty members improves face-to-face interaction especially, . Yes....., because is the faculty that recommends what the students must do, they always update the students on what is suitable for them to do. It's helpful to me...; I can communicate and even complain to them through Facebook”.

“The way I interact with friends has changed. I know it's better now....., its helping me improves my presentation skills. I'm still improving in communication, ‘my mum told me’! Its impression, communicating with my friends freely”.

6.3 INTERACT AMONG UNIVERSITY STUDENTS USING FACEBOOK

University education requires an open learning platform to bring students together. With the emergence of Facebook as a suitable learning tool, it becomes easier for students to

communicate with the university staff and fellow students on issues regarding their course requirements. Kord (2008) asserted that students use Facebook social networking website as a place to express themselves, share their daily lives with other users, keep constant contact with a group friends and know about what is happening around them (Kord, 2008 p.7). By this, Facebook allows students to communicate instantaneously. According to a study by Wandel (2008), about 85 percent of Facebook users comprised of students' most university students. At university education level, students' prefer to use Facebook to communicate making it a necessity for the students to how to use the site to effectively communicate with others. Wandel (2008) observed that many universities want to incorporate social networking sites to communicate with online users, but noted that users have a desire to feel welcomed when they are invited by other users. R4, R8 and R11 reported that life in the campus and communication pattern is compatible with mobile communication media and has become an important aspect of meeting student's socialization need.

Wandel (2008) found that bereavement often hinder most students the ability to successfully share their university life and added that it is crucial for administrators at higher education to connect and communicate with users during these times. This is because direct personal communication is difficult for users experiencing a tragedy and was acknowledged by a number of students (R7, R13, R18 and R20). Therefore uploading a wall post and sending private message is a less intrusive technique that is effective. For instance, during the 2007 massacre at Virginia Tech, USA, Facebook was used to console users and to keep in touch with one another. At that time, groups were created to remember those who were killed. Most people who joined had no relation with the Virginia Tech but felt sympathetic to the people that directly experienced the tragedy (Wandel, 2008). By reaching out to students who are experiencing difficulty will encourage them and will improve the connection that students have in the university.

Another feature of Facebook that encourages student's involvement is the promotion of a campus program. Wandel (2008) noted that 83% of Facebook members comprising students have used the Facebook social networking site to inform other users about upcoming event using status updates, group updates, notes, and various other applications. With Facebook's ability to instantly post information, university students in Saudi Arabia can benefit by keeping users informed about school events. Among the events that can be disseminated to students includes information about alerts and warning of hazardous issues that requires urgency. This is a proper measure because the university students indicated that they check their profiles frequently. Therefore, it is an efficient and economical way to communicate important messages to university students in Saudi Arabia.

“My Facebook profile contains my name, birth date, and a picture, and I mean that's about its content. I have had the same picture since the last two years. The image is not a full presentation of all my representation. The picture shows the best dress I like to wear...”

“I spent a long time watching the picture and assume that my communication with the faculty members and fellow students are part of improving my learning skills. So

Facebook is part of my life and I use often whenever I am lonely both in school and at home”.

“My Facebook profile picture was me in military clothing, because my online friend’s likes to wear the uniform of force men such as police nave and military attire. I used it because clothing could bring out a bit of who you are in terms of the nature of the wear you prefer or how I wish to dress like that says more than anything...any of the words I had on my profile. I think is part of learning experience I could easily remember during my university days”.

“University education is the best time to associate with friends and interact with others using Facebook. I’m open to classroom learning with other friends, I get to see students from different faculties, discuss with and becomes their friend. I can see what they are doing and also interact with them on Facebook. Hanging out with friends all the time and using Facebook as a way of networking with people I meet helps me keep in touch with people”.

“If I meet someone in the university, especially those doing the same course with me, something I use Facebook to communicate with them. Sometimes, I discuss class assignment with my friends and this makes it easier for us to share knowledge and find out the best way to answer questions”.

“Sometimes on Facebook, I put it up on my wall status asking ‘what should I do’, can somebody help me? Has anyone solution to this problem? I have a lot of friends who are in my program and I added many to my Facebook account so as to interact with them. Yes....., they sometimes suggest answers that are useful in answering other questions”.

6.4 TO POST IMAGES

Facebook is suitable for posting images and information and are commonly used among students. In an attempt to understand the attitude of the students to the images posted on their Facebook, several questions were asked. The students admitted that they trusted Facebook as a global social networking site. R1 admitted that he does not share all his experiences with online friends. R2 to R20 share their everyday experiences with their online friends and that such attitude helps bring together other users that value their experiences. The interest of R1 was to socialize with his relatives and when he was asked do you learn through Facebook. Share information - homework? He (R1) responded that he rarely learns and share information via

online, but R2 to R20 learn and share information with online members regularly. It becomes obvious that attitude to Facebook images can be best explained by the user's intention to socialize with other online members. R2 to R20 share information and socialize with other friends and this makes them open to welcome other members for interaction while R1 prefer sharing information with his family member only.

Finding from a representative sample of over 2500 local, state, and federal law enforcement agencies in the United States have shown that social networking sites were used to initiate sexual relationships, provide a means of communication between victim and offender; access information about the victim; disseminate information or pictures about the victim, and to get in touch with the victim's friends (Mitchell et al., 2010). The study found that young people who send their personal information, such as their name, telephone number or pictures of unknown online users are likely to receive aggressive sexual solicitations.

The present study has shown that student's attitude to the images posted on Facebook walls are both positive and negative depending on the nature of the images that were posted. Although Saudi Arabia student accepts all requests for friendship, Facebook features are suited for friend's interaction via online.

"Sometimes I post my project topic to other online users, especially those in education. I later become part of a group on Facebook that discusses different career and that is the major issue we communicate with each other and discuss daily. We also talk about our assignments and what we have to do to pass our exams. It's an interesting experience, I learn from others how to post presentation slides and discuss online".

"Academically, learning how to post images via Facebook is not related to classwork or my project.... yes, not only that, I use Facebook to keep up with current news of my science classes by the links my friends posts to me informing me of any changes in lecture date and center".

"My friends usually post science articles, new experiments and latest research project topics as images and this is the easiest way I hear about current development in science. My online friends are very keen to do this at least twice every week. I rarely used groups. Personally, I think some lecturers always want to suggest project topics and this may conflict with the interest of students who consistently view their Facebook update regarding the latest scientific information".

"I have heard a lot of people use Facebook to post answers to questions regarding their homework, online tests and exam answers. They usually get answers from their class Facebook group. This is not common and I have not heard it in my school. I know,

lecturers will be very angry if a student cheat...., yes, they can cancel the student's exam papers".

6.5 TO PERFORM SOCIABLE FUNCTIONS

Social networking site success is in enhancing the functionalities of how people maintain their social networks have been recognized (Yuta et al., 2007). Recent developments in email services which allow users to perform sociable functions such as tracking friends and creating personal profile pages are being provided by Facebook social networking site. These sociable functions are common among the students in Saudi Arabia.

Email accounts now include an application that allows users to see when their friends are online and to send them instant messenger through a chat box. These services are linked to Yahoo, Gmail, Hotmail, LinkedIn, Google and many other social networking sites and also allow users to share pictures, word documents and excel sheets through their email account.

As with any other media technology, the future of Facebook is unclear. The current interest may decline when the novelty wears off, however; the phenomenon of sociable function of Facebook of networking seems to be the one component of social networking sites that will remain. Social networking sites highlights the need for relationships and therefore the basic notions of community will continue to be explored by technologies. New applications will probably put a new kind of emphasis on what social networking seems to be heading towards portability, compatibility and interoperability (Leary & Cottrell, 2013). This implies that users may gain control of their own relationship management. The shift of sociable function of Facebook networking sites from leisure activity to work related activity is another scenario that necessitates for a study in various organizations in their usage are presently in use.

"I prefer organizing sociable function using Facebook because many people presently use it. My previous birthday party was great; Facebook friends inform their friends and so many people from different school. This experience will be useful in future.... and I know most other events can be organized in the same way".

"Online members on Facebook can easily share information and corporate providing answers to questions. I feel sharing knowledge among students is also a learning process even during a social function. In the same way, social function could make students more confident to ask and answer questions not only online but during face-to-face interaction".

"I think two or three people on Facebook can organize a sociable event by informing their group members. With the university student network, sociable function can organize

by informing other users in different Facebook group to send an offline message to all their online friends. This approach will be helpful in bringing users together to cooperatively socialize and share knowledge”.

6.6 ONLINE THREAT

Studies have shown that there is a possibility that information posted by students on social network sites may lead to libel or criminal charges. A study into the use of twitter by Kierkegaard (2010) reveals that ‘tweets’ posted by users are a legal minefield, with many cases being fought in court. It is stated that many cases of defamation come from casual postings insulting others, which can be interpreted as malicious. In several cases, legal action has occurred.

In addition, the contents of students’ social network sites may cause difficulties when they are looking for jobs in the future. Smith and Kidder (2010) explain how students in school and university do not realize that the information they are posting on their profiles and the pictures they are uploading of their experiences can, and are, being used by employers as a means to check up on possible recruits. They state how it is the student’s responsibility to ensure that the information uploaded to their profile is not offensive or degrading, but they do question the ethical issue of employers ‘spying’ on future and current employees. They do, however; agree with the use of social networks as an employment tool, and believe that the source is needed in current society.

Facebook allows the users to set up their personal profile, form relationships, send messages, perform searches and queries, form groups, set up events, add applications, and transmit information through various communication features. This information is necessary and supports various services.

“Well, socializing with other online users can affect pose a serious threat to the social life of students and how they accept others. I feel free socializing with Facebook users, but hearing you talk about using people information, I’m afraid..... I post my information as an original. There is a lot to be afraid of..... even unknown users”.

“If I wanted to inform my supervisor about my project, allows me to send messages through Facebook, will it not open my account to online threat? I think, I should be using email..... Yes, I can control my information because I send messages to people I want; ‘that’s good for email”.

“I guess many of my school friends send out messages on Facebook. Personally, I haven’t known that Facebook can open up users to threats like fraud, identity theft, embarrassment and blackmailing. I do not know how many people in my network that

would actually do this. My friend already told me that some people use other people on Facebook”.

CHAPTER SEVEN

INFLUENCES FROM FACEBOOK ACTIVITIES

7.1 INTRODUCTION

The daily activities in the school campuses are primarily used to shape the life of students. So to say, impacting students with various knowledge and skill is to improve their capability and competency in handling things during school days and after school at their workplace. The result of the in-depth interview of the present study presented in this section provides a clear understanding on the activities that affects the lifestyle of the students based on their satisfaction from online interaction. Currently, there exists a lack of empirical data measuring student satisfaction as it relates to specific involvements available to the modern college student. The challenge in the present academic environment in keeping with the consistently changing learning environment and the impact of the emerging social networking site being used by students to enhance socializes with other friends. The satisfaction students derived from Facebook media, network services were used to explain how various online activities affected the life of the students. The themes that describe the influences of Facebook social networking sites on the life of the students are presented in Table 7.1

Table 7.1 Categories and themes on the influences of Facebook on the life of students

Categories	Themes
1 – Explores possibilities	
2 - Increase crime activity	
3 - Impact on academic performance	
4 - Sweet relationship	
5 – Creates a follow-up	(5i) Experience with family and friends
6 - Student and teacher relationship	(6i) Trust and belief teachers

7 – Open sharing of information	(7i) Complaining about information shared
8 – Moving to mastery	

7.2 EXPLORES POSSIBILITIES

A consequence that is often overlooked in the literature about student involvement in social networking site is their satisfaction in consuming available services. This is evident in the consistent effort to explore possibilities that could enable them cope with the everyday life activities. Facebook provides social closeness to its users. To inquire whether students in Saudi Arabia derived satisfaction from Facebook or not, the informants were asked; does Facebook make you feel happy or sad? R1 responded that access to Facebook is not a criterion to him and does not have any important thing to do with Facebook. R2 to R20 admitted that they are always sad on occasion they are unable to access their Facebook online account. Several studies have shown that user's behavior over time in terms of frequency of visits, regular usage and updating the information affects user satisfaction (Cachia, 2009; Debatin et al., 2009; Papacharissi, 2009). The opportunities afforded by Facebook expose users to explore knowledge and information they consider useful in equipping against life challenges especially those related learning.

In an interview during an exploratory study conducted by West et al., (2009) it was found that satisfaction from interacting with other online users of social networks is affected by user's attitude toward making friends with older adults. This was attributed to differences in the intention of users as users are free to relate with anyone that accept their friendship request. In the present study, students interacted with other online friends and including older adults in their respective faculties as well as their parent. This implies that the absence of negative effect of interacting with other online friends was because of fare attitude to other users. This finding conflicted with the study that demonstrated that young people rarely add adult and their parents as friends due to embarrassment, social norms (West et al., 2009).

There are many arguments as to the impact of social networks have had on the lives and the education of students and young people that was identified in this review. With social networks playing an important part in the lives of students, a full understanding of their usage is needed in order to examine the impact that such sites have on the lives of their users. Although studies have shown that social networking sites improve the confidence of students through social interaction and the ability to create friendships, various activities conducted via online have significant impact on the life of the youth. Cheung et al., (2010) describes how social networks were created for students at university to connect with others on campus, and how it has now transformed so users can stay in contact with billions of others all over the world. They explain how membership of social network sites has risen exponentially, and is still growing with the leading social network site having millions of active users (Facebook, 2010).

“Actually, my friends ‘Omar’ motivate me to use Facebook. You know, he set up a Facebook page and encourage many of his friends to join and this enables me to communicate with him and other friends who are members of the group. I think,

Facebook is a good way of staying in touch with those that matters in my life. I said....many reasons of using Facebook; not only cheap, convenient and easy to use, but can communicate with many features; poke, suggestion, updates, birthday notification and a lot”.

“I think of how I started using Facebook, ‘it’s very funny’. My friends wanted me to interact with them...yeah; it’s serving the purpose now after joining. Motivating friends using Facebook is a way of exposing them to learn in a new way. Yes...I say ‘new way’, people are still not very use to Facebook you know”.

“Facebook is ‘great’ talk about motivating people. My uncle planned and distributed wedding invitation with Facebook. Many I’ve heard saying I use Facebook to communicate with people, but planning the evening is unique... many people can receive the invitation in one day”.

“I think Facebook is for ‘multitask’ because many things can be done by logging into the website. Before, you know that I spent so much money making phone calls. It’s easier now ... at can send message and make conference call using Facebook. I can also chat and play games, a lot to hang out with. More possibility ..., Facebook can do... I understand it’s online ..., many people, but i feel accepted by others”.

The analysis has shown that Facebook provides varieties of communication options to its users. This communication options enabled students to effectively communicate with other online members. This result depicted that the usefulness of Facebook can be explored through a variety of ways such as sharing information and learning content, posting images and announcing for programs.

7.3 INCREASE CRIME ACTIVITY

There is, however, an argument as to whether the development of social networks has increased the potential for more serious crimes. Hew (2011) reported that social networks such as Facebook do not pose a huge risk to student users. However, the present book has shown varying influences from Facebook on the lives of students in Saudi Arabia and most students have not known much or encountered any problems with Facebook social network sites, such as stalking or bullying while others concludes that students should be cautious about divulging private information, such as addresses or telephone numbers on their personal pages, to ensure that they do not encounter any of these problems in the future (R1, R7, R9 and R12). However, Kim et al. (2010) do not have the same opinion on this matter, instead the study highlighted major cyber bullying and stalking situations such as suicide of a man in the UK which was encouraged by his

online 'friends', to emphasize the risks that social networks pose. A major point the study made was that although users may have numerous online friends on their social network site, this does not imply that these relationships transcend any further than the computer, which in young people, may affect their real life relationships and decrease their level of interaction due to lack of basic social skills.

R19 and R20 pointed out that social networking sites have not been used to create or spread false news stories, which could lead to libel charges. On the same hand, Kim et al., (2010) also holds the view that the perils of the internet have opened the way for an increase in bullying. The study added that the emergence of the internet makes it easier to victimize others users, which can be more embarrassing in nature, compare with personal bullying at some point in the user's life. R6 noted that online users replicated other user's identity and assumed other peoples identity. This false presentation makes communication with an unknown guest very difficult and has led to his screening of every other user before accepting them as his online friend. Khalid (R6) added that most people that use others identification such as picture claimed to be female.

It can be argued that Facebook interactive features helps users to form bonds with others through becoming 'friends' on the sites but has limited security features to prevent unknown users from assessing others profile. This is particularly obvious when others connect to their online friends and request for friendship from their members claiming that they know them.

"I think Facebook cannot be used by students for anything 'crime' because they are in school. Yeah... my parents pay my fees, why crime? My parent will not be happy with me if my name is mentioned about crime".

"I found out that many information posted on Facebook is not real, probably the can be used for crime. Now I think people using the Facebook have different intension, but my experience with other has not shown any sign of crime behavior yes...., I communicate freely and discuss with them always. "Well, anybody can post anything they like, I use my Facebook with my friends and not with criminal".

"I could be true that other users can use Facebook for crime... I've not yet known, but I read in a magazine. People are cautioned to interact with people they know then how I can meet new friends, I fell, and the solution is to avoid unknown users".

"Ask about project, I use my Facebook to discuss with my friends, is that not okay? I think most crime activities are for people doing business not students.... I depend on my parents, 'I'm not working".

“Facebook helps me to learn fast and it can now help other new users and if I was afraid of crime news.....yes, I mean is difficult to learn from others and Facebook....no need to communicate with friends”.

“Well..., is true that some people like to write email using my email address in the Facebook ... I can chose to ignore anybody. I think, Facebook is ‘what you made it to be’ because if I don’t reply people they will stop sending message. Yes,I add people I didn’t know I can also remove them. To me, I think Facebook is good although some of my friends said it is risky”.

7.4 IMPACT ON ACADEMIC PERFORMANCE

It could be argued that the use of social networking sites improves the interaction of students with their peers and improves their communication skills. Roblyer et al., (2010) pointed out that the implementation of social networks in universities has led to the improvement of communication with other students and has enabled them to actively chat, share knowledge and exchange ideas. R4, R6 and R18 supported that Facebook social networking site has tremendously improved their communication skills.

Social media platforms can be used to promote school activities and events. However, such promotion must be done with care: Most online communities will frown on new users coming to simply advertise program. Instead, it is worth promoting oneself by simply engaging with groups by providing interesting content (through multimedia generation; answering other’s questions on discussion forums, etc.

Although Facebook social networking has been banned in most schools and workplaces, teachers believe that it is a valuable learning tool to be utilized in disseminating learning materials to students. Mazer (2007) noted that students use online social networking sites as a crucial communication tool for the academic community. Facebook is referred to as “crucial” because it can be utilized to encourage students to engage in their own personal studies and to provide help where necessary outside classroom teaching. This will allow teachers to set a program that will interest and challenge students in more innovative ways to keep them engaged. Social networking allows students to contact peers and could improve relationships between teachers and pupils and also have a positive effect on academic performance.

However, a study by Hew (2011) asserted that social networking sites such as Facebook have no real academic related activities. This is because most students do not perceive it to be an educational tool. R11 reported that students use Facebook social networking sites for educational activities such as revision; therefore a need existed to keep boundaries in place to separate the educational activities and social events. R6 added that students mention their studies online depicting their views on assignments with other classmates.

Based on the R7, Facebook users follow an offline to online trend where users have met their online friends before adding them online with the aim to keep their contact information for

educational use. Kirschner and Karpinski (2010) supported this view by stating that students who used Facebook regularly does necessarily perform well in their exams than those who did not, even in a situation where the internet usage is comparative.

“Facebook is very helpful in academic, I use it because to get access to my friends and online materials. You see, my studies could have too challenging; Facebook friends help me and contribute their knowledge to answering my assignments. Difficult to say Facebook is not useful..... my performance improved. My parents are happy....., they said to me keep it up, can’t explain how much I improved using Facebook”.

“My interaction with other Facebook users better than me has contributed much to my performance in school. Yes..... Sharing with others I think, it’s learning as well. Some of my online friend’s debate online and offline, it is just answering questions yeah... it’s a test of knowledge and we got the answer later. I improve in learning and also in reasoning staying in touch with others”.

“Facebook has taught me how to discuss with online; online conferencing is an opportunity to learn. Looking at the way Facebook is becoming a common thing, I feel, its strength in learning, discussing my suggestion is also a way I add to my knowledge in Facebook...others contribute to explain me. I think, I improve gradually since I started using Facebook”.

7.5 SWEET RELATIONSHIP

A perquisite to engaging students via online learning and interaction is to ensure that a computer and internet are available to enable them to participate effectively on social network sites. R1 and R12 pointed out that lack of computer affected their earlier interaction with their online friends. Boyd (2007) found that there are two main non-users of social networks and comprise those who are banned from accessing the internet by their parents and those who refrain from accessing social networks due to their own beliefs. Boyd added that the availability of social networks is a complement of a modern society life for the younger generation and they should be actively encouraged to participate in activities with their friends. The issue of cultural differences such as ethnicity has no real differentiation with regards to the number of online members of the student’s social network sites. However, R13 and R17 highlighted that gender has a big influence on socializing with other online users, especially with those that have active profile pages.

The views of Davidson et al. (2011) and Bakir and Palan (2010) disagreed that the internet has no academic value; instead they commented that the effectiveness of its usage requires correct guidance by parents. This shows that parents have a strong positive influence on the internet usage of the student. This can enable the students to effectively use the social

networking site to enhance their academic pursuit. This also gives the students the ability to control their own learning, thus improving their overall academic performance.

“Interaction using Facebook improves how I communicate with my friends. You asked how? I can easily understand what my friends say during online conversation and I communicated with them more frequently using Facebook than before”.

“It was during group discussion, I use Facebook before now, I learn quite a lot from many other users apart from my school friends. I post information and questions on my wall, some users' answers and suggest their view to me”.

“I inadvertently joined Facebook to enjoy fun, but I didn't continue doing that, so I'm not only interested in fun; I learn and communicate with friend and share ideas... we are different the way we interact and I learn. That wasn't... the main issue, but someone I'd be interested in having a friendship first. It's interesting to see others post a request for friendship online... I do same times I'm free to chat and poke suggestions”.

“Well ..., shy to communicate openly before. Yes, on Facebook about what to discuss, my relationship with others is now stronger. “Facebook is a powerful instrument of building relationship. I use it in keeping up with friends... knowing what they're doing; it doesn't have to be the way I want it... it should be mixed ideas, yes.... I don't want to miss contact with friends once I connected with them. Yes information is good, but also.... Friendship makes it a sweet relationship”.

7.6 CREATES A FOLLOW-UP

The increasing use of internet mediated online social network services has a positive impact on the student's attitude towards interacting with others and their ability to learn independently. This becomes very clear as the boom of Facebook enables students to check on their friends and their family member's even while in the school environment. In addition, the emergence of various new technologies which can be seen as multitasking is also contributing towards enhancing the social skills as well as the academic performance of students via social networking sites such as Facebook. This because social networking sites are supported by other online search engines such as Goggle, Yahoo, Bing, eBay, Amazon.com etc.

Wallis (2006) added that the performance of students drops when they are doing homework and at the same time use a social networking site. The study added that it is impossible for students to overcome the natural limitations in the brain for processing information during multitasking. This supported the view of R5 and R15 who reported that their

parents always advise them to concentrate on their work and avoid engaging in different activities.

“I do get invitations from people that I once interacted with, you know, linking to my friends is very easy once you are connected on Facebook. I’m connected to my Facebook after dinner, I understand, I have many people on my Facebook thing. It’s like I miss out if I didn’t communicate a day....we connect anything”.

“Personally, I’m always in contact unless there’s some reason... I don’t say yes, I can ignore requests because I’m busy; I need attention. Yes, I’ve a lot of requests every week to join, Well, I know many people, but I don’t consider all as friends”.

7.6.1 Experience with Family and Friends

The role of social networking sites may be crucial to early schooling success and overall development in the current digital world due to their ability to retain images sounds and texts. Boyd (2007) supported this by stating that the development of social networks online has enabled students to experience real life problems and learn how to deal with these problems in an effective way as they learn from their mistakes. The study added that adults should not prevent students from using social networking sites but should guide them. This was supported by the response of R2 to R20 supporting that the effective use of Facebook has enhanced their academic learning capability. It then implies that the use of Facebook in Saudi Arabia universities has added to the amount of satisfaction students derived from social networking sites.

“I connect with friends and family members to socialize and make fun. Sometimes just get that little pop-up it’s rarely that I go through and add people why discussing with other friends. Often, I’ll see request of someone I haven’t yet added like a family member”.

7.7 STUDENT AND TEACHER RELATIONSHIP

There is a debate as to whether teachers and students becoming ‘friends’ on social networking sites negatively affect educational settings. Maranto and Barton (2010) asserted that the emergence of social networking sites undermined the basic pupil teacher relationship. They believe that teachers who become ‘friends’ with their pupils online will lose their authority over those children in the classroom and may also lead to their credibility being questioned. The perception negatively affects students/teacher relationship.

The information provided in this book explores the effects of information disclosure by lecturers and feedback from students. It has been showed that most students believed that it is appropriate for teachers to use Facebook social networking sites to interact with students

regarding the classroom activities. R9 reported that teachers profile motivates them; however teachers must be careful with the content of their sites so they do not lose their credibility.

“Adding my teachers on Facebook can also improve the way I communicate with others. I know they will like to ask questions are okay, yeah... they will also suggest. Online interaction makes me more open on how to communicate; how will my teachers feel I’m always interacting with my friends.....yes, they may say, why always online, who do you always chat with online? I think these questions may reduce my online interaction with my friends”.

“It’s okay to chat with my teachers but I will be very careful because they will like to know how I behave with others. My interaction with my teacher will add to my experience... they are good people”.

7.7.1 Trust and Belief Teacher

However, a study by Hew (2011), showed that students trust and belief in the teachers who revealed more personal information and photos to them. The students concluded that such a teacher is more relatable and regarded them and not just a figure of authority, which changes influences teacher-student relationship. Mazer et al (2007) agreed with the students view after a study on the teacher/student relationship with the university among the students based on Facebook.

“My teachers want students to communicate with them using Facebook. Surprisingly, how can my teacher on Facebook become my friend? I think it’s not necessary to communicate with teachers using Facebook; I’ll be using email, ‘as usual”.

“Facebook with my teachers no can’t, no need. The teacher wants to know everything and always ask questions....my Facebook friends are funny people. I think my teachers will ask questions about everything I post, I want to be free to discuss and post publicly... my teachers on my Facebook will affect my relationship with my friends”.

7.8 OPEN SHARING OF INFORMATION

The development of social networking sites has led to excessive availability of personal information on the internet. Nosko et al., (2010) highlight the security issues on the large amount of information available on personal profiles on social network sites and added that information such as gender, age and marital status can be easily be changed by other users. This could be heightened by lack of checklist on the information made available on social networking sites. This makes it easier for online crimes such as identity theft to be committed.

This can inevitably give rise to ethical concerns (Light & McGrath, 2010). Light and McGrath (2010) argued that the amount of information provided by online users explains how the registration process and individual applications can lead to more information being supplied than the user realizes. The students in Saudi Arabia have no idea on how their personal identification details can be used for a crime.

“I think, more users of Facebook are students. Can still use my information for crime? May be just my name and my picture ..., yes, others normal discussion. Everybody is joining; it’s ok... then how to control risk? I don’t know everybody even people I added, I think I have to stop adding more”.

“Is a way of life; I mean normal friends can cause also crime ..., ‘Open sharing’ everything also opens because they want to know. I use Facebook, but I’ll learn to be careful yes I’ll not stop because I’ve a lots of people I know using it. Making more friends through conversation is also helpful .., I need people in my life”.

7.8.1 Complain about Information Shared

Due to rapidly increasing of social networking site motivated by innovative technological changes, social networking sites are designed to entice users in various ways. Shin (2010) asserted that social network sites will become more competitive and successful if the issue of privacy and security is addressed. Yet, this has not been fully understood by students in Saudi Arabia rather they discuss how a variety of social network sites available such as MySpace, LinkedIn and Twitter can be integrated to increase user option in choosing which site to use. Hoadley et al (2009) agrees that privacy is vital for users. However, R4 and R8 think this was due to the publicity surrounding complaints about Facebook privacy. When Facebook users among the universities in Saudi Arabia were surveyed, they stated that they did not consider the privacy issue until it is reported in a media.

The user of Facebook social networking sites may expose users to be more susceptible to the dangers associated with internet security (R10). Mansfield-Devine, (2008) advised social networking site users, especially students to control disseminating information and images via posting links to personal profiles, which then spreads within that ‘friends’ network. The study added that the threat is perceived by the users of the sites. Boyd and Hargittai (2010) asserted that students have an active role to play regarding the security of their computer and their privacy settings on Facebook site. Saudi Arabian students do not change their security settings after the initial setup of their Facebook profile.

“I began to limit my Facebook friends request because; many people are saying that other users can use ones information for criminal activity. I presently began to be strict ‘talk about privacy’ just to ensure that my information does not get to wrong hand”.

“Yes, I know, can’t control privacy but can minimize risk. I didn’t say my online friends are criminals just to be safe, I ask questions. No, I’ve not been embarrassed before, I only communicate mostly with students like me. I’m free to communicate with my friends because they already know me. Nothing to fear for... new suggestion every time, nothing will happen even if people have access to your account; no money just your name, age, email address may phone number”.

“It’s discouraging to hear that..., I’ll learn to restrict other user’s access to my Facebook account. It’s useful in a variety of ways, but I don’t want to be accused of what I didn’t know. Can’t stop me using Facebook; It’s important in my communicating with friends”.

7.9 MOVING TO MASTERY

Every Facebook user account has a wall where online members and friends updates their information and suggest or comments on the other profile statement or post. There is also a profile space where each user updates their status using messages and photographs. Updating of status requires that more or additional information be provided to the previous content of the profile or ‘wall post’. Organizing the information and updating Facebook account chronologically with the most recent changes at the top of the screen. This enables Facebook users to view updates in multiple combinations for instance; user can conveniently view their own profile updates, their friends’ updates, and can as well view how their wall appears to any of their friends. This is a literacy practices that can be framed by advertising lists of friends update of their profile information. The learning platform of social media site such as Facebook provides support students to acquire mastery skills that enhance their learning capability. This is advantageous in developing them for future studies and prepares them to as well learn in groups.

Users can use instant-messaging, discuss in groups and send private messages to the email the respective members. In providing various literacy services requiring updates, users can use words, images, video and hyperlinks to link other information that may be necessary for other friends to view. Although the format is the same for everyone, Facebook contains fundamentally user’s content. However, each user has a personal network that is completely different among other’s users, therefore; no individual person’s Facebook has the same content.

In explaining the Facebook structure that supports literacy practice among various users provided differing views on how Facebook enriches individual users learning capability.

“Before I joined about 2 years ago, I was using another social networking site called WhosHere. I encouraged a lot of my friends to move up so we can communicate. I think among all social networks, Facebook seemed to be like a more mature social networking site. I think it was nice for me to just start doing something new too. Yes, a lot of older

people like my cousins and older friends, just older people I knew of being all on Facebook”.

“You have to go on with Facebook otherwise it's like you don't exist. If you are not on there, then where are you? Oh..., I mean, learning from different people. Discussion on Facebook is also comparable to learning in the class, yes I go more knowledge, I make more friends”.

“Facebook keeps a public count of each member's friends. This is significant to members and many of user mentions the number of their online friends as if they were a kind of qualification. Ahh, many friends I've got, about 562. I interact with all these people... I know, Facebook friends are different from normal friends. Yes... I say that must of them, I don't know”.

CHAPTER EIGHT

CONCLUSION

8.1 CONCLUSION

Facebook users create or join existing social groups that reflect their personal and social interests (Balter& Brunet, 2012). The present book used these groups among university student in Saudi Arabia to reflect how Facebook affected the lifestyle of the students in this book and to obtain information on their experiences sociologically and psychologically.

The motivation students have in joining Facebook social network were stirred by several factors and confines to explaining individual consideration and important of the social network towards meeting their intended needs. The students in Saudi derived much interest in socializing with their peers and in sharing information pertaining to academics. The motivation to use Facebook has immensely helped in communicating publication in different faculties and as a result, all students to access their Facebook at least twice a day. This has shown a sense of reliability among student because single information sent across many students is received as personal message just like an email. This depicted that the students in Saudi Arabia viewed Facebook as a reliable social media network to socialize with online friends, family members and faculty members. This book were based on various types of information shared and communicated using “positive image. This implies that the students represent themselves via online as they were fair to their online friends.

The motivation to use Facebook social network among student has shown to relate much to socializing with other users. Although the life of students is different in different parts of the world, study found that the difference in geographical location among students in the Western world is strongly related to motivation (ISTAT, 2010). This view was based on universities students’perspective to socialize with peers using social network sites.

In Saudi Arabia, students are also motivated to use Facebook because the information is received as personal. Although different information is posted and shared via online, every user

decides who accesses his profile. Generally, students accept information posted via online as truth and this can have varying effects on the frequency of using the networking sites. Interestingly, impressive feature available on Facebook support interaction across different people using different language. The changes in the features used for communication makes it easier to use Facebook and have expanded its usefulness and dependency as a versatile communication option. However, motivation to use Facebook appears to be very attractive communication feature, fast response to message as well as privacy in dealing with issues that relate to other user. Present findings are based on the perception of university student about Facebook networking sites.

In addressing how students consume Facebook, attention has been drawn to the frequency of use of Facebook for different purpose. In this book showsthat Facebook is consumed by students relates to the average time that users spend on Facebook differs across the users. This book explains the time spent on Facebook by the students as well as online activities pertaining communication, features of Facebook and its acceptance to be used as a media channel to information access. Various ranges of time were exhausted from a quarter of an hour to four hours daily. The Internet-based technologies such as Facebook social network site provided an unprecedented opportunity for social relatedness and connectedness. Online networking games support longer term relationships between players, including Web forums, guild chat channels, and voice over Internet protocol communication (Przybylski et al., 2010). The structures of virtual spaces much like the structures of physical spaces (Papacharissi, 2009) consumes student time. The social networking site utilizes the social dimension of online environments to promote interaction among users that is primarily founded upon norms of everyday interaction adapted to the online setting (Angeli, 2009; Papacharissi, 2009). The previous studies showed that people are increasingly using the online social networks as a means of social interaction and social integration in ways that complement or further their offline sociality (Boyd & Ellison, 2007; Marshall et al., 2008; Subrahmanyam et al., 2008; Tufekci, 2008).

The condition requiring the students to used Facebook was explained. Findings have shown that while most students use social networking site to learn, other uses it to socialize and other for publication faculty information. Study have shown that users of social networking site are prompted to engage in socializing with others by considering specific needs that can be fulfilled using a more cheaper communication alternative such as Facebook. Facebook is mostly used on the ground that it provides a reliable services using simple features that are easy to learn and has many communication options. Psychologically, using the networking site reduces academic stress and enables students to encourage each other by supplying answers to their respective situations. This controls situation that can be detrimental to achieving their academic goal. Students have access to a broadband Internet access in university spaces and all faculties' services and communications are furnished online. Students get used to search online all university matters. They confirmed that they visit the official website of the university and look for news, examination materials and work essays of other university and related activities. This not only serves as a guide but also as a template in providing information to address their academic need.

The importance of Facebook to students extends to providing them a learning alternative and access to website that are absolutely necessary for university activities. However, the

students feel that social network site have grown to become part of their everyday life. In addition to communicating and discussing academic activity as to private life, students always contact their friends through Facebook. Communicating using Facebook is interesting and implies their preference for synchronous online communication instead of mobile-phone text-messaging or calls. This preference is surely related the relatively high cost of mobile services in Saudi Arabia.

Consumption of audiovisual material such as movies, television series, cartoon, videos through downloading via Facebook is particularly representative of the current integration between new features of media system. Therefore this matter was considered worthy to be deeply investigated to reveal the life experiences of the university students.

The experiences of the students from Facebook psychologically have help in developing their everyday life especially in interacting with unknown people. The main psychological intention when the university students in Saudi Arabia hook themselves on Facebook explained that the psychological effect on students was positive. The present book have shown that the overlapped social interaction distinctively reflected the psychological intention of university student when they hook up with other online member was to socialized via Facebook to share knowledge and information with friends, communicate with relatives and discuss issues regarding school events and activity. This was based on the attitude of the student when communicating with their faculty members and their attitude towards images and information posted on their Facebook wall. The sociological impact in socializing and sharing information via online was “positive”. The media medium was used to disseminate information, read articles and to share interesting social knowledge with online friends. Among the information shared include religious situation, academic articles, and football news and project topics.

Experience with Facebook

Motivation to use Facebook Consumption	
Communicate with faculty members	The university students in Saudi Arabia are motivated to use Facebook to communicate with their friends, get information from their respective faculties and this contribute in helping them improve their interaction with others and in relating face-to-face.
Dependable social network	Facebook is considered dependable and is mainly used to contact parents and friends.
Alternative learning option	The use of Facebook has been extensively broadened beyond social communication and is being used as a convenient learning platform because it is accessible and improves learning through one-on-one interaction.
Easy to use	University student finds it easy to use Facebook for various purposes
Information sharing	As Facebook is widely used for communication and accepted in the institutions of higher learning in Saudi Arabia, it has been found to be a convenient platform to share sports news, access information of online friends and empowers users by extending their knowledge.

Psychological experience from Facebook	
Psychological health	The psychological impact of using Facebook for various purposes has mainly being through reading post and this affect student's concentration in their studies because they feel hurt. Although Facebook enables the students to reach their friends, they tend to ignore most users action so as not to be deceived, sad or being discouraged. Facebook site supports learning through its social connectedness and students use it to interact and love each other by sharing their experience for social wellbeing.
Sociological experience from Facebook	
Communicate with faculty members	As Facebook has been found to support learning in Saudi Arabia, students communicate with each other and get information from their faculty pertaining to their study.
Interaction among university students	The use of Facebook has improved students relationship and social ties.
To be able to post images	Facebook supports posting of images and information among students
Be able to performs sociable functions	Facebook usage among the university students enables them to engage in social activities and invite other users to participate in school programs.
Online threat	The students a concern about online threat leading to loss of information and the use of their personal details for online theft
Influences from Facebook Activities	
Explores possibilities	Facebook provide access to other online users to search information about other users
Increase crime activity	Information about other users can be used for crime activities
Impact on academic performance	The academic performance of Facebook users is affected when they spend excessive time searching for pleasure activities such as playing games.
Sweet relationship	Facebook improves relationship and enables users to share ideas and the develop relationship.
Creates a follow-up,	Facebook is used by the university students in Saudi Arabia to gain more experience with family and friends
Student and teacher relationship,	The relationship of teachers and students becomes better as they interact daily and discuss through Facebook.
Open sharing of information,	complaining about information shared
Moving to mastery	Knowledge shared through Facebook enable students to develop confidence and mastery competence to handle most task.

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APPENDICE A

METHOD ADOPTED TO EXPLORE THE EXPERIENCES OF THE UNIVERSITY STUDENTS FACEBOOK SOCIAL NETWORK

This study focused on registered university students between the ages of 18 and 24 years in King Saud University and King Khaled University in Saudi Arabia. Criteria for inclusion are that the informant must have a Facebook account with a minimum of two years' experience in the social media networking services. Twenty (20 informants) comprising of male students were used to investigate the usage of Facebook and its psychological and sociological consequences for students. The informants were identified as R1 to R20 in the present study. The interview were formulated using the interview protocol questions and was guided by social influence theory, technology acceptance model and uses and gratification theory.

All the transcripts were accepted by the informant and it represents the views they communicated during the in-depth interview. Data were reviewed to ensure proper organization and grouping of theme into corresponding categories for analysis. Data is already saturated at the 20th informants. All the empirical materials gathered during the study demanded for identification codes to explain view and contribution of the informants. The codes were very useful for interpretation and to make meaningful conclusions. The "R" depicted informant and was used in accordance with the number of informants that were analyzed in this thesis and ranges from R1 to R20 constituting the total number of informants that participated in this study.



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