CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

In sociology, socialization is the process of internalizing norms, values and ideologies of society. Socialization encompasses both learning and teaching, and is thus "the means by which social and cultural continuity are attained". Socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs, and actions of adults as well as of children.

The socialization now, is different, than it were decades before. It has acquired a digital dimension, and is armored with information communication and advancing technologies, all adding up the numerous ways a human could socialize and communicate. The morning jogs, the evening walk, the playground, the art gallery, the balcony, the park, are not the only places to socialize. The physical presence is no more a prerequisite for socialization. The invention of internet and thereafter the emergence of social networking sites have had a huge influence on the lives of people. Socialization by the virtue of newer surfacing mediums has given the human an altogether different trajectory; the trajectory of virtual socialization. Socialization through the walls of so called social networking sites; namely facebook, twitter, orkut, sagoon, weibo have realized a vivid platform one could only imagine years ago. People of every age group thus seem to involve reaping the fruits of online social networking. The boundaries of socialization therefore have grown heaps and bounds and the younger generation is equally engaged as much as others. (Benett& Roberts, 2014)

In Nepalese contex, previously there were a system of higher secondary level of class 11 and 12 as 10 +2 or 0 +2, also known as +2 level.After new provision made by the 8th amendment of Education Act-2028, secondary level of school system consist of Class 9 to 12. In spite of this fact, there is still an understanding of higher secondary level of class 11 and 12. The range of age of higher secondary level students is considerd very crucial for their future.

Christian (2015) figures out that with over a billion users, facebook is changing the social life of our species. Facebook is no longer simply an internet company; it has grown to encompass the internet itself. The social network and its various subsidiaries now have direct influence over almost half of all internet traffic, with its core service alone catering to more than two billion users worldwide. Cultural commentators ponder the effects. They are constantly questioning whether it is bringing us together or tearing us apart.

Custherberston (2017) reveals the high level of emotion that facebook instills in its users keep them engaged. Making a choice to move away from facebook is a lot different that changing your brand of breakfast. The emotional switching costs are enormous.

The relationships the social obsessed build are all too often opaque. We are becoming increasingly unsocial in this social world, living a parallel social life on the internet which does not exist. On the surface facebook provides an invaluable resource for filling variety of emotional needs by allowing people to connect rather than enhance wellbeing, however, the excessive use of facebook may undermine all of it.

There is no doubt that social media as facebook can be very helpful for work and staying in contact with loved ones who live all over the world but it can be the reason of disconnectivity; the connected disconnectivity. The reason we being so busy taking photos and uploading them of our amazing holiday meals and experiences for everyone else to see, that we are actually missing the moment ourselves.

Higher secondary level students of today, is more hit by the digitalized trend of such a mode of communication; emoticons have replaced the human emotions, facebook emerging as the newer face of the adolescence and youth. As a result social relations are believed marred. Evaluating the amount of research that surrounds the usage of facebook in the social frame, it is important to determine whether or not facebook has led to any impact on the social behavior of secondary level, specially, class 11 and 12 students social behaviour.

1.2 STATEMENT OF THE PROBLEM

Social networking site facebook mediate a significant portion of teenage life. Youths use facebook to keep in touch with friends, mediate romantic relationships, organize into social groups, support each other and develop their own identities. (Ito.M., Baumer, S., Bittani, M. Boyd, d., Cody, R., & Herr-Stephenson, B. 2009).

An appreciative number of researches have been carried out in the subject of facebook focusing primarily on its consumption. There remain many other issues that need an in-depth exploration, one such being the impact on the students social behaviour as an outcome of the involvement in the facebook. An increasing number of students have joined facebook and are actively using them especially when socializing with peers. Students are spending a lot of time in the cyber cafés and on their mobile phones that are internet enabled, accessing the facebook. Boyd [18] reported that teenagers and students embraced social media so as to interact with peers, for information sharing, reformulate their personalities there by getting their social lives off the ground. They spend hours chatting with friends, improving their profiles and going through profiles of their friends. However, the impact that it has had on higher secondary level students is less studied in the context of Nepal. The thesis embarked on shedding some light on class 11 and 12 students social behavior and offline relations that affect as a result of facebook. More specially the research has addressed the following research question:

➢ What is the use of facebook among secondary level students of class 11 and 12 ?
➢ Has facebook played a vital role on change in social behaviour among secondary level students ?
➢ Has facebook built good moral social behavior among the teenagersor polluted it ?

1.3 OBJECTIVES OF THE STUDY

This thesis in particular targeted the relationship between facebook andsocial behavior of secondary level students. There has not been any such study done in context of Nepal specially focused on higher secondary level studeuntil now, and thus

its findings are relevant to teachers, students and all the stakeholders. The result of this study can make the students aware of how facebook influence their interpersonal relations. It can help teachers by suggesting some ways in order for them to relate with students social activities especially with regard of using social networking sites as well. In line with this, teachers who are also regarded as the next parents of the students can use the inputs to counter the problem effectively. Parents can be helped to understand their children's purpose of using SNS such as facebook and for them to be aware of the adversities of facebook on their lives. Finally, this study might help further research on the influence of facebook.

The objectives of the study are listed as follows:

I. Determine the use of facebook among secondary level (class 11 & 12) students.
II. Explore the impact of facebook on change in social behaviour of class 11 & 12 students.

1.4 SIGNIFICANCE OF THE STUDY

Due to the incredible growth of facebook and the high usage rates among young students, it will important to explore the implications of this networking site. As Postman (1998) stated the onset of a new medium is not an isolated incident, but rather it impacts all other forms of communication. There has been much debate over the richness of computer mediated communication (CMC) versus face to face communication (Thurlow, Lengel&Tomic 2004). Others argue that given sufficient time in the medium, CMC can eventually be as rich and rewarding as face to face communication (Thurlow, Lengel&Tonic 2004, Mesh&Talmud2007). Subrahmanyam and Greenfield(2008) discussed the use of CMC and its impact on offline relationships stating that, "the characteristics of electronic communication intrinsically change social relation."(p.136). The significance of the study is as follows :

➢ The impact of Facebook on higher secondary level students social behaviour of Bharatpur Metropolitan City has been not studied yet.

- The information derived from this study will be useful for making plans and programmes for the betterment of future generation.
- The information derived from this study will be useful for further study of +2 level students in the study site.
- The findings of the study will be useful to understand the digital relationship, digital literacy and acquiring virtual knowledge.

1.5 ORGANIZATION OF THE STUDY

The over all study has been classified into three main categories named introductory framework, Analytical framework and Suggestive framework. The introductory framework consist of three chapter viz. 'Introduction', 'Review of Literature' and Research Methodology'. In the second part, data were analyzed and presented the fact named 'Data Presentation and Analysis' while third part is 'Summary, Conclusion and Recommendation'. The titles of each chapters are as follows :

Chapter I : Introduction

First chapter 'Introduction' consists of background of the study, statements of problem, objective of the study, significance of the study and organization of the study.

Chapter II : Review of Literature

Second chapter is Review of literature, which consists of theoritical aspects, evolution of internet, social networking sites, an overview of facebook, social media, social behaviour, technology and the +2 level students and review of facebook and social behaviour.

Chapter III : Reseacch Methodology

Third chapter of the study is research methodology. This chapter consists of research design, rational for site selection nature, source and sampling of data,tools and techniques of data collection,research instruments and data analysis and limitation of the study.

Chapter IV : Data Presentation and Analysis

Primary data were presented, tabulated and analyzed in this chapter. Mainly, facebook usages pattern and its impact on social behaviour of secondary level students of class 11 and 12 were the subject matter of the analysis.

Chapter V : Summary and Conclusion

It is the last chapter of the study, which consists of summary, conclusion and recommendations.

References and appendices were also included at the end of this research study.

CHAPTER TWO

LITERATURE REVIEW

A literature review provides a thorough overview of the topic by giving reader a guided overview of major findings and current gaps in what we know so far about the topic. It is a critical summary of what the scientific literature says about the specific topic or question.

2.1 CONCEPTUAL REVIEW

2.1.1 EVOLUTION OF INTERNET

Human race has now more means of communication than ever before. Communication is the ultimate tool of socialization. Effective communication serves to inform, motivate, establish authority, control and allow for emotive expression. It also forms the social cohesion. However, the rise of communication owes a debt to the invention of internet.

Internet was previously known as ARPANET. The history of the Internet begins with the development of electronic computers in the 1950s. Initial concepts of packet networking originated in several computer science laboratories in the United States, United Kingdom, and France. The US Department of Defense awarded contracts as early as the 1960s for packet network systems, including the development of the ARPANET. The first message was sent over the ARPANET from computer science Professor Leonard Kleinrock's laboratory at University of California, Los Angeles (UCLA) to the second network node at Stanford Research Institute (SRI). Computers were added quickly to the ARPANET during the following years, and work proceeded on completing a functionally complete Host-to-Host protocol and other network software. In December 1970 the Network Working Group (NWG) working under S. Crocker finished the initial ARPANET Host-to-Host protocol, called the Network Control Protocol (NCP). As the ARPANET sites

completed implementing NCP during the period 1971-1972, the network users finally could begin to develop applications (internetsociety.org). The original ARPANET then grew into the Internet. Internet was based on the idea that there would be multiple independent networks of rather arbitrary design, beginning with the ARPANET as the pioneering packet switching network, but soon to include packet satellite networks, ground-based packet radio networks and other networks. The Internet as we now know it embodies a key underlying technical idea, namely that of open architecture networking (Featherly)

Invention of internet would soon in the following years, provide a platform for the social networking sites to emerge. However the popularity and participation was limited because during the 70's and 80's computers were a far rarer commodity. Machine languages were bewildering and their potential seemingly limited. Yet it all started with BBS (Bulletin Board System), online meeting place that allowed users to communicate with a central system where they could download files or games (many times including pirated software) and post messages to other users. Then came AOL, a true precursor to today's social networking sites.

AOL was the internet before the internet and its members created communities were arguably the service's most fascinating forward thinking feature. It originally provided a dial-up service to millions of Americans, as well as providing a web portal, e-mail, instant messaging and later a web browser following its purchase of Netscape. At the height of its popularity, it purchased the media conglomerate Time Warner in the largest merger in U.S. history (Featherly). AOL rapidly declined thereafter, partly due to the decline of dial-up to broadband. By the mid 1990's Yahoo came into existence and Amazon had just begun selling books; the race to get a personal computer in every household was on. By year 1995, the site that may have been to fulfill the modern definition of social networking was born.

In 2002, social networking hit really its stride with the launch of Friendster. Friendster used a degree of separation(digitaltrends.com) concept similar to that of the now-defunct SixDegrees.com, refined it into a routine dubbed the "Circle of Friends," and promoted the idea that a rich online community can exist only between people who truly have

common bonds. And it ensured there were plenty of ways to discover those bonds.Within a year after its launch, friendster boasted more than three million registered users and a ton of investment interest. Unfortunately, the service has since seen more than its fair share of technical difficulties, questionable management decisions, and a resulting drop in its North American fortunes. Although briefly enjoying success in Indonesia and in the Philippines, Friendster has since abandoned social networking and now exists solely as an online gaming site.

Year 2003 saw the launch of Linkedin. LinkedIn (digitaltrends.com) took a decidedly more serious, sober approach to the social networking phenomenon. Rather than being a mere playground for former classmates, teenagers, and cyberspace Don Juans, LinkedIn was, and still is, a networking resource for business people who want to connect with other professionals. In fact, LinkedIn contacts are referred to as "connections." Today, LinkedIn boasts more than 297 million members. Myspace was also launched the same year as LinkedIn but didn't enjoy the same success. The defeat of few other social networking sites laid an easy foundation for the sites like facebook and twitter to take over the scene in 2004 and 2006 respectively. Thereafter, it is history, as these two networking sites are boss for a reason. The user led approach with innovative features and smart moves combined with open API has made facebook the giant of the social networking sites. The other key to success is pinned to Facebook's ubiquitous 'Like' button, which broke free from the bounds of the site and began appearing all over the Internet. Unprecedented growth of these two sites means the social media is here to stay for a long time and lot more improvements are on the way. The talk whether social network and social media should be used interchangeably is a tough call. Though the trend is that the words are used interchangeably but they differ in dimension.

2.1.2 SOCIAL NETWORKING SITES

A social network is a description of the social structure between actors, mostly individuals or organizations. It indicates the ways in which they are connected through various social familiarities ranging from casual acquaintance to close circle of peer group. Fundamentally, SNS's are online worlds which facilitate the creation of personal

profiles capable of connecting people with other users (Lenhart & Madden 2007a; Boyd & Ellison 2008).

Social networking sites have gained astounding growth and popularity in recent times and facebook is one such example. Although with time, people from all generations have come to embrace the changes social network has brought about; teenagers and young adolescents are the most fanatic users of these sites.

Information sharing as a result of SNS has become much easier than it was in the past. People are now more actively participating over social media sites. SNS have become a great forum for discussing mutual topics of interest and perhaps even meeting or renewing acquaintances.

Our time is being stretched thinner and thinner by work and family commitments. Social networking sites such as facebook offer us a chance to communicate in a speedy and efficient manner. It's entirely possible to have hundreds of friends on facebook. They may not be friends you know on a personal level and spend time within the real world on a weekly basis. But they are friends nonetheless. (Parrack, D. 2017)

Social networking sites are here to stay. They have been popular since the year 2002 and have attracted and fascinated tens of millions of internet users. (Boyd & Ellison, 2007). There are over 1.86 billion monthly active facebook users (Facebook MAUs Data 30 Dec 2016) as facebook enjoys the tag of the most popular networking sites across the world. In Nepal alone, there are around 5-6 million monthly active users (KC,Arjan. 2016).

As the adoption rate of social networking sites has increased many folds; features of these sites have also surged to cater to the vast influx of users. Adolescence and Youth in general, are in focus and will always remain so, longing to the fact that these group of people are more active participants. Scholars find that certain SNSs, Facebook in particular are deeply embedded in everyday life, weaving through online and offline experience (Ellison, Steinfield and Lampe 2011, Debatin et al.2009, Tufecki 2008, Dwyer Hultz and Passerini 2007).

Strickland (2012) about social networking sites states "One of the cool things about social networking sites is that you start to see connections between friends you didn't realize knew each other. You may discover that the friends you have in different circles are also friends with one another. Your own social network can grow and you might get invited to many more parties."

Susan Greenfield a prominent Brain Scientist from UK has said that an obsession with social networking sites such as Facebook may be changing the way people's minds work. He believes constant computer and internet use may be 'rewiring the brain'.

Dalton Conley (2011) states that students and people who are heavily involved in social media have "continuous partial attention" meaning, their ability to pay attention to one person or thing is nearly impossible; they will always be doing something else.

Social networking site mainly facebook has held an addiction to the youth wherein they find it difficult to concentrate on their work and behavior, and prefer logging in and out and often jumping across sites. Some have derived benefit out of these sites whereas some have been psychologically challenged by the use of these sites. (Khurana, N. 2015) As a feature of the digital media landscape (Benett &Roberts.2014) situated at the centre of young people's engagement with different digital devices, the internet and social networking sites continue to have a profound effect. Through its intersection with the everyday practices of students, facebook has brought new dimensions to what has conventionally been referred to as youth students culture; youth socialization being one of them.

Tynes, (2009) has confirmed that parents are very much worried because of their kids' habitual use of social media sites which make them to abandon their academic activities and resulting in poor social skills. Even universities and the society at large are getting worried, notwithstanding that there are strict rules established by various school and campus authorities on the use of these technological gadgets.

The paper has centered its focus on the effect of facebook on social behavior and tried to unearth the impact on their social lives.

2.1.3 AN OVERVIEW OF FACEBOOK

Facebook is a social networking service launched as FaceMash in July 2003, but later changing to theFacebook on February 4, 2004. It was founded by Mark Zukerberg with his college roommate and fellow Harvard University student Eduardo Saverin. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and gradually most universities in the United States and Canada, corporations, and by September 2006, to everyone with a valid email address along with an age requirement of being 13 and older.

Facebook is currently the biggest social networking site on earth. Millions of people daily throng in digitally to socially connect with others. Facebook's mission is to give people the power to share and make the world more open and connected. As like most of other social-networking sites, Facebook is a single page application (SPA); offers a well organized web page where users can store their personal information and make connections with different users. The disclosure of friends list ; not only each user view other's personal profile but also their whole networks, allows users to traverse from friends profile to anywhere, so that individuals social network grows rapidly across the world.(Walther et.al,2008)

Facebook continues to dominate among youth students. Students of today is more techno savvy and the rapid adoption of facebook is one proof of that. 7out of 10 teens use social networking site facebook (Grohol M.,John. 2010) and while they continue to embrace social networking, they seem to be abandoning their use of blogs. The company's effort behind the scenes are praise worthy and the evolution of facebook to woo the youth means there is some serious network of staff handling the operation.

2.1.4SOCIAL MEDIA

Social media is for social interaction. It is the use of web based media and mobile technologies to turn communication into interactive dialogue. The term social media is broad and it covers a range of websites. There are basically six kinds of social media i.e social networks, blogs, wikis, podcasts, forum, content communities and micro blogging (Grahl). Social media are relatively newer forms of media, which allows its user to be more interactive with the content, as well as use technologies(both mobile and web based) to create an interactive platforrm where individuals and communities share co-create and modify user generated content (kietzman, Hermkens, McCarthy & Silvestre,2011). During the past decade, it has become far more interactive. Some important aspects of social media are presence, sharing, conversations, groups, reputation, relationship, and most importantly identity (kietzman et.al 2011).

The impact of digital media has increasingly been felt among different parts of society in both the developed and progressively in the developing world. Not surprisingly perhaps, young people have been fast to acquire digital media devices and incorporate them into their everyday lives. Such early adoption follows a pattern that has been evident since the 1950's whereby youth are typically seen to be at ease with and adapt quickly to emerging forms of technology (Bausinger 1984, Reiner 1995).

Social media has greatly affected the way today's students and youth student spend their leisure time. The rise of facebook has more and more people logging in everyday just to interact and share information with friends and followers. Unfortunately, students who spend a lot of time on social media are at higher risk. (McGillivray, N. 2012)

According to Maps (2016), social media is an extension of what goes on in the real world. It enables young people to develop friendships and connect in ways like never before. Unlike adults, many adolescents see no difference in between their online and offline worlds.

Ramasubbu (2017) points out that the influence of social media on adolescents and youth is of particular importance, not only because this particular group is developmentally vulnerable but also because they are among the heaviest users of social networking.

While social networking undoubtedly plays a vital role in broadening social connections and learning technical skills, its risks cannot be overlooked. The lack of difficulty in self-regulation and susceptibility to peer pressure makes adolescents vulnerable to such evils as facebook depression, sexting and cyberbullying.

Social networking sites which comes under the social media types, have long flourished in the age of internet. Today's students are more engaged in these networking frames and the availability of these digital props mean the studentsare more into the conversational settings that are not face to face. The social relation evolving as an outcome of the facebook use has taken a perplexed dimension since the real person to person communication has evaporated to a certain degree. Facebook in general, has dominated the youth's online culture. Interpersonal relations among youth have changed meanings. Further the affordable smart-phones and cheaper access to the internet has had students spending their portion of time on facebook. The study focused on the implication brought about by the use of facebook on social behavior of students of class 11 & 12.

2.1.5 SOCIAL BEHAVIOUR

Social behavior is the behaviour among two or more organisms within the same species, and encompasses any behavior in which one member affects the other. This is due to an interacting among those members. Social behavior can be seen as similar to an exchange of goods, with the expectation that when you give, you will receive the same. This behavior can be effected by both the qualities of the individual and the environmental (situational) factors. Therefore, social behavior arises as a result of an interaction between the two - the organism and its environment. Social behavior serves many purposes and is exhibited by an extraordinary wide variety of animals, including invertebrates, fish, birds, and mammals. Thus, social behavior is not only displayed by animals possessing well-developed brains and nervous systems.

In regards to humans, social behavior is defined as interactions among individuals that are usually beneficial to one or more of the individuals. social behavior can be determined by both the individual characteristics of the person, and the situation they are

in. It is believed that social behavior evolved because it was beneficial to those who engaged in it, which means that these individuals were more likely to survive and reproduce. encyclopedia.com(2019)

A major aspect of social behavior is communication, which is the basis for survival and reproduction. Social behavior is said to be determined by two different processes, that can either work together or oppose one another. The dual-systems model of reflective and impulsive determinants of social behavior came out of the realization that behavior cannot just be determined by one single factor. Instead, behavior can arise by those consciously behaving (where there is an awareness and intent), or by pure impulse. These factors that determine behavior can work in different situations and moments, and can even oppose one another. While at times one can behave with a specific goal in mind, other times they can behave without rational control, and driven by impulse instead.

Khurana (2015) sheds some light on it as he says, "It has become an evident and usual sight to face individual being insensitive to chat in worshipping places, homes when relatives and guests are around, highways, schools, colleges and social gatherings wherein they are so pre-occupied and engrossed into their phones that they do not often bother to look up as to where they are, which results in their inability to prioritize as to what is important and what isn't. Attention has thus been shifted from real to virtual world and visible to invisible friends".

The different types of social behavior include emotional behavior, violent behavior or aggressive behavior, prosocial and group action behavior. Social behavior consists of conduct and actions exhibited by individuals within society. People's social behaviors normally correspond with acceptable actions within an individual's peer group, while most individuals strive to avoid behavior society deems unacceptable. www.reference.com(2019). Emotional behavior is a form of social behavior that causes individuals to behave emotionally within groups and individually. This type of behavior expresses emotions such as excitement, fear, joy, anger, anxiety and sorrow.Violent and aggressive behavior commonly happens in crowds or groups. This occurs when certain individuals within a group act violently or aggressively, and others copy the behavior. The pressure to conform to the actions of the group normalizes the behavior. Prosocial

behavior is a social behavior that is viewed as altruistic. This type of behavior consists in helping others through selfless actions. For instance, prosocial behavior occurs when an individual helps another without expecting an action in return.Group action is a social behavior that occurs when people gather in large groups and attempt to change a particular aspect of society. Group action has a particular purpose, which influences behaviors both negatively and positively.

2.2 THEORETICAL REVIEW

The theoretical review of socio-behavioral changes include, but not limited to Theory of planned behavior, Theories of reasoned action, Social cognitive theory, Trans- theoretical model.However the most suitable theory that can be used for the study of the current topic are Uses and Gratification theory and Social cognitive theory.

2.2.1 USES AND GRATIFICATION THEORY

Uses and gratification theory is an approach to understand why and how people actively seek out specific media. This research seeks to find the impact of social networking sites especially Facebook on student's social behavior and social relation. The theory will be useful because it will help to understand why students spend hours on SNSs, what gratification do they seek and whether that gratification is obtained. The theory helps to understand what effects a gratification obtained have on the user of the media. Park et al. (2009) found the major uses and gratification factors of SNS users to be: socializing, entertainment, self-status seeking, and information LaRose and Eastin (2004) found similar factors like the need for information-seeking, entertainment, and social needs to be the most prevalent.

2.2.2 SOCIAL COGNITIVE THEORY

According to the social learning theory, which is also known as the social cognitive theory, behavioral change is determined by environmental, personal, and behavioral elements. Each factor affects each of the others. For example, in congruence with the principles of self-efficacy, an individual's thoughts affect their behavior and an

individual's characteristics elicit certain responses from the social environment. Likewise, an individual's environment affects the development of personal characteristics as well as the person's behavior, and an individual's behavior may change their environment as well as the way the individual thinks or feels (Bandura, A). Social learning theory focuses on the reciprocal interactions between these factors, which are hypothesized to determine behavioral change. The only difference here, being the digital platform working as social environment for the study. This theory very much helped for the study of social behavior of the students and youth.

2.3 EMPIRICAL REVIEW

2.3.1 FACEBOOK USES PATTERN AND THE +2 LEVEL STUDENTS

Technology is the changing way the people interact and communicate each other. New technologies are providing more ways to communicate with others and especially among the +2 level students. Advancement in information and communication is playing a significant part on the lives of the people in all spheres more particularly in social frames. Technology is shaping the SNS as social networking sites seem to have taken some attention of the adults and even of the students.

According to Dr. Larry Rosen (2011), ... our kids are getting sort of screwed up when they spend too much time on Facebook. (A psychology professor at California State University, makes it official what some parents already suspected.)

According to Kathryan Hatter (2017),Facebook can serve as a convenient method of maintaining contact and connections with family and friends. Because teenagers often find Facebook entertaining and enticing, it's common for them to spend a significant amount of time interacting with others via Facebook. Teenagers may experience some social effects from using Facebook frequently.

According to Charlene Li et al (2007) students activity on social networking sites focuses on communicating with each other. The most popular activities done by students and

users on social networking sites revolve around looking at profiles of one another, searching for someone here and there, updating one's own profile, and eavesdropping.

According to Ellison, et al., 2007; Valenzuela, et al., 2007 SNSs assist young people in developing better relationships, or social capital, with their network. Youth use SNSs in various ways; they disclose personal information about their identities and tastes on their profiles (Livingstone, 2008). Youth also add or reject friend requests from their peers, navigating the complicated web of friendship practices (Ito et al., 2009).The interactions and feedback that one's network provides in facebook through wall posts and comments show how complex social identity and peer influence processes occur in these online communities (Subrahmanyam, Reich,Waechter, & Espinoza, 2008; Walther et al., 2008, 2009). Consequently, Social media tools may also facilitate negative and dangerous interactions for young people such as breaches of privacy and cyber bullying (Palfrey, et al., 2009). Using the theory of Erikson (1953) Shahzad in his report on the impact of social networking sites on students defends the student in this case a teenager usage of SNSs only for interaction and not for academic purposes by arguing that at this stage the youth has a conflict of identity and the SNSs provide him with a virtual life and friends which cannot let him (college youth) to be bored even for single moment.

Although some researchers argue that these technologies are just a new medium for youths to use and that their patterns of relationships and quality of communication remain the same as with other forms of communication, since they treat the online environment as just another place to interact with already existing friends (Lee & Sun, 2009), questions are still arising on the impact of these new technologies on the traditional modes of communication.

Ito et al (2009) says that they hang out in the internet as they used to in the shopping malls, to gossip, share and support each other. Nothing has changed, just the venue. Therefore the SNS such as facebook have only helped the students link up with their friends from far and this has made the hanging out more fun.

According to Mary Meeker, an influential Internet analyst, mobile Internet and social media are the fastest-growing areas of the technology industry worldwide, and she

predicts that mobile Internet use will soon overtake fixed Internet use. Meeker attributes social networking's success to the fact that most people own mobile phones and that a mobile phone is a "unified communications and a multimedia creation tool/repository in your pocket."

Kaya & Bicen (2016) have asserted that students reflect their mood on social media which can arise from their own social lives and issues within their fraternity. As Social media is also an important platform for driving social issues, such as racial issues, to greater national and international attention, it is also a setup for the youth to let know of their frustrations.

Researchers have found that teenagers find creative ways to gain access to new technologies, participate in various online communities that help them learn new skills, and delve into deep learning on topics that are personally interesting to them (Ito, et al., 2010). Teenagers also utilize social network sites to provide social support to peers, share creative work, and network with others (Greenhow and Robelia, 2009). Participating in communities such as Facebook or MySpace provide new venues through which individuals learn these new media skills. Systematic differences in access to these online communities may thus reflect opportunities, or lack thereof, for particular youth populations to cultivate these literacy skills.

In light of the foregoing discussions on the rapid adoption of the use of SNS's(facebook now) (Wire 2010) raises important questions about the social implications of their usage. However, people can use SNSs in several different ways including accessing information, debating, socializing, or for entertainment (Valenzuela, Park & Kee, 2009). Hence, the usage of such sites differs from person to person, and dissimilar patterns of usage might have different social implications (Brandtzaeg & Heim, 2011).

Technological forces like those of evolutions are strong forces that have shaken up everything, especially the internet in all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet (Ahmed and Qazi 2011).

Discussions about youths today have differed considerably on the role that technology plays in their lives (Ahn 2011). Ahn adds that though the technologies used today by youths are new especially in terms of communication, the technologically mediated activities that students participate in are similar to past generations.' There is nothing new with the way adolescents are behaving with the internet.

McGillivray(2012) states that as social media have become prominent parts of life for many young people today, most people engage with social media without stopping to think what the effects are on our lives, whether positive or negative. The question arises whether we as a society are becoming more concerned with facebook friends than we are with people we interact face-to-face in our daily lives. He further questions the long term effect.

Many of the popular questions surrounding class + 2 level students and SNSs tend to ask what effects these technologies have on outcomes such as academic achievement or the development of social relationships (Ahn, 2011a). Boyd (2012) highlighted how the adoption of facebook for secondary level students was very far from random. They have become the source of change in different fields, supplemented traditional social interactions and even discussion of common interests; they have revolutionized people's interaction, communication, and even the way of thinking (Abdelraheenm2013).

2.3.2 FACEBOOK AND SOCIAL BEHAVIOUR

Facebook is the leading social network in many countries followed by Twitter and LinkedIn in popularity. As of the first quarter of 2019 facebook had 2.38 billion monthly active users worldwide. Facbook usage is particularly prevalent among the students. Kujath(2011) stated that 80% of college students are Facebook users and it is the most popular website accessed by people ages 18-24 (p.76). Kalpidou, Costin and Morris(2011) referenced Madge, Meek, Wellens and Hooley's 2009 work and stated that "Facebok has also been viewed as the 'social glue' that assists students to become accustomed to college life" (p.184). Eberhardt (2007) referenced Michael Arrington of Techcrunch, who stated that facebook usage is extremely prevalent amongst most

undergraduate communities and that 85% of students use facebook if there is a Facebook network available on campus (p.18). Eberhardt also discussed the fact that particularly for first year college students, connecting on facebook offers students a feeling of community and camaraderie.

Information seeking and relationship maintenance are two common motivations for using social networks. Facebook allows users to learn information about their "facebook friends" through the information shared on users, profiles and wall posts, which may drive users to seek out social network (Mulse, Christofides & Desmarus,2009).

Involved in web 2.0 technologies, Facebook as one of the leading social networking sites, made it easy for young generation to share information and communicate between different users (Madge et als, 2009).According to Chang and Cheng (2004), there are significant differences between online and offline relationships, as online relationships are characterized by less depth but on the other hand, it provides extra connections external to the participants existing social networks. This simply means more relationship but less strongly ones. Other researchers found that social media networks are used by people who are not willing to communicate in face to face interactions (Sheldon et al, 2009).

Researcher have consistently found that using facebook is related to higher social capital (Burke, Kraut, and Marlow2011; Ellison, Steinfield, and Lampe 2007; Valenzuela,Park, and Kee 2009). Ellison,Steinfield, and Lampe(2007) surveyed a sample of college students and found that their intensity of Facebook use is positively related to both bridging and bonding relationships. However, it is not always positive when social behavior is concerned.

In today's society, social media have become an almost indispensable part of daily life, particularly among students, who are generally heavy social media users. Social media multitasking has also been increasingly prevalent. Little, however, is known about how social media usage and social media multitasking influence the academic performance of university students. This study examined whether and how these two behaviour predict academic performance among university students. From a sample of 348

undergraduate students at a comprehensive university in Hong Kong, this study found that using social media for academic purposes was not a significant predictor of academic performance as measured by cumulative grade point average, whereas using social media for nonacademic purposes (video gaming in particular) and social media multitasking significantly negatively predicted academic performance. Computers in Human Behavior, Vol. 68 (2017).

A research carried by www.sciencedirect.com (2016) highlights that Facebook is used for communication entertainment and sharing news, pictures and songs. In addition, their Facebook profile picture is alone and students were aware that swearing is considered a form of misconduct, which is a good sign. The study also indicates that students were aware of protecting their social identity as their Facebook shares are not public. Furthermore, they respect privacy as they do not use their friend's Facebook account. The main highlights of the research are- students reflect their mood on social media which creates a chance for consultancy, nice facebook comments increase students' confidence, students know how to control their privacy and students' Facebook use shows indications of narcissism.

We want to be able to focus our attention on that one thing, but we value our "social lives" too highly. It's like trying to get fit but you can't avoid the high fructose syrup foods that satisfy your late night cravings. So if you've lately been feeling those drifts of melancholy or you can't seem to pinpoint why you can't focus on an important project, it might be wise to take a little hiatus from the social media for a day or two to see how your head feels. E. Yoram (2015).

When adolescent students are active online users, a certain amount of self-focused behavior can be expected. When teenagers engage with social media, ... they're trying to develop their identity and negotiate social status. They're figuring out who they are. Their social cognition turns on. They're very attuned to peers. All of that is normal developmental behavior. Schools have a role to play in helping students have healthy and thoughtful interactions online. For schools looking to identify narcissistic online behavior, there is no definitive checklist. To address self-centered behavior, ... suggests teaching empathy. Students who are taught to reflect before they post ... are able to make

more intentional choices online. Narcissistic patterns are subtle, but a strong reaction to criticism can indicate narcissistic tendencies. "You really want to look not at what they post," .... "but how they react back when somebody dismisses them, makes fun of them, says their post is silly." S. Sarah (2017).

Social behavior is a kind of influence from specific group of people which may positively or negatively affect the society. It is common to see the social influence of our friends' behaviors on our own, and the viral spread of their attitudes and ideologies. Students attitude towards the use of SNS such as facebook are strong to the extent that it can be stable over period, can resist change or influence processing of information, and guide behavior(Eaton et al. 2008; Levitan and Visser, 2009).

Alexander and Salas, (2008) have reported that internet was meant for collection of information for research purposes, but in recent times, it is largely used for communication, business and for entertainment among students. Bonds-Raacke & Raacke, (2008) opined that SNS has the young adolescents' way of thinking, reasoning, and interacting including information collection. The study carried by Kist, (2008) highlighted that over 90% of the teenagers in the USA have access to internet and more than 75% used it at least once every day just for socialization. Tynes, (2009) concluded that many parents are worried over habitual usage of facebook to the level that can negatively affect their academic activities. Mesch, (2009) observed that internet-bullying where harassing messages are sent to the various individuals which can lead to embarrassment, belittlement and suicide etcetera. Lent et al., (2009) also reported that most students lose the social grace of giving due respect to their teachers and parents after so much involvement in the facebook with its influences.

A research study by Keller & Fay (2012) has suggested that 90% of the influential conversations that we have everyday happen offline, while only 8% are online. However, when it comes to students conversation they like texting and instant messaging through communication platforms and online venues. Seventy percent (70%) of all youth spend time with friends via social media and amongst them 23% do so daily.

SNS has turned to be a powerful tool for surveillance. Susan (2006) suggested that teachers and parents should educate their students on the advantages and disadvantages as well as proper and improper uses of SNS. Also, (Kirshner and Karpinski, 2010) concluded that excessive usage of facebook is common among youth/students who exhibits care free attitude, luxurious living and generally flout laws. They easily copy bad behavior which is disrespectful to but their parents and teachers, not serious minding with their academic studies etc. The work (Shih, 2009) agreed that facebook has drowned most of the students' attention to the extent that they have become addicted.

A 2013 study by researchers at the University of Winchester led by Dr. David Giles revealed that Facebook users who go 'cold turkey' frequently suffer withdrawal symptoms.Typical symptoms of addiction include an increasing need to engage with the object of the addiction and an unpleasant feeling when denied it: as someone who knows an angry, nagging frustration whenever the Wi-Fi disappears for more than a couple of hours, perhaps I should admit that I am an addict, craving my digital fix.

Among students, ample research suggests that groups and peer SNS behaviors influence alcohol and drug use. Drug use, is an extremely social activity that is often initiated among friends and groups. Studies among students have consistently reported that there is a strong relationship between one's drinking habits and the drinking of their SNS members. For instance, researchers have observed that greater presence of "drinking buddies" in SNS is linked with heavier individual drinking between recently married couples and is a predictive of subsequent alcohol abuse among college students (Lau-Barraco and Collins, 2011; Coronges et al., 2011).

Pappic & Noonan (2011) have outlined that social media can also allow a movement to be far more nimble about choosing its day of action and, when that day comes, to spread the action order like wildfire. Instead of organizing campaigns around fixed dates, protest movements can reach hundreds of thousands of adherents with a single Facebook post, launching a massive call to action in seconds. With lower organizational and communications costs, a movement can depend less on outside funding, which also allows it to create the perception of being a purely indigenous movement (without foreign

supporters) and one with wide appeal. According to the event's Facebook page, the April 6, 2011 Movement in Egypt had some 89,250 people claiming attendance at a Jan. 28 protest when, in fact, a much smaller number of protesters were actually there according to STRATFOR's estimates. The situations in Tunisia and Egypt saw an increased use of social networking media such as Facebook and Twitter to help organize, communicate and ultimately initiate civil-disobedience campaigns and street actions.

Steinfield et al., (2008) reported that SNS behavior can bring physical and psychological well-being of the students. It is also notable that higher institutions promote student-centred learning practices. The educational goals are not just to provide the students with expertise and skills, but also to provide a good environment for their psychological well-being and lifelong learning.

CHAPTER THREE

RESEARCH METHODOLOGY

This Chapter dealt with the research methodology that the researcher used when carrying out the research. This included the research designs, description of the sample and sampling procedure, research instruments, and data analysis procedures. The researcher used both qualitative and quantitative research methods. This is because the methods supplement each other by holistically providing statistical data and in-depth explanations and descriptions of the phenomenon in question. Quantitative research include designs, techniques and measures that produce discrete numerical or quantifiable data, in this case, the researcher used questionnaires. Qualitative method, on the other hand, enabled the researcher to get–in-depth data. More often, the data is in form of words and these words are often grouped into categories. In this case, the researcher also focused on group discussions.

3.1 RESEARCH DESIGN

Research design is a planning, structure and strategies of any research. It is a detailed outline of how an investigation took place. The particular formation (Aryal, S. & Gajurel, R.P p.79) or steps of research work from identification of problems to data collection, interpretation, and presentation, meaning the whole collective work plan is a research design. According to P.V Young, research design is the logical planning and directing a piece of research. It encompasses the methodology and procedures employed to conduct a social or scientific research. The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and sub type (e.g descriptive-longitudinal case study), research question, hypotheses, independent and dependent variables, experiment design, and if applicable, data collection methods and a statistical analysis plan. In short, research design is a systematic planning, organizing and executing a research project within specified time limit and resource allocation.

Every research design is guided by a purpose and the purpose may include the study of social problems, social phenomenon, to state hypothesis for future change, to study historical matter or to provide statement, credibility and particularity to a research. Similarly choosing a specific design to a particular type of study is crucial, without which one is more likely to deviate from the subject or falter.

Descriptive survey research is a method of collecting information by interviewing or administering a questionnaire to sample individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues like use of social networking sites. (Orodho and Kombo, 2002).

In its essence, descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population.

Descriptive survey is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study. Descriptive research is used to obtain information concerning the current status of the phenomena. Descriptive research projects can be done through observational, case study or survey. The descriptive research design will fit well to the type of subject that is chosen because what the study will looking for is the impact and descriptive design essentially describes "what exists" with respect to variables or conditions in a situation. Therefore the study will follow the descriptive research design to seek the answers to the questions concerning the current topic.

3.2 RATIONALS FOR SITE SELECTION

Nepal is a small land-locked country which lies in the South Asia between the two big countries China and India.It is roughly rectangular in shape, measuring about five hundred miles and slanting northwest to southeast between longitude 20 to 30 degree north with an area of 147,181 sq.km.

Bharatpur Metropolitan City, 146 km far from capital city Kathmandu, lies in the central part of Nepal. It is grawing rapidly in educational,economic and health service sector. After the implementation of federal system, it is the most growing urban area of Nepal though it also has some newly added geographical part of sub-urban area while structuring as metropalitan city.The migrated population from most of the district of the country are found in the city.

Bharatpur Metropolitan City of Chitwan District is selected as the study site because of being growing educational and developing area which can represent the country and the convenience of researcher as well.

3.3NATURE AND SOURCES OF DATA

This study is basically qualitative in approach and interpretivism in paradism of reserch. The nature of data is qualitative and primary, which was collected from questionnaire and focus group discussion. The questions were both multiple choice and open ended. The qualitative data then coded, tabulated and presented in the bar diagram. The source of data were students of class 11 and 12 of selected four community schools.

3.4UNIVERSE AND SAMPLING PROCEDURE

A research universe or population is known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda, 2003). The populations in this research is students of class 11 and 12 of Bharatpur Metropolitan City of Chitwan District.

A sample is a smaller group obtained from the accessible population (Mugenda 2003).It is a part of the population that has been picked for the study and contains in itself elements that are representation of the whole population.

Sampling is the process of taking a subset of subjects that is representative of the entire population. The sample must have sufficient size to warrant statistical analysis.

The target population of the study is 120 students from four community secondary (+2) schools of Bharatpur Metropolitan City of Chitwan District. A sample size of 30 students per school were sampled randomly. Public schools from the different areas were preferred for the proper representation of students. Sampling involves selecting the subjects that are involved in the study. The researcher used simple random sampling to get the required sample size. The studentshave asked to pick numbers randomly and the students who correspond to the numbers picked were included in the sample.

3.5TOOLS AND TECHNIQUES OF DATA COLLECTION

Data Collection is gathering specific information aimed at proving or refuting some facts. (Kombo and Tromp 2006:99). The Study employed primary methods to collect data. In primary data collection, the researcherhadcollected original data from the respondents and self involvement throughquestionnaires and focus group discussions.

A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp 2006:89). The questionnaires, as a data collection tool,is used to collect information from the respondents because the information needed were given in a straightforward manner. The questions were both open ended and closed. The questionnaire were distributed to the students asking fill up it after short instruction with consensus in a class room of each school.

Focus group discussions is also another data collection tool of qualitative research in which a group of focused people were asked about their perceptions, opinions and attitudes towards a concept or idea. Focus group discussions gave in-depth information regarding the object of research which was not possible with rapid methods based on questionnaires. Responses in a focus group was spoken, open-ended, relatively broad, and qualitative. They were useful because one can observe non-verbal communications in

group interactions. The FGD basically centred on open ended questions and conducted in a group of twelve students of class 12.

3.6 CONSTRAINTS OF DATA COLLECTION

The data were collected from four randomly selected community school of Bharatpur Metropolitan City of Chitwan district.Due to the limitations of time and resource, the following were the major constraints of data collection :-

➢ The sample size was smaller. The geater sample size wasbetter to represent the whole universe.

➢ No. of schools taken for the study were not sufficient. It was better to increase the no. of school as per the geographical structure to represent the whole area of Metropolitan City.

➢ Focus group discussion was conducted in one school only.

In spite of above constraints, the researcher was fully concious to represent universe by the sample and to cover geographical structure of the city. The study was done as possible as meaningfull to draw the realistic result.

3.7 RESEARCH INSTRUMENTS AND DATA ANALYSIS

Research instruments are the items that the researcher uses to collect data. In this study, questionnaires and focus group discussionswas stands as the research instruments. The focus group discussions was moderated by the researcher. Questionnaires is preferred to other methods of data collection because of their ability to collect information of a large group in a short span of time, and also because of their objectivity. They are self administered questionnaires.

The data collected from the field basically were qualitative in nature. The collected data then tabulated and analyzed using descriptive statistic tools.

3.8 LIMITATIONS OF THE STUDY

Although the research has its aims, there are some unavoidable limitations. The research was only conducted in the Bharatpur Metropolitan City of Chitwan district because of the time limit and lack of human resource. It could be good if the study were to be carried out in other area of the districts as well, but financial constraint restricted me to a limited area. Likewise, only the Students who are studying in secondary level specially in class 11 and 12, aged 15-20 were included in the study. Further, this study was limited to those having access to internet and with a facebook account.

CHAPTER FOUR

DATA PRESENTATION ANDANALYSIS

This chapter attempts to measure and analyzethe collected data using various tools to different variablefor the securing the objectives from the major findings of the study. It includes responde rete and demographic information of the respondent. The results from the study were summarized and discussed in this chapter. Questionnaires data was organized, coded, analyzed and converted into quantitative summary reports. Data was entered into the excel sheets under specific category from which analysis was run to obtain descriptive statistics in the form of frequencies and percentages. Quantitative data was analyzed using descriptive statistics. Using content analysis technique, data was put into theme categories and tallied in terms of the number of times it occurred. Qualitative and quantitative data were linked to enable elaborate analysis of variables.

4.1 RESPONSE RATE

Response rate in a research context refers to the extent to which the collected set of data includes all sample members of the targeted population (Fowler, 2004). Response rate is calculated by the number of questionnaires collected or the number of people with whom interviews are completed divided by the number of the entire sample. In this study, data was collected from 120 students from 4 community (higher) secondary schools randomly selected from Bharatpur Metropolitan City of Chitwan District. A sample size of 30 students per schol was sampled randomly from class 11 and 12. All of the four sampled schools accepted to participate and responded to the questions. A total of 130 questionnaires were distributed and 120 were returned. This represented 92.3% response rate. According to Babbie (2002), a response rate of above 50% is adequate for analysis and therefore, a 92.3 % response rate, was considered as being very good for analysis.

4.2 DEMOGRAPHIC INFORMATION OF THE RESPONDENT.

The research sought to find out if data was obtained from the relevant respondents. This section presents the findings in terms of the respondent's profiles.

4.2.1 GENDER OF THE RESPONDENTS.

Gender	No. of students	Percentage
Male	54	45%
Female	66	55%
Total	**120**	**100%**

Table 4.1 Gender of the respondents

The respondents were asked to state their gender. Table 4.1 shows that 45% of the respondents were male while 55% were female. It showes the increasing number of girls in +2 level in community schools of Bharatpur, chitwan. However, the gender of the respondent is not expected to influence the findings of the study since the questions asked were not gender sensitive.
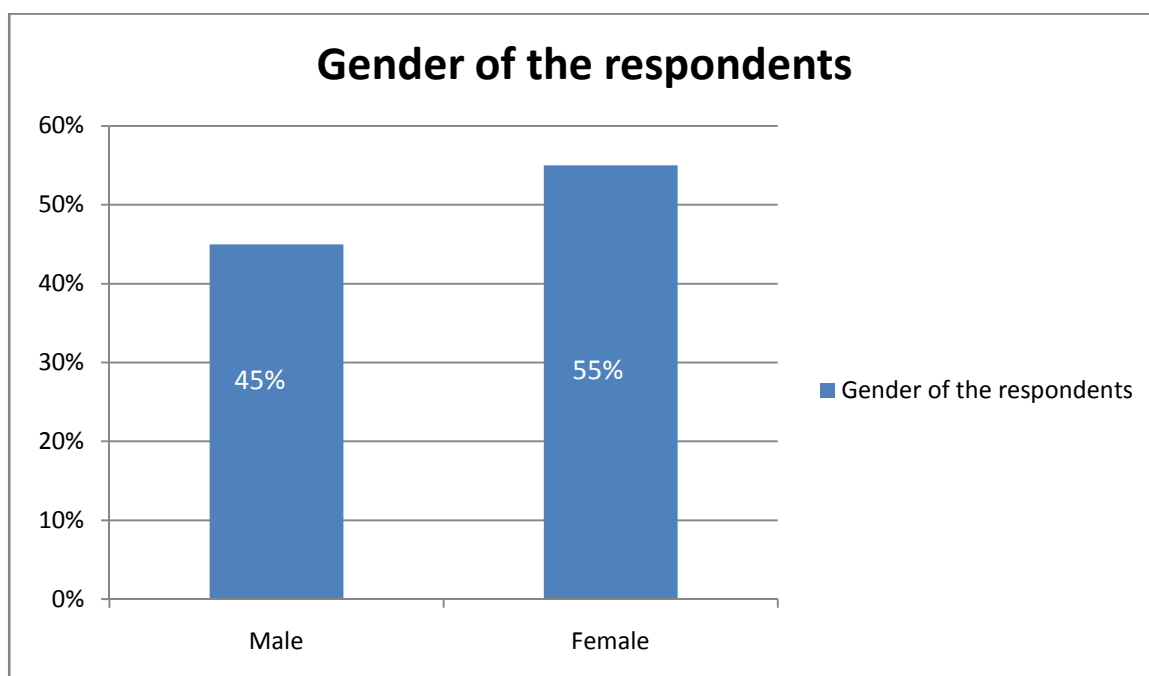
Figure 4.1 Gender of the respondents

The larger number of femal students indicates the larger flow of female students in community secondary school in management and education streem.

4.2.2 AGE OF THE RESPONDENTS.

Age (Year)	No. of students	Percentage
15-17	72	60%
18-20	48	40%
Total	**120**	**100%**

Table 4.2 Age of the respondents
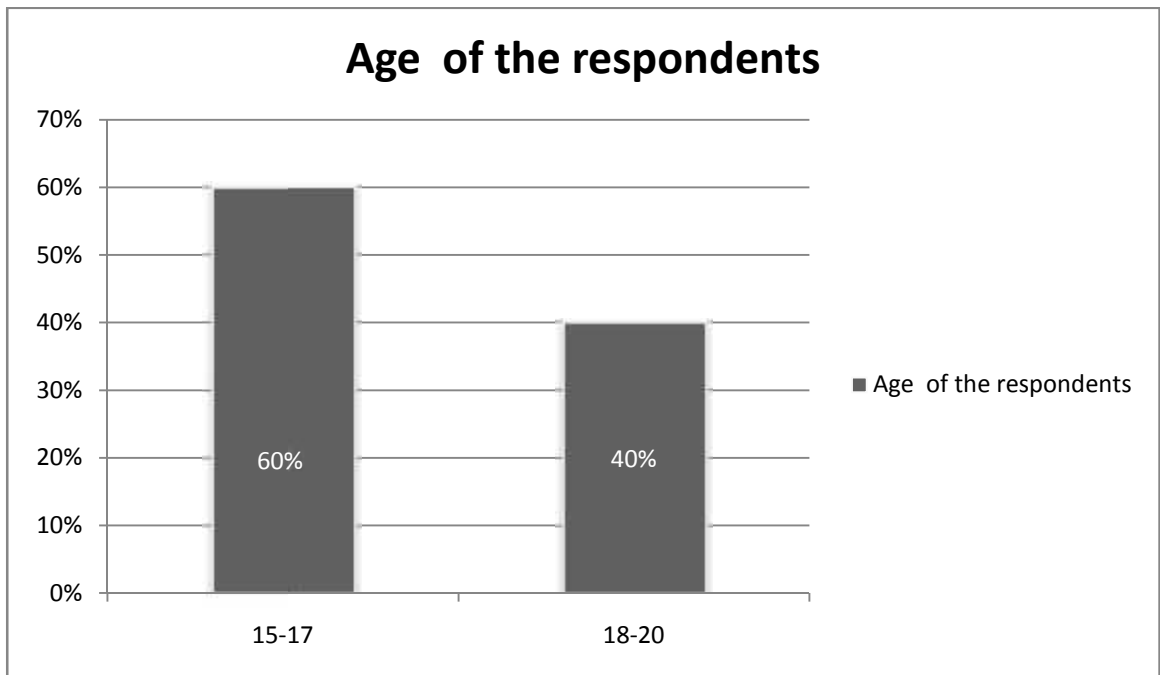
Figure 4.2 Age of the respondents

Above table and figure shows the age of the respondents catagorised into two category. An overwhelming majority of 60% were between 15-17 years while 40% were between 18-20 years old. This indicates that majority of the respondents belonged to the teenager and some of them are youth as well.

4.3 NATURE/PATTERNS OF STUDENTS INTERACTION ON FACEBOOK

The study sought to find out patterns of +2 level students interaction on facebook. This section discusses the findings of the study.

4.3.1 WHAT THE RESPONDENTS USED FACEBOOK FOR.

Researchers have found that teenagers find creative ways to gain access to new technologies, participate in various online communities that help them learn new skills, and delve into deep learning on topics that are personally interesting to them (Ito. et, al 2010).

Students used facebook for	Frequency	percentage
Chatting with friends & family members	57	47.5%
Keeping up with news and events	30	25%
Commenting on friend' s updates	10	8.3%
Sharing photos and videos	20	16.7%
Others	3	2.5%
Total	**120**	**100%**

Table 4.3: What the respondents used facebook for

As is indicated in table 4.3 above, 47.5% of the respondents said they use facebook for chatting with friends and family members, 25% said they used them for keeping up with news and events, 8.3% said they used them for commenting on friends updates. Likewise, 16.7% used it to share photos and videos, and 2.5% of the respondents used it for other purposes which included sharing interests on group pages, making plan with friends and people etc.
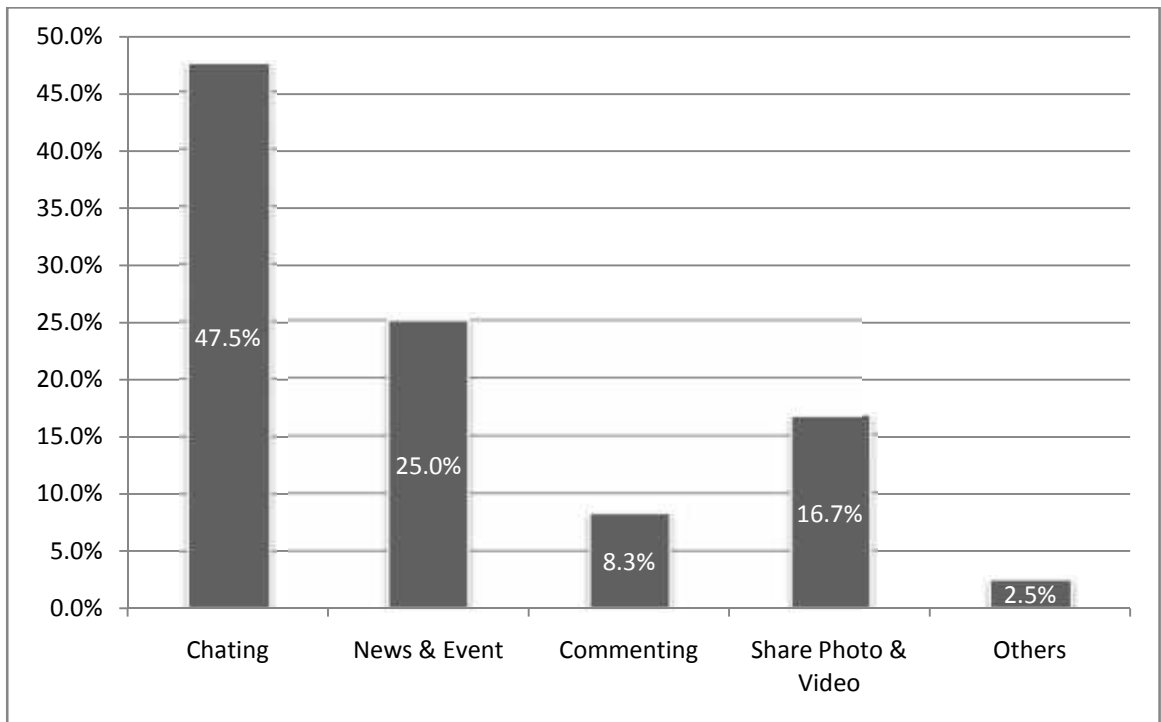
Figure 4.3 : What the students used facebook for

Discussion

What the students use facebook for can be summarized in three categories i.e chating with friends and family member(social networking), sharing information and entertainment. This finding supports Charlene Li et al (2007) views that students activity on facebook focuses on communicating with each other. 'The most popular activities done by students and users of facebook revolve around looking at profiles of one another, searching for someone here and there, updating one's own profile and eavesdropping."

4.3.2 If joining facebook has distracted you in some sense from your family.

Distraction by facebook in some sense from the family	Frequency	percentage
Yes	99	82.5%
No	21	17.5%
Total	**120**	**100%**

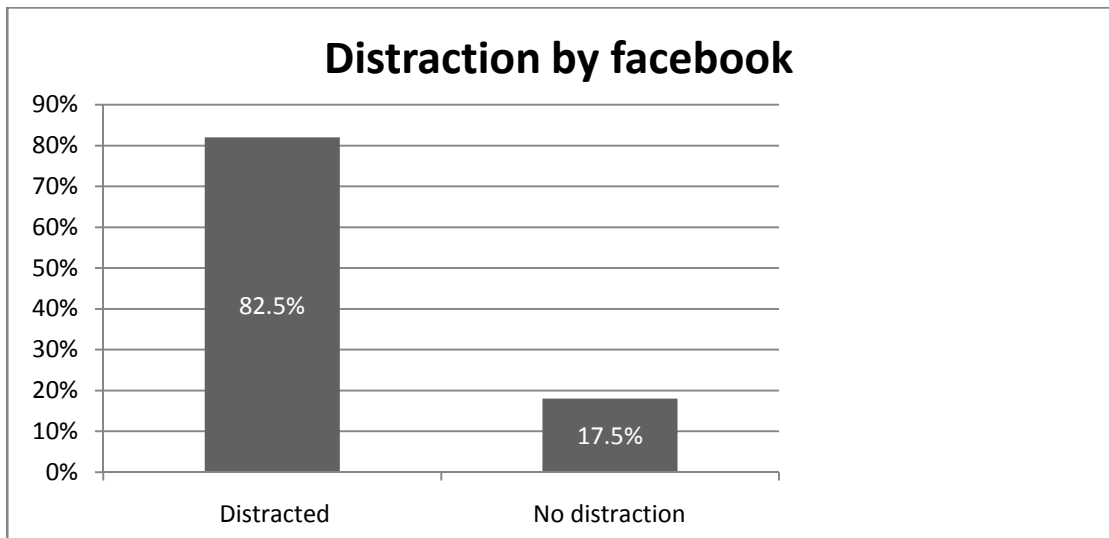**Table 4.4 : Distraction by facebook in some sense from the family**

Figure 4.4 : Distraction by facebook in some sense from the family

Overall, 82.5% (99 number) of the students agreed that facebook has in some sense distracted from their family. Rest of the student, i.e 17.5% believed that facebook has in no sense distracted them from their family and they still share the same bond. The question was raised in Focus Group Discussion (FGD) too.

The age group of +2 level students is taken as very crucial for shaping their future. Largest majority of students believe that joining facebook has distracted them in some sense from their family.

4.3.3 If you feel lonely without facebook.

Feel lonely without facebook.	Frequency	percentage
Yes	63	52.5%
Indifference	18	15%
No	39	32.5%
Total	**120**	**100%**

Table 4.5 : Feel lonely without facebook.

When devoid of facebook

Chart showing:
- Yes: 52.5%
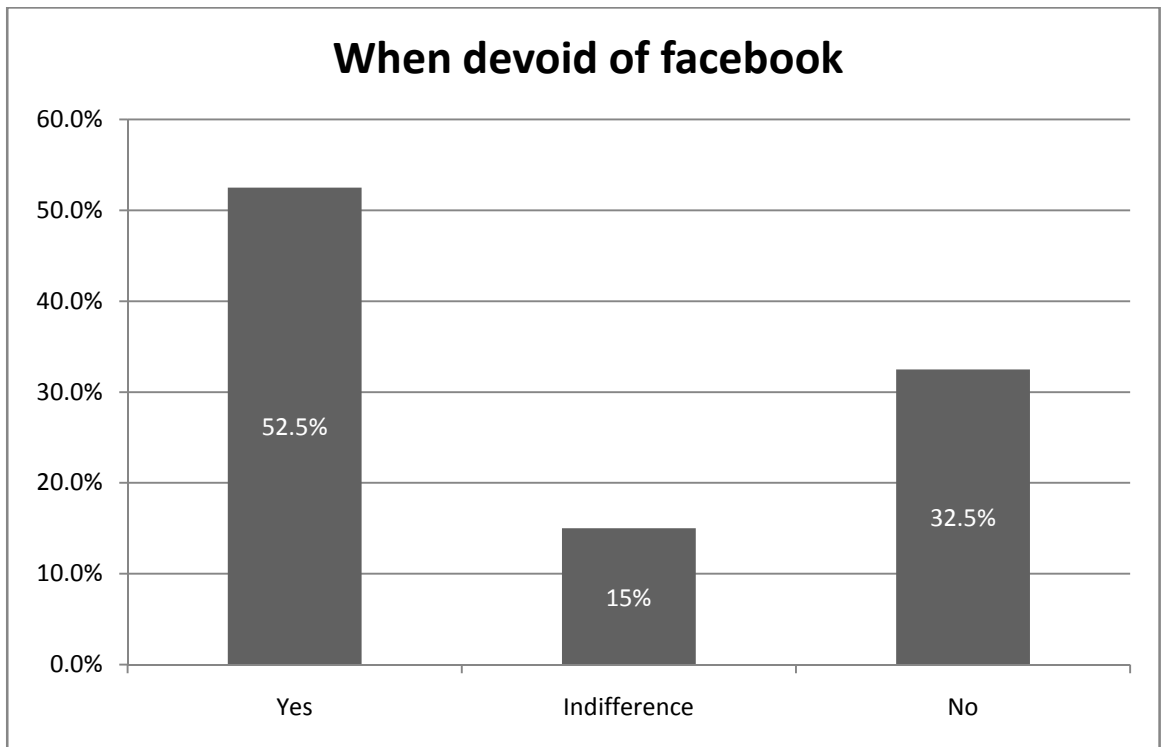- Indifference: 15%
- No: 32.5%

Figure 4.5 : Feel lonely without facebook.

52.5% of the students felt total loneliness without facebook, while 15% confessed that it made no difference. 32.5% of the students not felt lonely.

The use of facebook is being more habitual to the students. Facebook has made students crazy to some extent. So, majority of student feels longly without facebook. It indicates some sort of addiction symptioms.

4.4 IMPACT OF FACEBOOK ON SOCIAL BEHAVIOR

The research next went out to find the relationship between facebook and social behavior of secondary level students. It was studied using questionnaire and focus group discussion. Each question has its findings and discussed individually.

4.4.1 If you find facebook an interesting platform to digitally socialize with the distant people.

Facebook as interesting digital plateform to socialize distant people	Frequency	percentage
Yes	84	70%
No	36	30%
Total	**120**	**100%**

Table 4.6 : Digital plateform to socialize distant people
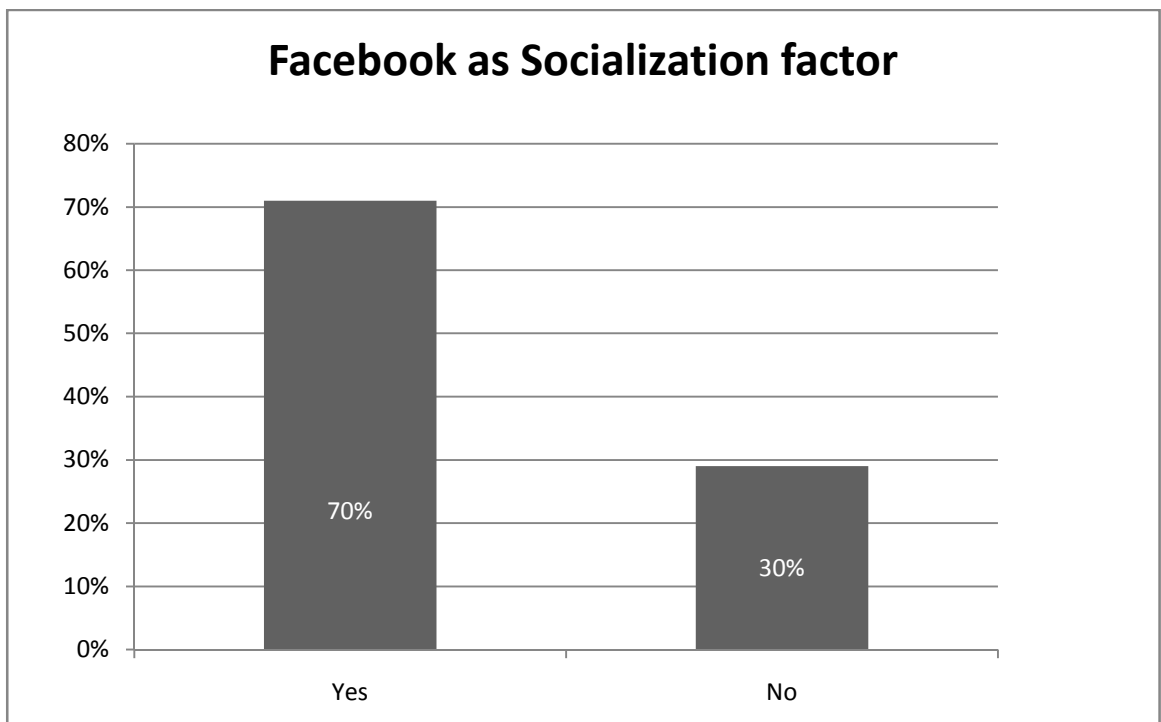
Figure 4.6 : Facebook as soialization factor

Reflecting views on this particular question, 70% (84 number) of the students believed that they have become more social after they have joined facebook. Rest of the students, 30% (36 number) of students felt that it has not helped them socialize more, rather it remained same.

It indicates that most of students believe that facebook has helped them to make their wider social circumstance. Moreover, it also gives some lights towards students taking easy to socialize through social networking sites than face-to-face manner.

4.4.2 If you nowadays, speak too less with parents or siblings as you are consumed over facebook.

Speak too less with parents or siblings as you are consumed over facebook	Frequency	percentage
Strongly agree	51	42.5%
Agree	27	22.5%
Neutral	18	15%
Disagree	15	12.5%
Strongly disagree	9	7.5%
Total	**120**	**100%**

Table 4.7 : Impact of facebook on socialization within the family
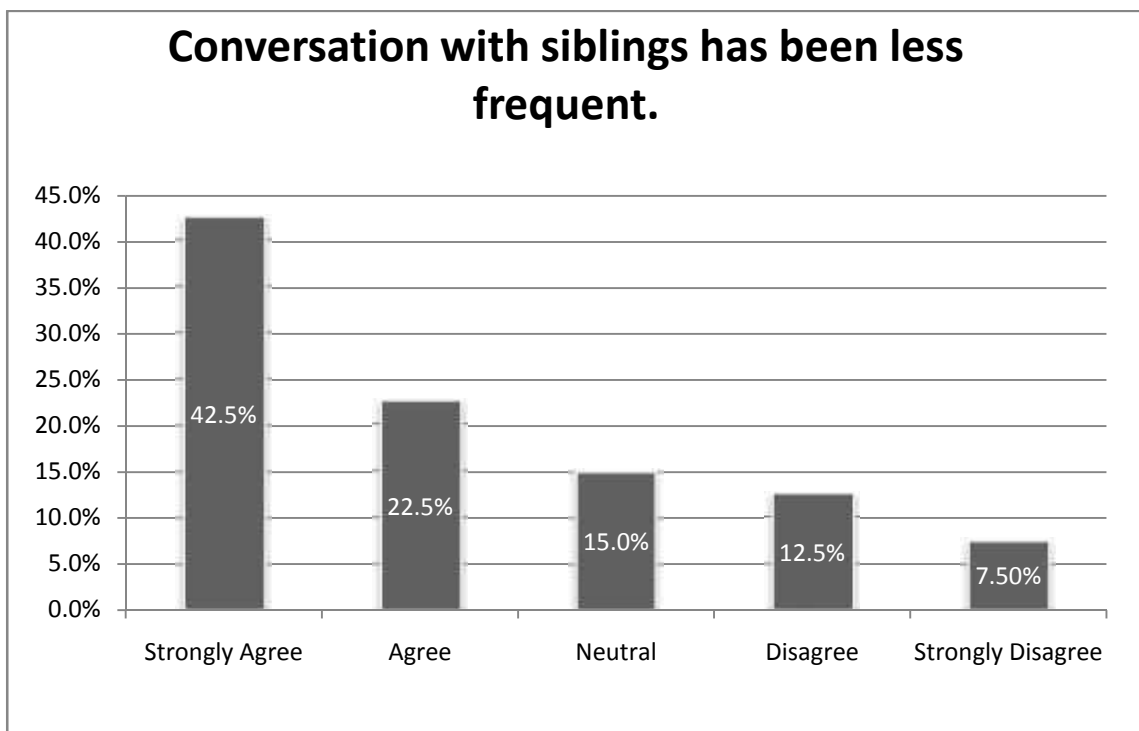

Figure 4.7 : Impact of facebook on sociolization within the family

42.5 percent of the students strongly agreed that the conversation with their siblings has dropped significantly while 7.5 percent of the students strongly disagree with the idea. 22.5 percent of the students agree the conversation with their siblings has decreased while 12.5 percent of students disagree with the statement and 15 percent pf students seems to be in the neutral position. Larger portion of students believe that the impact of facebook with the family member in terms of frequent conversation id negative.

4.4.3If you believe that you now socialize too less with your neighbors in real life.

Less socialization with neighbors in real life	Frequency	percentage
Strongly agree	45	37.5%
Agree	30	25%
No comment	15	12.5%
Disagree	18	15%
Strongly disagree	12	10%
Total	**120**	**100%**

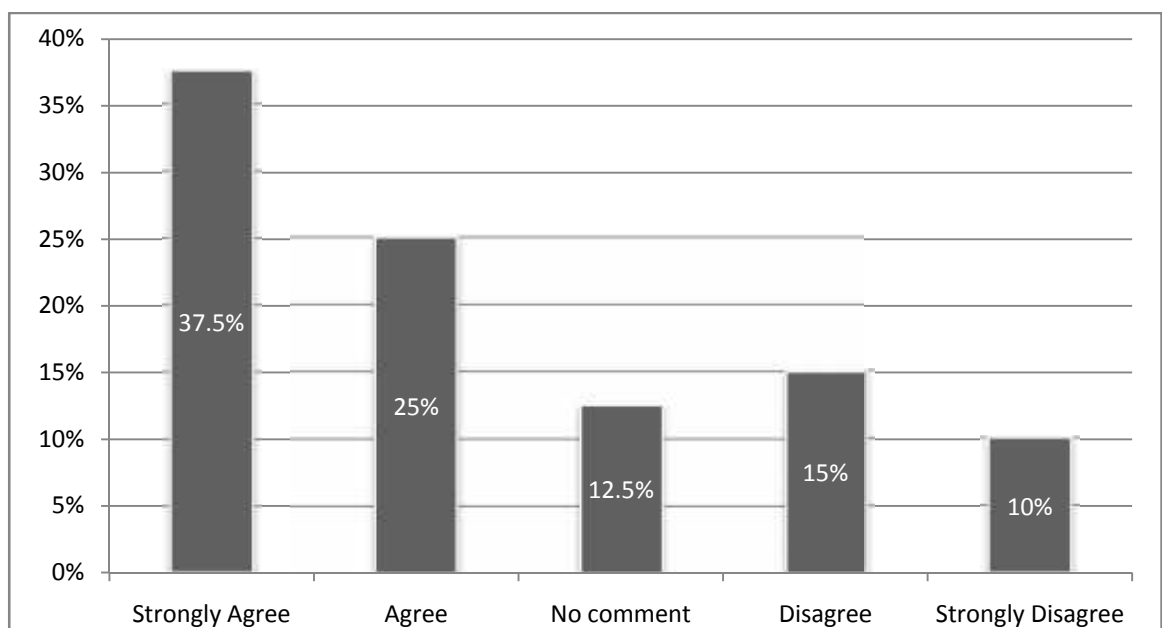**Table 4.8 : Less socialization with neighbors in real life**

Figure 4.8 : Less socialization with neighbors

37.5% of the students strongly agreed that there is much less social activity with neighbors as they find themselves wrapped in facebook, while 25% just agreed. 12.5% did not comment while 12.5% disagreed with the statement. 10% strongly refuted the argument.

According to Sulliveres (2014) "Direct interaction is not being seen as the best way to communicate anymore, especially among teens, and people are not putting as much value as they once did on face to face interaction".We are sacrificing the experiences and understanding of real world interactions that are necessary in our development for a mere connection that is established in social media, one that is superficial. These connections that are no more than surface deep are becoming sufficient replacements for face to face interaction among social media users because they are easier to establish, but have dire consequences for social development in the future.

4.4.4 If you discuss the different topics connected to your life within the facebook group as you would in the real gatherings.

Discuss on different topics connected to real life within facebook group	Frequency	percentage
Yes	65	54.2%
No	55	45.8%
Total	**120**	**100%**

Table 4.9 : Discuss on different topics connected to real life within facebook group
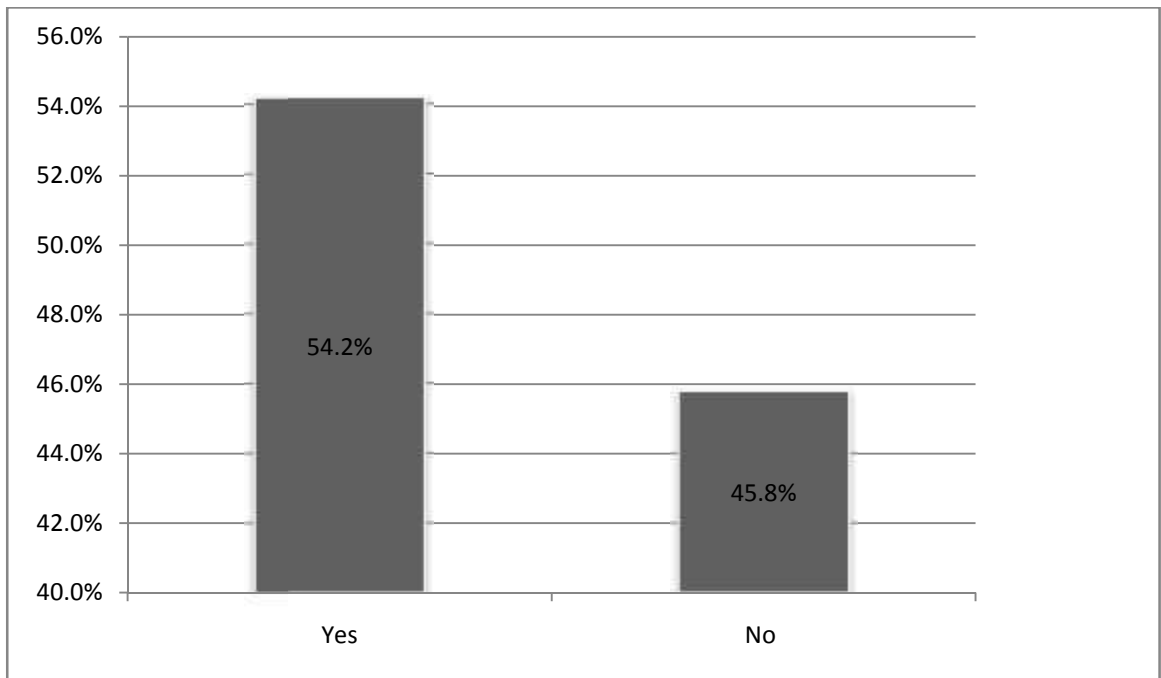
Figuree 4.9 : Discuss on different topics connected to real life within facebook group

54.2% (65number) of students stated having discussion about anything in their life over facebook while 45.8% (55 number) of students differed from the view.

It indicates that there is close relationship between virtual and real life activities. students used to discuss on different topid connected to real life within facebook group.

4.4.5. If you agree that facebook has become a digital platform for students to voice their opinion.

Facebook as a digital plateform to voice opinion	Frequency	percentage
Strongly agree	67	55.8%
Agree	23	19.2%
No comment	17	14.2%
Disagree	5	4.2%
Strongly disagree	8	6.6%
Total	**120**	**100%**

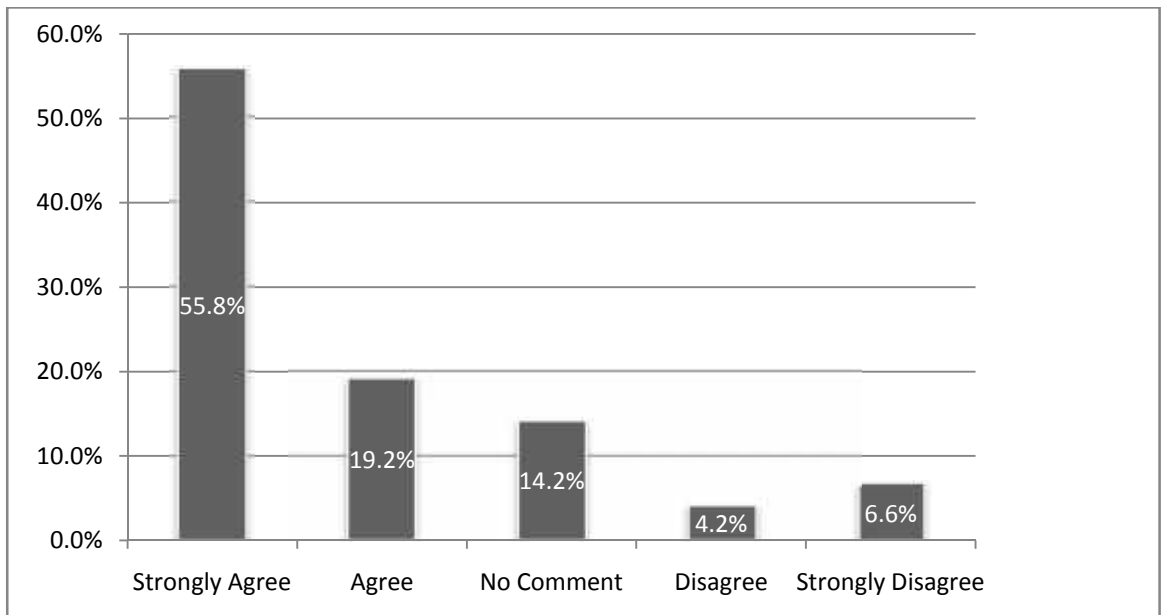**Table 4.10 : Facebook as a digital plateform to voice opinion**

Figure 4.10 : Facebook as a digital plateform to voice opinion

55.8 percent of the students strongly agreed that facebook has become a digital platform for students to join various groups and voice their opinion, while 6.6 percent totally disagreed with such a thought. 19.2 percent of students were agreed and 4.2 percent of students were disagreed while 14.2 percent of the population did not comment either about the statement.

It shows that majority of the students believe that facebook is a digital platform to voice their opinion.This also corresponds to the uses and gratification theory where peer pressure among various other factors play a role in forcing an individual to join a particular social media or a networking site.

4.4.6 If an online dispute in facebook ever been detrimental to your social image. If yes, do you find facebook responsible for your social act.

Do you find facebook responsible for your social image on an online dispute	Frequency	percentage
Yes	40	33.3%
Can't just say	12	10%
No	68	56.7%
Total	**120**	**100%**

Table 4.11 : Facebook responsible for your social image on an online dispute
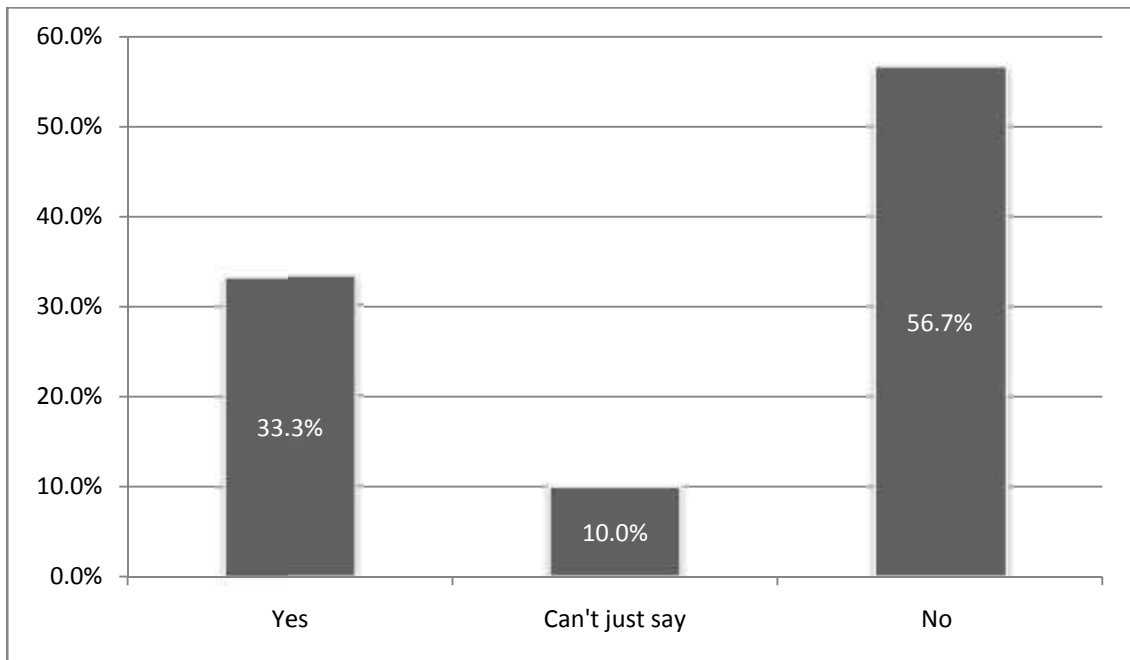
Figure 4.11 : facebook responsible for your social image on an online dispute

33.3% of the students believed facebook caused them a social problem as a result of online dispute and they held facebook responsible for their social behavior whereas 56.7% of the students just can't say or confessed to not having a social problem despite having a dispute in facebook. A small percentage of around 10%, felt other way around as they believed that in spite of having a social problem they do not find facebook responsible.

It indicates that the majority of the students do not believe that facebook is responsible for their social image on an online dispute.

4.4.7 If you reacted angrily with your friends after an online conversation over facebook messenger turned ugly.

Reaction of the students after the facebook conversation turned ugly	Frequency	percentage
Reacted angrily	94	78.3%
Didn't react	26	21.7%
Total	**120**	**100%**

Table 4.12:   **Reaction of the students after the facebook conversation turned ugly**
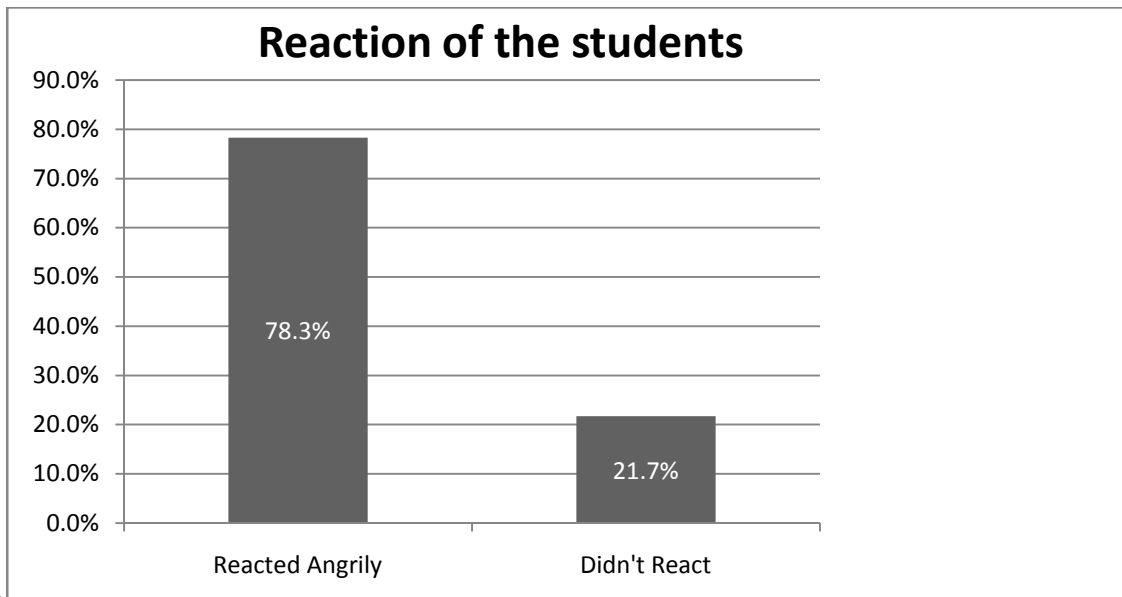
Figure 4.12:   **Reaction of the students after the facebook conversation turned ugly**

78.3% of the students confessed having reacted angrily to friends after a facebook conversation turned ugly, while 21.7% of the students did not behave in such a manner

It indicates thatsocial networks can harbor a flow of generally undesirable things such as anger, sadness and unhappiness. This may result from the online conversation and disputes arising out of it. Our own behavior, actions, and habits are likely to be largely more influence and impacted by social media than we ever could have imagined.

4.4.8If a facebook post ever made you protest socially to advocate a change.

Facebook post made you protest socially to advocate a change	Frequency	percentage
Yes	79	65.8%
No	24	20%
Don't care much	17	14.2%
Total	**120**	**100%**

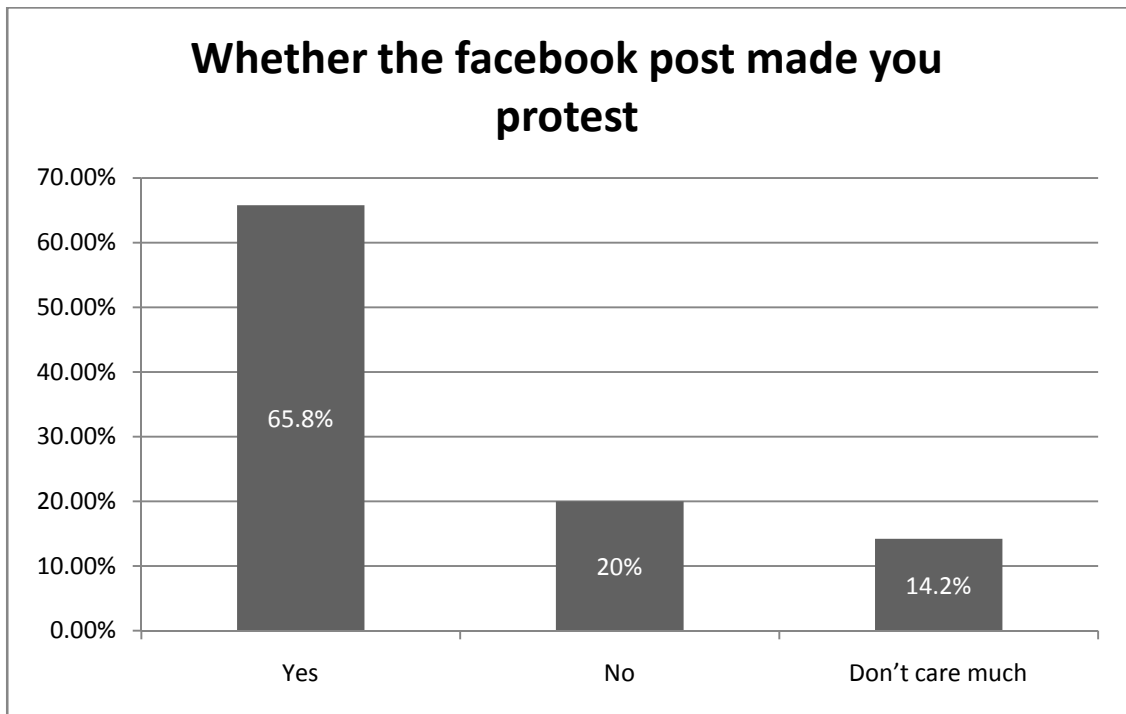**Table 4.13 : Facebook post made you protest socially to advocate a change**

Figure 4.13 : Facebook post made you protest socially to advocate a change

65.8% of the students agreed protesting socially after knowing of an issue through facebook while 20% of the students did not ever protest on any such issues. 14.2 of the student don't feel caring much about the protest.

Majority of the students believe that facebook post made them protest socially to advocate a change.McGillivray (2015) has stated that Social media facilitates political change: Online networks give social movements a quick, cheap method of disseminating information and mobilizing people.

4.4.9 If you agree that facebook is seen as a digital platform to vent out frustration.

Facebook as a digital plateform to voice opinion	Frequency	percentage
Strongly agree	54	45%
Agree	23	19.2%
No comment	17	14.2%
Disagree	18	15%
Strongly disagree	8	6.6%
Total	**120**	**100%**

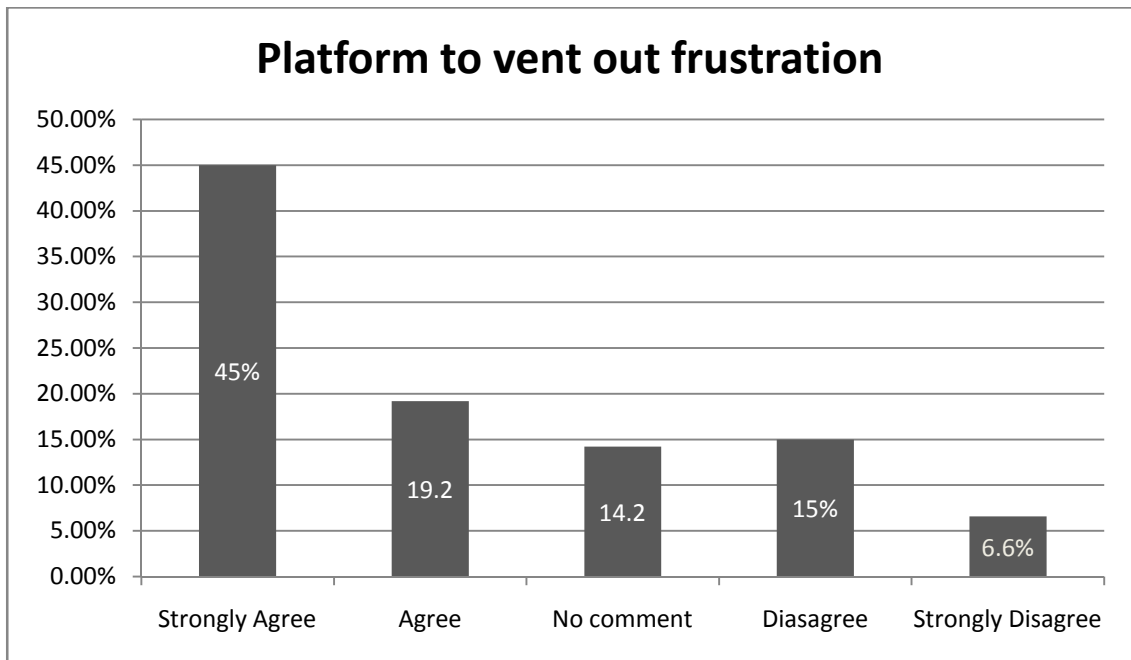**Table 4.14 : Facebook as a digital platform to vent out frustration**

Figure 4.14 : Facebook is seen as a digital platform to vent out frustration

45% of the students strongly see facebook as a digital platform to vent out frustration and the reason for it being the social issues and their own frustration within their own social frames. Only 6.6% of the students strongly differ from such a view hence do not perceive facebook as the platform to pour over anger. 19.2% of the students just agree on the idea while twenty 15% of the students do not buy the idea i.e disagree with the statement. 14.2% of the students stay neutral i.e neither agree nor disagree.A larger portion of students are strongly agreed with the idea.Based on their opinion, social media is also an important platform for driving social issues.

4.4.10 If you agree that violent facebook posts can affect your mood all day.

Violent facebook posts can affect the mood all day	Frequency	percentage
Strongly agree	48	40%
Agree	29	24.2%
No comment	10	8.3%
Disagree	21	17.5%
Strongly disagree	12	10%
Total	**120**	**100%**

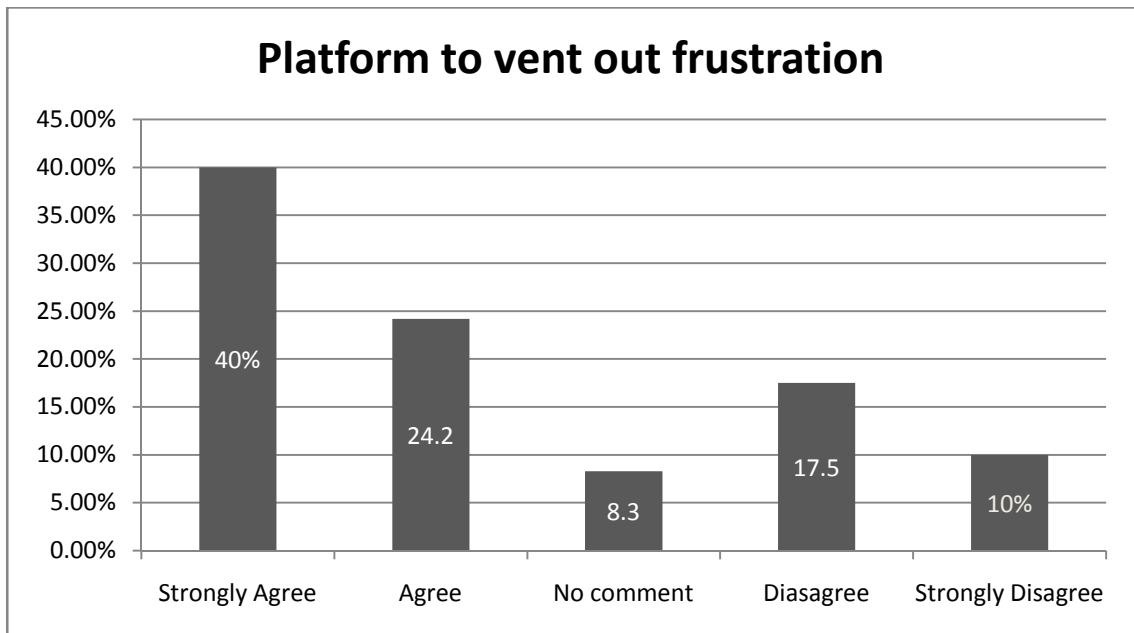**Table 4.15 : violent facebook posts can affect the mood all day**

Figure 4.15 : violent facebook posts can affect the mood all day

40% of the students strongly agreed with the violent facebook posts could affect their mod all day around whereas 10% of students expressed strongly differ from the view. 24.2% of students were agree with the statement while 17.5% of students disagree . On other hand, 10% of students were in neutral position.

Students who are in the phase of learning something for their future can affect the mood all day by the violent post of videos. Contineous exposure to violent post of videos canhave adverse effects and more possibility to exhibit antisocial behaviour ranging from imitative violent behaviour with toys to criminal violence, acceptance of violent behaviour etc.Students who continually exposed to violence in the media result to violence to solve their problems. This can partially be attributed to what they see and who they're around, because teenage and youth student learn their social skills from their surroundings (Social Cognitive Theory, Bandura, 1986).

4.4.11 If you agree facebook messenger has helpedin expressing yourr mind and the interrelationship among students been stronger now.

Facebook bridging the gap between introvert and extrovert	Frequency	percentage
Strongly agree	70	58.3%
Agree	19	15.8%
No idea	5	3.3%
Disagree	9	7.5%
Strongly disagree	17	14.1%
Total	**120**	**100%**

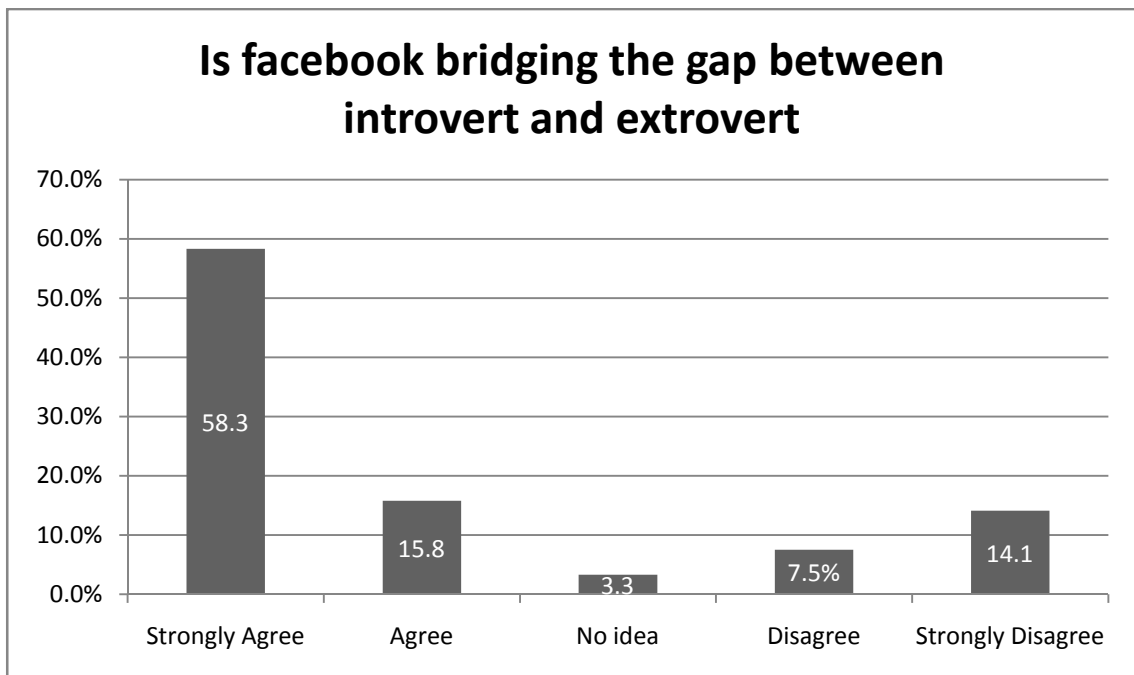**Table 4.16 : Facebook bridging the gap between introvert and extrovert**

Figure 4.16 : Facebook bridging the gap between introvert and extrovert

58.3% of the respondents strongly agreed the gap between introvert and extrovert becoming narrower as a result of facebook while 14.1 percent of the respondents strongly disagreed. Similarly 15.8 percent of the students lightly agreed while 7.5 percent refuted the statement. 3.3 percent had no idea about it.

Majority of the students believe that facebook helps to bridging the gap between introvert and extrovert nature. Facebook can he;p shy students to be more comfortable and autgoing with friends.

4.4.12 Most of the newspapers, group and organization have now dedicated facebook pages. Do you believe it helps you in confronting society on contemporary issues?

Facebook helps to update contempory issues	Frequency	percentage
Strongly agree	59	49.2%
Agree	24	20%
No idea	7	5.8%
Disagree	12	10%
Strongly disagree	18	15%
Total	**120**	**100%**

<p align="center">**Table 4.17 : Facebook helps to update contempory issues**</p>
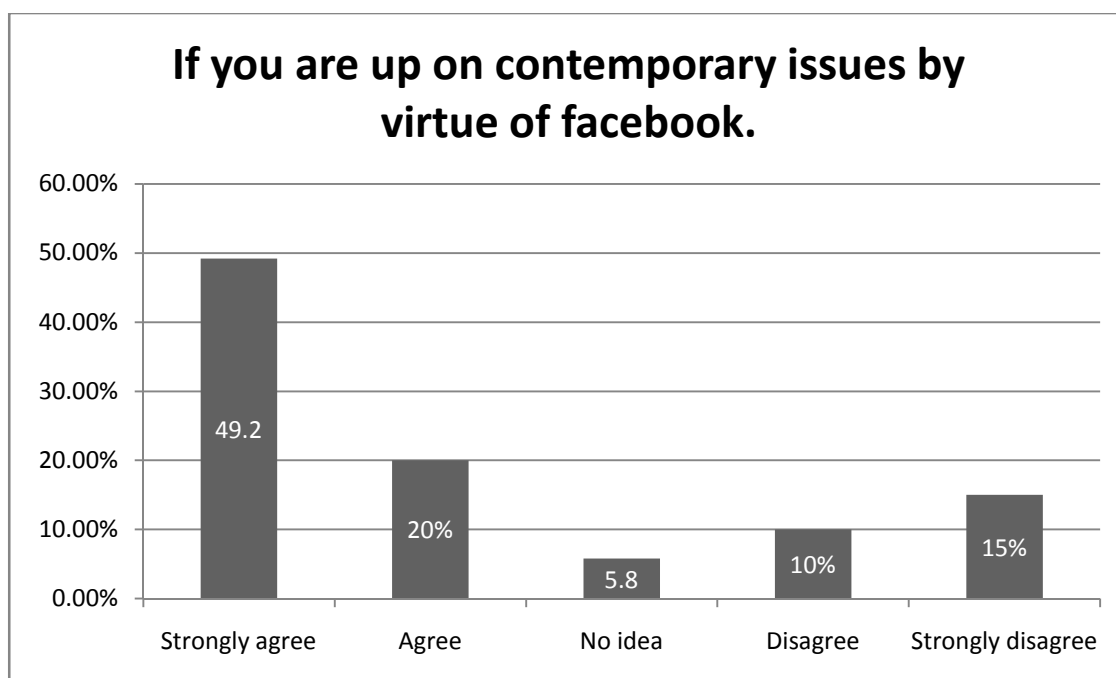

<p align="center">**Figure 4.17 : Facebook helps to update contempory issues**</p>

49.2 percent of the respondents strongly agreed that they are better & timely informed now through facebook dedicated pages while 15 percent strongly disagreed on the idea.

Similarly 20 percent of the respondents just agreed the confrontation going easy as a result of the above while 10% disagreed from such a view. Remaining 5.8% had no idea about it.

Majority of the students believe that facebook informs and updatesthe contempory issues.

4.4.13 If you feel delighted when anything you post gets abundant responses.

Feel delighted when any facebook post gets abundant responses	Frequency	percentage
Yes	90	75%
I don't care much	24	20%
No	6	5%
Total	**120**	**100%**

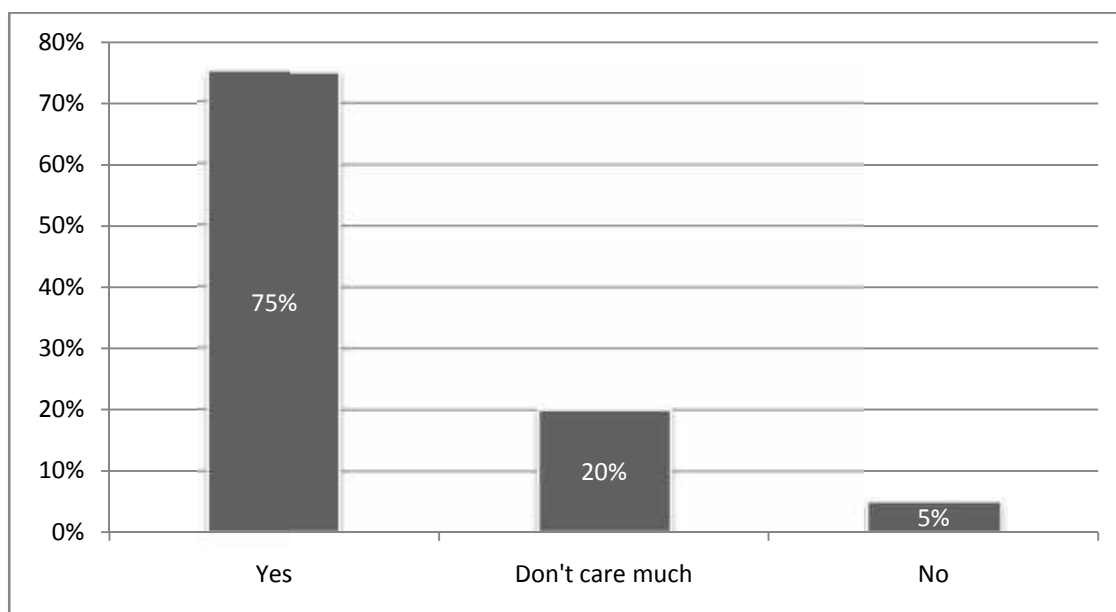**Table 4.18 : Feel delighted when any facebook post gets abundant responses**

Figure 4.18 : Feel delighted when any facebook post gets abundant responses

Reflecting views on the above question, 75 percent of the respondents agreed that it makes them delightful on getting more likes and comments while 25 percent of the respondents don't care about the facebook post and 5 percent of respondent did notfeel delighted.

Three forth of the students feels delighted when their facebook post gets abundant responses. Students who engage in more facebook activities may lead them towards narcissism.Social behavior is an indispensable constituent of social psychology that can either be positive or negative. It consists of social determinant such as attitude, self-concept, collaboration, communication, violent behavior and conflict reduction etc.

4.5 PRESENTATION AND ANALYSIS OF OPEN ENDED QUESTIONS :-

A) In what manner has facebook impacted the social attitude and behaviour of the students?

60 percent of the participant opined that the facebook has impacted the social attitude and behaviour of the students like inter-relationship amongest has positively grown. With each passing day in the social media, they are learning the ways to post their thoughts and even appreciate the interesting ideas they come across. Students feel like they have widened their reach as they talk to the international audience. 40 percent of students stated that they are feling more complex and narcissitic attitude.

B) Since every other person is consumed more or less by facebook; what is the social reality of the students in context of the overall social health?

70 percent of the students stated that facebook has over the years become a platform for self promotion. They believed that having a great profile picture increases many fold the chances to be followed by the digital crowd. They confessed having too less a face to face conversation and relying more on the technology to impress others. On other hand, 30 percent of the students, though believing in the powers of the virtual world, want the emphasis be given to the traditional forms of socialization so as to measurably balance the life.

An article Walther co-authored in early 2008 titled "The Role of Friends' Appearance and Behavior on Evaluations on Facebook: Are We Known by the Company We Keep?"

found, among other ideas, that the physical attractiveness of user's photos had some significant effect on the value of wall postings and online social standing of the intended person. "The degree to which impressions formulate or dissipate may depend on the perceived independence or collusion the material leading to them appears to have and whether it remains independent or consensual." (Walther, et. al 532)

A community to which individuals belong provides individuals certain aspects of identity. Dasgupta (2012) has stated that in the era of the internet, the common place where people live and work has been dramatically extended and transformed. It is no longer physically bounded by time and location. This transformation can give rise to new features of identity in terms of how it is formed, developed and enacted. Since facebook is an online community, it provides a distinct online identity which many people are cashing in. Digital identity has been linked quite often these days as more and more employers have started to ask for facebook and twitter profiles of job seeker those fresh after the graduation and post graduation. These are then scanned to draw an assumption of one's social behavior.

C)Has facebook played a vital role in building good moral social behavior amongst students or polluted?

A staggering 80% percent of the student believed facebook to be a supportive platform for the emerged learning mode amongst students; while a mere 20% disapproved the statement. Majority (80%) believed that facebook can help to build good moral social behavior amongst students via the ethical posts shared on it. The facebook policy further reminds of any violent post as it encourages the students to report about it. Additionally it also takes stern action against the violators according to the cyber law.

Rosen (2012) has stated that social networking can provide tools for teaching in compelling ways that engage school and college students.

Griffin (2017) has stressed that learning is a central thing in a student's life. Students can interact with their friends and share knowledge and ideas that sharpen their mind. Learning new things is now easier for students than ever through social media networking. This has exposed students and has impacted significantly on their innovativeness.

Masin (2009) marks that Facebook does not necessarily directly lend itself to the development of vocational purpose, it may indirectly serve students' development of purpose by allowing them to both build and maintain a network of friends who may assist in the decision-making processes associated with pursuing a vocational choice.

The imitation of the good moral character and social values besides academic learning stands acquired.

D) Is facebook dictating the social relations amongst students?

Each of the student participated in the study believe that Facebook has puppeted the lives of many students around the world. They confer that the world relies heavily on the social media where facebook is leading the board and thus the dependence has only grown and not reduced. Facebook has made the private life public and hence there remains no such thing as confidential about a person. It has made the world crazy as it has turned out to be a phenomenon. Though the real culprit is not the virtual world or the facebook, it is the enviousness of the people to post anything they have in hands to collect fake responses. The students further pointed that despite the dependency towards the facebook, the social relations are not literally dictated by the facebook rather it is our actions that dictate the relations.

E) If you have ever been bullied on facebook so much so that it resulted in social embarrassment.

56 percent of students accepted getting bullied at least once in their life and agreed that it was the reason for their embarrassment, while44 percent were not ever in their life bullied. Mesch (2007) has said that internet-bullying where harassing messages are sent to the various individuals can lead to embarrassment, belittlement, suicide, and etcetera.

Facebook is the worst social networking site for internet trolling, and bullying is now more prevalent online than anywhere else (dailymail.co.uk).

Teensafe (2014) data posts that Facebook is loaded with fake profiles that can be used asvehicles for cyberbullying. **"**Catfishing**"** and luring victims is easy with free profiles and photo stock. It is believed that 83 million profiles in United states are fake- that computes to about 26% of the U.S. population. Many parents are aware that their child has a Facebook account, however it is easy to create secret accounts with new emails and fake birthdays to promote cyberbullying through facebook.

4.6 DISCUSSION

This section aimed to disclose the facts that has taken from focus group discussion conducted among 12 students of class 12 of Annapurna Secondary School, Bharatpur -21, Parbatipur. It helped to bring out lots of informal information about the use of facebook and their feeling toward it.

In an age of digital socialization, facebook has emerged as the new friend amongst the current generation of students. It has become a platform to pour the events, emotions, and sentiments of the young generation. It is carrying the hopes of the digital socialization where students are literally much engaged. For majority of the students, it is the mode of communication and also the lifestyle. The socialization through facebook has mediated in particular, their social behaviour wherein they have learnt to address critical issues of their social lives. e.g creating social groups in facebook to discuss major social issues like protest, blockade, election, fuel hikes apart from discussing social events like birthday, seminar and caring less vocal friend to virtually take part in communication are the positive impacts of the facebook amongst all other discussed in the findings. Study also indicates that students are in the process of knowing how to control their privacy. Students have become more dependent on the virtual talk. . Fancy photos are in the run, majority of student have updated smartly edited photos to their profiles as they believe it to be the reflection of their social personality. Facebook has in some cases being linked to social context as prediction of social behavior by job providing companies. Therefore, they are constantly creating digital identities of themselves. It cannot be limited to just one purpose, the purposes may vary; gigantic reflection of themselves to magnificent social outlook. Whatever the reason, the student as from the study seem to enhance their social profiles in the digital frame. Thus, the use of facebook by the students shows some sort of indicationtowards narcissism.

However, the impact just didn't have positivee outcomes there were many negaive to look upon to.The discussion have showed that digital socialization has increased amongst students and they prefer online mode of communication overwhelmingly to face- to -face conversation.Students find themselves dug into facebook and distracted so much so that they have imparted poor social skills and are finding difficulty in decoding non-verbal cues. The face to face conversation with their parents and siblings is less frequent. Students now have, shortened attention spans which is impediment to their good social

skills.. They also felt lonely and depressed if devoid of facebook and confessed it affecting their social behavior. Violent posts and cyber bullying are another facts that directly affect their mentality which may cause depression and social isolation. The discussion have also suggested that students who have strong presence in facebook show signs of anti-social behavior and aggressive tendencies. The students also said that indulging in facebok wastes the time and reduces the study hours.

Majority of students said they have been easily interacting with each other, lowering down hesitation and talk over the issues that were prior considered occult to many, taking place. With each passing day in the social media, they are learning the ways to post their thoughts and even appreciate the interesting ideas they come across. Students feel like they have widened their reach as they talk to the international audience.students stated that facebook has over the years become a platform for self promotion. It has given them the new identity, a new soul as well as a new address. They believed that having a great profile picture increases many fold the chances to be followed by the digital crowd. They confessed having too less a face to face conversation and relying more on the technology to impress others.Though it is only a platform to socialize, many have forgotten the fine line between the virtual and the real world. They have shared all their lives on it, their compassion, hobbies, favorite moment, details about their family members and some have even gone on to post their academic reports. Facebook has made the private life public and hence there remains no such thing as confidential about a person. It has made the world crazy as it has turned out to be a phenomenon.

On other hand,some students feel that the younger generation is swayed by the swarm of social media without much realizing the disadvantages of it. They insist on the drawbacks to be looked after, such as the ill social health, fading social relations and colorless life with not much excitement and thrill. They do not want to perceive the digital life in the future and say there remains much less scope of it despite widespread use.

4.7 FINDINGS

The study conducted to find out the nature or pattern of the students involvement in facebook and the impact of facebook on their social behavior. The findings indicated that the students used facebook primarily for online interaction, sharing information, geting

entertainment and posting photos and videos. The motivating factors for students visiting facebook were mostly for social networking and also because of the interactive platform it provides.

The findings have reported that digital socialization has increased among the secondary level students. The face to face conversation with their parents and siblings is less frequent. Students now have, shortened attention spans which is impediment to their good social skills.. They also felt lonely and depressed if devoid of facebook and confessed it affecting their social behavior. The findings have also suggested that students who have strong presence in facebook show signs of anti-social behavior and aggressive tendencies. Likewise facebook-bullying has also negative sentiments drawing the student to social isolation, intolerance and depression. The violent posts distrubs them badly and affect the mood all the day.Thus, the highly negative aspect includes violent posts, cyber-bullying, anger reaction, depression, intolerance and most importantly waste of time.

On the other hand, there were many positives result of using facebook. The positives included, increased group activity, increased interaction between introverts and extroverts, increased confidence in social gatherings and imitation of good social conduct. The students have found a digital platform to vent out frustration of any size and as a result the social protests are called upon from the walls of facebook. They also got digital platform to voice their opinions, advocate a social change and socialize with the distant people.There has been a big magnitude of effect on social behavior as the students opt to gallop each single piece of information available in facebook and show their support or dissent on any issue publicly. Students reflect their mood in social media which creates a chance for cnsultancy. Nice facebook comments helped to increase students condfidence.
60 percent of the participant opined that the facebook has impacted the social attitude and behaviour of the students like inter-relationship amongest has positively grown.70 percent of the students stated that facebook has over the years become a platform for self promotion. They believed that having a great profile picture increases many fold the chances to be followed by the digital crowd.80% percent of the student believed facebook to be a supportive platform for the emerged learning mode amongst students; while a mere 20% disapproved the statement.All the student participated in the study believe that Facebook has puppeted the lives of many students around the world.56 percent of students accepted getting bullied at least once in their life and agreed that it was the reason for their embarrassment, while 44 percent were not ever in their life bullied.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The study sought to investigate the impact of facebook on social behavior of students of class 11 and 12; a case study of Bharatpur Metropolitan City. This chapter presents a summary of the major findings of the study. It offers a summary on the data collected, analysis of data, findings on each research objective and the logical interpretation emanating from the findings. Finally the chapter makes recommendations on possible areas for further research.

5.1 SUMMARY OF THE STUDY

Many researcher have conducted different study in the subject of facebook around the world focusing primarily on its consumption. There were many remaining issues related to facebook that need to explore not only in the context of world environment but also in the context of nepalese environment. Therefore, this study tried to enearth the usage patterns and the impact of students social bahaviour as an outcome of the involvement in the facebook.

The study has been carried out based on five chapter 'Introduction', 'Review of Literature', 'Research Methodology', Data Presentation and Analysis' and 'summary, Conclusion and Recommendations'. The concaptual, theoritical and empirical aspects were review in the study.

As per the research design, Bharatpur Metropolitan City of Chitwan district was selected as research site. The four community secondary school were selected randomly and 30 students from each school were selected from class 11 and 12 who has got internet access and have facebook account. Data were collected by using questionnaire and focus group discussion.Qualiitative data collected were coded and tabulated. The results were then carefully analyzed and well presented to represent the actual situation on the ground. Qualitative data were put into theme categories and tallied in terms of the number of times

it occurred. The data were then presented making relevant citations in comparison with studies that had been done earlier and then related to the topic of the study.

According to the result of data analysis, the patterns of using facebook is found that majority percentage of students are using facebook for chatting purpose with friends and family. They are being distracted by facebook in some sense from their family even though they feel lonlywith out facebook.

Majority of students are believed that they found facebook an interesting digital plateform to socialize with the distant people, to voice out opinions, to advocate a change and vent out frustration though they feeled that frequent conversation with parents, siblings and socialization with neighbours is being decreased. Likewise, most of them discuss on diffent topics connected to real life within facebook group,found facebook responsible for their social act and reacted angrily with friends after an online conversation ovefacebook messenger turned ugly. They believe facebook messenger has helped in expressing their mind i.e. bridging between introvert and extrovert and made interrelationship stronger. Facebook has updated them about contempory issues.

Sixty percent of them opined that the facebook has impacted the social attitude and behaviour of the students like inter-relationship amongest has positively grown.Students have been easily interacting with each other, lowering down hesitation and talk over the issues that were prior considered occult to many, taking place.70 percent of the students stated that facebook has over the years become a platform for self promotion. It has given them the new identity, a new soul as well as a new address. They believed that having a great profile picture increases many fold the chances to be followed by the digital crowd.A staggering 80% percent of the student believed facebook to be a supportive platform for the emerged learning mode amongst students; while a mere 20% disapproved the statement. Majority (80%) believed that facebook can help build good moral social behavior amongst students via the ethical posts shared on it.Each of the student participated in the study believe that Facebook has puppeted the lives of many students around the world. They confer that the world relies heavily on the social media where facebook is leading the board and thus the dependence has only grown and not reduced.56 percent of students accepted getting bullied at least once in their life and agreed that it was the reason for their embarrassment, while 44 percent were not ever in their life bullied.

Summary, Conclusion and Recommendations were presented at the fifth chaper of the study and followed by references and appendices at the last.

5.2 CONCLUSIONS OF THE STUDY

Students are now more reliant on digital platform like facebook to socialize with the people or friends. They have found the platform interesting and quite interactive. However, it has also distracted them from their families and as a result the face-to-face conversation is less frequent now. Direct conversation has been replaced by the virtual conversation over the facebook. The colors of socialization beyond the luxury of their home, has long faded amongst students as suggested by diminishing social activity. They feel lonely and depressed if devoid of facebook. The study also suggests the FOMO (Fear of Missing Out) effect.

Facebook has enriched the online group activity amongst the students and they really enjoy it as indicated by results of questionnaire 4.4.4. It has also become easier for them to voice their opinion. Peer pressure in various form are in the rise, aimed at those less active over facebook and those that have still not joined the platform. Narcissist tendencies have evolved and anti-social behavior is prevalent. Anguish, depression and vulgar comments have surfaced as the outcomes of the facebook and is seen creeping on the students. It has resulted in poor social skills and bad social behavior. There is shortening attention spans as suggested by the study which is making them vulnerable. Frustration out of the conversation or the dispute in facebook has impacted their social lives and behavior. Conversely, the unease in social frame is confessed in facebook. Cyber-bullying through facebook posts and messages are impacting social behavior and lives of the students. There is a growing negative sentiment among students and its hampering social behavior and impacting lives. Social adjustment seems a problem for such a student.

Despite the negatives there are few positives to look onto which has surely impacted the social behavior of students for a better cause.The greatest benefit of facebook has been the narrowing of the gap between introvert and extrovert. Introvert has got a platform wherein they can interact without the shyness, without the fear and increase their self-confidence. It is to say the least, a boon for them. Extrovert on the other hand, can interact with the

clueless guys ,hone social skills and develop the social behavior to another level while helping introverts foster in their shade. It is increasingly common (as shown by the study) to see the students scroll down the news feed for the updated piece of information from the subscribed pages. This has benefitted them from the acquisition of new knowledge and as a result can understand and confront the different socio-political issues well. They can discuss meaningfully and reach conclusion with the agreement and without argument. The social behavior thus races itself to a fairly healthy scale

However, the negatives have outweighed the positives in the context of secondary level students who are shaping their mindset and it is deteriorating sign for the higher secondary schools of Nepal. The highly negative aspect includes violent posts, cyber-bullying, anger, depression, intolerance and most importantly waste of time.

There are many values that have been acquired amongst students as learning exchanges occur. Though not every student has confessed acquiring but the majority said that the social and moral values besides sports and academic are discussed. Thus, it can be concluded that the use of facebook had strong impact on social behaviour among secondary level students of class 11 and 12. The consequences as an output of change in social behaviour by the involvement of facebook are overweighted negative than positive in the context of teenager students of secondary level.

5.3 RECOMMENDATIONS OF THE STUDY

The major recommendations of the study are as follows :-

  i.   Students need to be taught on controlled usage of facebook, so as to not rely heavily on it.
  ii. The parents or guardians of students should monitor closely their children's FB usage pattern as it might vastly adverse impact on the social behavior and social skills.
 iii. The pattern of the facebook consumption is a major concern and the consequences arising out of the overuse need a serious attention, thus a corrective measure need to be implemented in time.

iv. Though there are some positives aspect, the downside greatly dominate the benefits in terms of social behavior, the students needs to be positioned so as to have a perfect balance between the online and the real world.

v. As per the new provision made by education act of nepal, class 9 to 12 became secondary level instead of higher secondary level school. Therefore, secondary level students should be strictly prohibited to use smart phone in the school.

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APPENDIX - I

Questionnaire Form

I am preparing research work for the partial fulfillment of the requirement of the M.A. Sociology on **Facebook and Social Behaviour among Secondary Level Students**, a case study of class 11 and 12 students of Bharatpur, Chitwan. I would like to request for your valuable opinions and information regarding these questionnaire given below which will be very helpful to facilitating the research.

The data and information collected by this form will only be used for the research study and high degree of privacy will be maintained.

Your kind cooperatio will be a great pillar of success and completion of this research.

Thank You !

Ramesh Prasad Adhikari

Centre Department of Sociology

University Campus, Kirtipur

Respodent

Name of the student:

Age: Sex   :   Faculty :

Name of the School   :

Residential Address   :

Contact /cell no. (optional)   :

A) What is your purpose of using facebook?

    1. Chatting with friends and family   2. Update news & events

    3.Commentating   4. Sharing photos & viveos   5. Others

B) Has joining facebook distracted you in some sense from your family?

    1. YES   2. NO

C) Do you feel lonely without facebook ?

    1.Yes   2.No   3.Upto some extent

D) Do you find facebook an interesting platform to digitally socialize with the distant people?

    1. YES   2. NO

E) Do you nowadays speak too less with your parents or siblings as you are consumed over facebook?

    1. Strongly agree   2. Agree   3. Somewhat agree   4. Disagree

    5. Strongly Disagree

F) Having engaged in facebook, do you believe that you now socialize too less with your neighbors in real life?

    1. Strongly agree   2. Agree   3. Can't comment   4. Disagree

    5. Strongly Disagree

G) Do you discuss the different topics connected to your life within the facebook group as you would in the real gatherings?

    1.Yes   2.No

H) Do you agree that facebook has become a digital platform for students to voice their opinion?

    1. Strongly Agree   2. Agree   3. NO comment 4. Disagree   5.Strongly disagree

I) Has an online dispute in facebook ever been detrimental to your social image? If yes, do you find facebook responsible for your social act?

    1.Yes   2. Can't just say   3. NO

J) Do you feel angry with your friend after an online conversation over facebook messenger turned ugly ?

    1. Yes   2. NO   3. Sometimes I do feel

K) Has a facebook post ever made you protest socially to advocate a change?

    1. Yes   2. I don't care much   3.No

L) Do you agree that facebook is seen as a digital platform to vent out frustration?

    1. Strongly Agree   2. Agree 3. Neutral 4. Disagree   5. Strongly Disagree

M) Do you agree that violent facebook posts at times, can affect your mood all day?

1. Strongly Agree   2. Agree   3.No Comment/Neutral   4.Disagree 5. Strongly Disagree

N) Do you agree facebook messenger has helped more +2 level students in expressing their mind and the interrelationship among students been stronger now?

1.Strongly agree   2.Agree   3.No idea   4.Disagree   5. Strongly Disagree

O) Most of the newspapers, group and organization have now dedicated facebook pages. Do you believe it helps you in confronting society on contemporary issues?

1.Strongly agree   2.Agree   3.No idea   4.Disagree   5. Strongly Disagree

P) How do you feel when anything you post gets abundant responses?

1. Yes.   2. I don't care much   3. No

OPEN ENDED QUESTIONS :

A) In what manner has facebook impacted the social attitude and behaviour of the students?

B) Has facebook played a vital role in building good moral social behavior amongst students or polluted?

C) Since every other person is consumed more or less by facebook; what is the social reality of the students in context of the overall social health?

D) Is facebook dictating the social relations among the students?

E) Have you ever been bullied on facebook so much so that it resulted in social embarrassment?

APPENDIX – II

Map of Chitwan
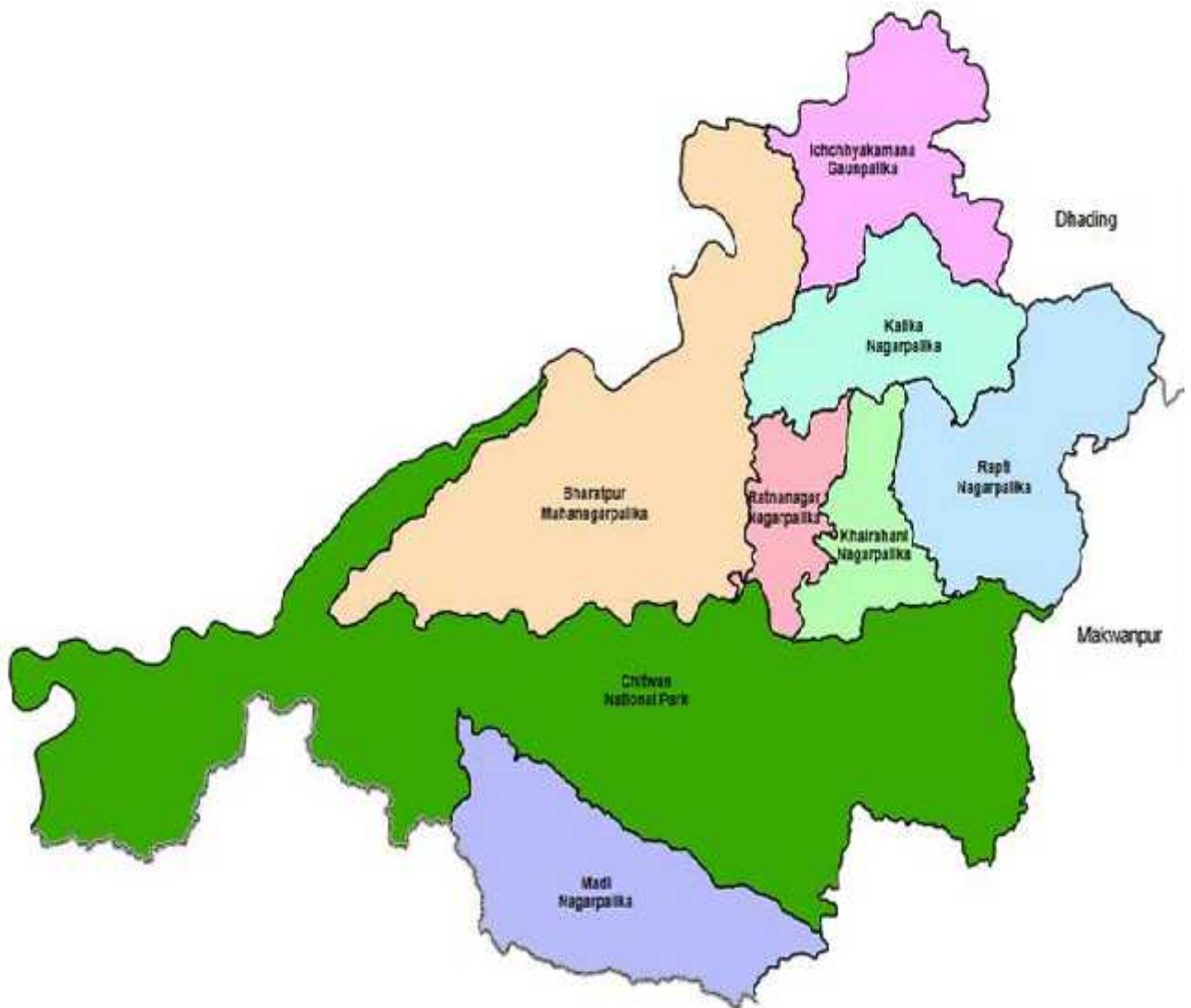
India

APPENDIX – III

Map of Bharatpur Metropolitan City