

MOTIVATIONS OF USING FACEBOOK AS SOCIAL NETWORKING SITES AMONG STUDENTS AT SORAN UNIVERSITY

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ABSTRACT

This Study is designed to examine main motivation of using Facebook as social networking sites among students at Soran University, Also it goals to analyse data collected in order to determine the association between gender and spending time in terms of those students using Facebook as a social networking site. Qualitative methodology was used to discover the above purposes. Moreover, 205 students at Soran University as a sample were questioned online. It is vital in this research to emphasize that gender does not have any relationship with using Facebook from the time when the p-value of chi-square test (0.2) is not less than 0.05, hence, the null hypothesis was not rejected, “There is no association between Gender and spending time on using Facebook. Furthermore, The result shows that the majority of students agreed that using Facebook is easy and convenient to communicate with others this factor plays significant role to encourage them to use Facebook. Finally the result shows that 82.0% of students spend 9 to 12 hours on Facebook per day.

Keywords: motivation, Facebook, Students, satisfaction and Chi-Square Test

INTRODUCTION

Recently, the Internet has become very common and used widely among people. In other words, the Internet makes communication faster than ever before between individuals (Dogruer, Menevis and Eyyam, 2011). This progress has been achieved as a result of the technology revolution that has happened over the few past decades (Ferri, Grifoni and Guzzo, 2012). As a result of the technological revolution, social networking websites have appeared. Nowadays, these have become an undeniable phenomenon in the life of individuals and also organizations (Ellison, Steinfield and Lampe, 2007). Social networking sites (SNSs) have a significant impact on relationships among people electronically, and they have been seen as an area for social

interaction among people. Currently, people are spending much more time on social networking sites for different purposes (Dogruer, Menevis and Eyyam, 2011). Social networking websites, particularly Facebook, have been used to join people increasingly over the world and create a universal electronic community among them (Ferri, Grifoni and Guzzo, 2012; Roos et al, 2009). According to Facebook (2012), Facebook is the largest and most accessible social networking site in the world and, in 2012 alone, more than one billion people joined up to it. Facebook as an online social media was established as an American company for online services in Menlo Park, California, and it was originated by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, all of whom were students at Harvard University in the USA. Originally, it was created for some educational reasons between students, but it soon expanded and it has been used commonly by a wider population since 2004 (Facebook, 2012). It has been joined widely and successfully among university students (Ellison, Steinfield and Lampe, 2007).

THE RESEARCH PROBLEM AND QUESTIONS

Using Facebook among students has become a part of their daily life. It is used widely for communication between them such as: chatting, video chat, sharing photos, and using it for personal information than academic communications by students. Furthermore, Facebook is increasingly being used by people, and particularly among university and college students. Such as, it has become an essential area for academic research to know the impact on students of using Facebook, as well as to identify the motivations of using Facebook among them. Therefore, this research is designed to explore the motivations of using Facebook among students at Soran University. This research intentions to discover answers to the following questions

- What are the motivations for using Facebook among students?
- Which motivation for using Facebook has more impact on them?
- How does being male or female impact on using Facebook?
- How many hours do they spend on Facebook per day?.

OBJECTIVE OF THE STUDY

This research is designed to understand and identify the motivations of using Facebook among students at Soran University. Moreover, it aims to analyse data gathered in order to discover the relationship between gender and spending time in terms of those students using Facebook as a social networking site.

LITERATURE REVIEW

Today is known as the ‘information age’, and online communication is a new phenomenon in this time. Day by day, more and more people turn to social networking sites, such as Facebook, Twitter, YouTube and so on. At the present time, more than one billion individuals have an account on Facebook and they communicate through online means (Ellison, Steinfield and Lampe, 2007). This social networking site is free to access. It is thought that using the Facebook has reached its peak. People are joining it to know what goes on in the world and to share and update photos, and also to make communication with each other around the world (Zuckerberg, 2009). The first aim of creating Facebook was to use among students in the United States by Mark Zuckerberg with the help of some of his college mates. This aim of communication among college students was chosen for several reasons, but it has become very popular during the past few years (Facebook, 2012).

Chang and Liu (2011) have pointed out that most students are becoming users of Facebook just to enjoy and play games. Presenting themselves in a certain way has also become a phenomenon among students; it is a very convenient way to find and make new friends. Additionally, some of them joined it to partake in political participations and to undertake political conflict with other social groups, due to having more freedom as student and due to the ability to anonymise their details (Ellison, Steinfield and Lampe, 2007).

Another motivation for using Facebook by students, pointed out by Yang and Brown (2013), is social adjustment, owing to leaving their home to live in a college environment. They may have too much stress and, to reduce that, Facebook is used to facilitate communication with others. Furthermore, owing to social networking sites, feelings of homesickness loneliness are not now a serious problem for students; they can connect with their families, friends, and other people around the world through Facebook and other similar sites. For example, in a recent study by Cao, Pauleen and Bathurst (2012), a strong relationship was found between using Facebook and having better social adjustment during a stage of culture shock among international students. Through Facebook, they can have a similar social environment abroad which they had in their home country with their family, friends and others.

METHODOLOGY

This study used quantitative Methodology; the online questionnaire was fulfilled to gathering data from the respondents of the study. In this research, the questionnaire was developed and formulated in different ways to achieve the aims of the study. The literature review has contributed significantly towards improving items in the online questionnaire. Several studies were read in terms of using Facebook among students. The vital knowledge that has been

gleaned from these was also used to develop the questionnaire. The researcher spoke to students at Soran University in terms of using Facebook and, as a result, got vital knowledge from them to design the questionnaire form. The early form of the questionnaire was pre-tested on several students who study at the university. They were all students at Soran University. This pre-test assisted the researcher to find any problems on the questionnaire. These allowed the development of the last version of the questionnaire.

In this study, the research population was identified at Soran University. The sample of this research was chosen from the students who are studying at Soran University/ Faculty of Arts. The sample was chosen from the population and finally 205 students were questioned online.

Following the questionnaire was translated into Kurdish language and then turned into English language; the Kurdish type was given to 205 students online through the online questionnaire. Finally, the questionnaire was analyzed and then concluded.

RESULT

Table (1): Frequency distribution of Faculties

Scientific Department		
Departments	Frequency	Percent
English department	24	11.7
Sociology Department	79	38.5
Kurdish Department	6	2.9
Psychology Department	37	18.0
Arabic Department	23	11.2
Geography department	16	7.8
History department	20	9.8
Total	205	100.0

The above table states the sample data that contributed with various faculties. As it can be seen that the highest number goes to sociology department with 79 (38.5%), whereas only 6 students participated from Kurdish department.

Students of sociology department are most likely to use Facebook with 38.5% for different or particular reason, while those from other faculties use much less than that. It is worth mentioning that

Table 2 shows the stages of the students who participated in the questionnaire. As seen that numbers are all close to each other. This tells us that we could cover the stages of students quite equally with percentages 20% to 27.8%.

Table (2): Frequency distribution of Stage

Stages of Studying		
Stages	Frequency	Percent
First	57	27.8
Second	41	20.0
Third	54	26.3
Fourth	53	25.9
Total	205	100.0

Likewise, the gender of the respondents is taking into consideration and it is part of one of the objectives of the study. Table 3 is generated to explore the relationship between Gender and hours of using Facebook. It is important to highlight that gender does not have any association with using Facebook since the p-value of chi-square test (0.2) is not less than 0.05 given in Table 4. We cannot reject the null hypothesis “There is no association between Gender and spending time on using Facebook. Therefore, we can conclude that both male and female do spend their time on Facebook with zero discrimination among them.

Table (3): Cross-tabulation between Gender and spending times on Facebook

		Gender		Total
		Female	Male	
Less than 1 hour	Count	15	11	26
	%	7.3%	5.4%	12.7%
from 1 to 3 hours	Count	24	42	66
	%	11.7%	20.5%	32.2%
More than 3 to 6 hours	Count	26	29	55
	%	12.7%	14.1%	26.8%
More than 6 to 9 hours	Count	7	14	21
	%	3.4%	6.8%	10.2%
More than 9 to 12 hours	Count	11	7	18
	%	5.4%	3.4%	8.8%
More than 12 hours	Count	7	12	19

	%	3.4%	5.9%	9.3%
Total	Count	90	115	205
	%	43.9%	56.1%	100.0%

Table (4): Chi-Square Test Result

Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.286	5	0.2
Likelihood Ratio	7.303	5	0.199
Linear-by-Linear Association	0.047	1	0.829
N of Valid Cases	205		

Moreover, finding the most affected factors on using Facebook is not as it sounds. In this study we asked 15 relevant questions to the respondents and the answers were (Yes, No and partially). The below figure shows the result collected from the survey and it seems q8 related to (I'm using Facebook because it is easy and convenient to communicate with other people) has the highest load to answer Yes with percentage more than 60%. This means that the majority of students agreed that this factor plays important role to encourage them to use Facebook. In addition, variable q5, q9 and q10 also have quite reasonable load to answer Yes with around 50% which they all related to communication. Consequently, it can be evidence that communication factor is considerable as a main factor which push students to use Facebook (see table 6).

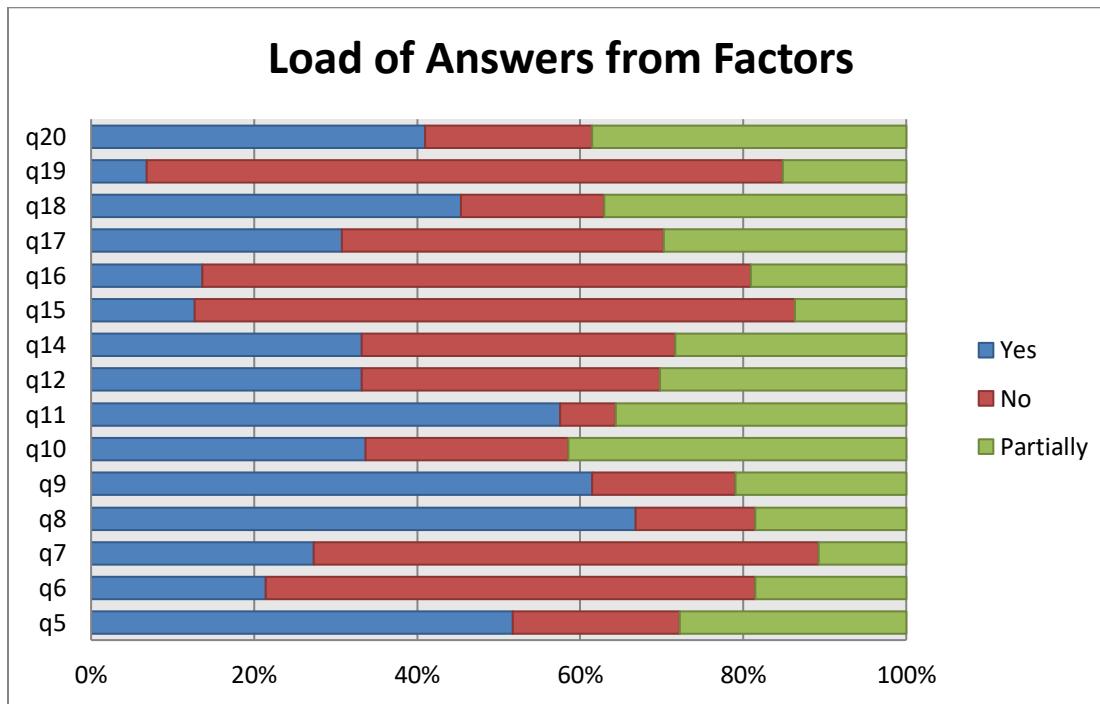


Figure 1: Explore of answers for the questions

Another important point to show how the students are combined with using Facebook is to know how many hours they spend on this social website daily. The following table presents that 32.2% of the participants spend 1 to 3 hours of their time on Facebook which is quite appropriate since they are students. However, if we look at the result further, we can see that 82.0% of them spend 9 to 12 hours.

Table (5): Frequency distribution of spending time on using Facebook

	Frequency	Percent	Cumulative Percent
Less than 1 hour	26	12.7%	12.7%
from 1 to 3 hours	66	32.2%	44.9%
More than 3 to 6 hours	55	26.8%	71.7%
More than 6 to 9 hours	21	10.2%	82.0%
More than 9 to 12 hours	18	8.8%	90.7%
More than 12 hours	19	9.3%	100.0%
Total	205	100.0	

Table (6): factors of using Facebook among students

Question No		Yes	No	Partially
Q5	I'm using Facebook in order to communicate with my family members			
Q6	I'm using Facebook in order to do political activities			
Q7	I'm using the account with a fake name and profile picture on Facebook			
Q8	I'm using Facebook because it is easy and convenient to communicate with other people			
Q9	I'm using Facebook because it can make me studying more collaborative and efficient at university			
Q10	I'm using Facebook in order to do video chat with others			
Q11	I'm using Facebook in order to gain information freely			
Q12	I'm using Facebook in order to learn other languages			
Q13	I'm using Facebook in order to find new friends			
Q14	I'm using Facebook in order to do sexual chatting			
Q15	I'm using Facebook to play games			
Q16	I'm using Facebook in order to waste my time on Facebook			
Q17	I'm using Facebook in order to increase my scientific level			
Q18	I'm using Facebook for finding my future partner			
Q19	I'm using Facebook in order to share my lovely moment by posting videos and pictures			
Q20	I'm using Facebook in order to communicate with my friends			

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