IMPACT OF FACEBOOK ON YOUNG PEOPLE'S DAILY LIFE

(A Sociological Study of Community Schools of Pokhara)

A Thesis Submitted to

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LETTER OF RECOMMENDATION

This is to certify that Mr. Surya Kumar Magar has completed this thesis entitled "Impact of Facebook on Young People's Daily Life (A Sociological Study of Community Schools of Pokhara)" under my supervision and guidance. This is an original work. I, therefore, recommend this thesis for final approval and acceptance.

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Date: 1st December, 2017

LETTER OF ACCEPTANCE

This thesis entitled "Impact of Facebook on Young People's Daily Life (A Sociological Study of Community Schools of Pokhara)" submitted to the Department of Sociology and Rural Development, Tribhuvan University, Prithvi Narayan Campus, Bagar, Pokhara by Mr. Surya Kumar Magar has been accepted as the partial fulfillment of the requirements for the Degree of Master of Arts in Sociology by the undersigned members of the thesis committee.

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Date: 1st December, 2017

ACKNOWLEDGEMENT

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ABBREVIATION

DSM: Diagnostic and Statistical Manual

FB: Facebook

FGD: Focus Group Discussion

GPA: Grade Point Average

HSS: Higher Secondary School

INF: International Nepal Fellowship

PSP: Play Station Portable

SNS: Social Networking System

SPSS: Statistical Package for the Social Sciences

USA: United States of America

UNICEF: United Nations Children's Fund

UNFPA: United Nations Population Fund

WHO: World Health Organization

ABSTRACT

The Social Networking System (SNS), Facebook, launched in 2004 by the founder Mark Zuckerberg, is one of the most important breakthroughs in the 21st century. The majority of the Facebook users are school, college or university going people. Nowadays there won't be anyone who doesn't has his or her Facebook account and having Facebook account means long hours will be spent on Facebook. Therefore studies are very much affected due to use of Facebook. Pupils now even use Facebook during the class, while paying lesser attention to the lecturer.

This study examines the impact of Facebook on young people's daily life. Empirical data was collected from 200 students studying in grade 11 in different faculties; Science, Education, Humanities and Management in Pokhara Lekhnath Metropolitan City using a questionnaire survey. The social dimension of Facebook users in current study are such that the young people use it for different purposes in different dimensions in diverse context. It has been used to be up-to-date with close friends, childhood friends, to connect with relatives who are face off and to keep records of events. Facebook has its own types of positive impact in the lives of the young people. People can get knowledge on the different issues; feel the social security and so on through the use of Facebook. Young people spend a lot of time in browsing the network, particularly, the Facebook, as they find it the best form of communication mode. It is fun to use Facebook and Twitter, but there are negative influences if one spends too much time on them. Social media is becoming popular and even official communication is carried out on them as well as personal. The results of this analysis can be used to understand the Facebook pattern and its impact on the lives of young people. This study reveals that Facebook can have negative impact by wasting the time, affecting the health, ruining relationship, less face to face interaction, creating privacy problems, physical health, mental health by leading to web addiction, feelings of loneliness, narcissism, stress, and body dissatisfaction, and socially altering the traditional familial systems that has existed since the beginning of human life.

CHAPTER I

INTRODUCTION

1.1 Background

Social networking sites are websites designed for human interaction. They enable users to meet others; keep in touch with them; and share experiences, feelings, and opinions. They are all built on a similar foundation—the user builds a network of contacts bound by an element of trust. The user then creates content for his/her friends and, in turn, accesses the content they have created. This content can include such diverse things as holiday pictures, interesting links, latest news, opinions, comments, and mood updates.

Social networks contain a wealth of personal information. People share their date of birth, email address, home address, family ties, and pictures. Some of that information would not be valuable by itself but having a clear picture of everything about a person can give attackers ideas and information required to perform other attacks such as credit card fraud or identity theft. Any real-life targeted attack can be made much more effective through access to additional information about the intended victim. The examples of social networking sites are Facebook, twitter, hi5, etc.

There is multiple use of Facebook. Facebook has affected the social life and activity of people in various ways. With its availability on many mobile devices, Facebook allows users to continuously stay in touch with friends, relatives and other acquaintances wherever they are in the world, as long as there is access to internet. It can also unite people with common interests and/or beliefs through groups and other pages, and has been known to reunite lost family members and friends because if widespread reach of its network. Facebook now allows anyone who claims to be at least 13 years old to become a registered user of the website.

Although Facebook was created with the concept of allowing students and young adults to share their common interests, but with time it has lost its true essence. Started often as a time pass, it becomes an addiction which is annoying at times. As a matter of fact, Facebook is a very useful medium if used within certain limits.

Facebook is useful for finding long-lost friends and acquaintances. It's somewhat useful for assembling groups of people (e.g. likers of Facebook fan pages) interested in a topic, and distributing information to them. It's a good way to distribute images whose copyright is owned by someone else, since the lack of search ability by the general public makes it hard for the copyright owners to catch you (email also has this advantage). It also apparently has algorithms that reduce how often you're exposed to the same content (e.g. images) posted and re-posted by many different users. Who knows what else its proprietary algorithms do (or how they do it) to help users find stuff that they're likely to be interested in, and weed out what they are unlikely to be interested in. Several news and stories have suggested that using Facebook can lead to higher instances of divorce and infidelity, but the claims have been questioned by other commentators.

Facebook is designed to be an easy way for procrastinators, or those who have a few idle minutes to fill, to find stimulating material. There is always something new and entertaining on the feed, and it's coming from a multitude of diverse sources, rather than being monotonous. One does not need to ponder what site to surf; one just goes to Facebook and is presented with whatever content has most immediately been posted. It's much like surfing TV instead of browsing a magazine rack or bookcase.

Likewise, it is designed to provide instant gratification to those who want to be heard. You can post a status and get immediate responses. The site is designed to bias these responses positively (since there is a "like" feature but not a "dislike" feature), fueling the crack-like addictiveness of this means of obtaining positive feedback. The "share" feature reduces the workload involved in re-posting content and makes people think, "Wow, I'm really disseminating my content quickly and virtually!"

The fact that random people can't post messages, but have to be added as friends first, is a prophylactic against the kinds of vandalism, spam, and other misbehavior that requires people to vigilantly play the role of moderator on wikis and blogs. Facebook lets each person have a venue for personal expression, without requiring him to set up, maintain and publicize a website. In fact, friends will search for and come to him. It can work synergistically with one's personal website; one can post status updates and create fan pages linking to the website, and one can post on the website links to Facebook profiles, fan pages, etc.

In the hi-tech world of today, people can be found glued to the fancy gadgets than meeting others in person. No wonder technology has done wonders to the world and mankind but everything has its pros and cons. Where on one part, social networking sites have made people connect to other people residing on the other side of the globe, it has also made a drastic change in the way people communicate. It would not be wrong to suggest that the most popular social networking site, Facebook has many negative effects on the people's style of communication.

The social media has made people share communication and information with each other to a large extent. But at the same time, it has changed the way people communicate and that too with negative consequences. You can compare this issue with the change in the eating habits of the people after the introduction of McDonald's. This popular fast food joint when introduced, first changed the eating habits of the people in America and then the world. Similar is the case with Facebook. Since it first appeared in the year 2004, Facebook has rapidly turned into a big pastime for many individuals. Results have shown that at an average person spend around 14-15 minutes in a day on Facebook. This has made it the most disturbing factor that has changed the way people have started to communicate with each other. Getting rid of Facebook wouldn't change the fact that our attention is, more and more frequently, forgetting the path to proper, fulfilling engagement. And in that sense, Facebook isn't the problem. It's the symptom (Bargh, J.A. & McKenna, K.Y.A., 2004).

There are endless examples of how Facebook has started to affect the people and their communication. There is a whole set of new language or dialect that has been brought into effect by the people using Facebook on a regular basis. To start with we can take into account the long sentences that were used earlier to express one's thought and feelings have now turned into obscure sound bites coupled with acronyms and a plethora of fragments. Earlier it was worded that were used to express one's feelings but in the Facebook lingo, emoticons are the new language. Apart from the language used in this social media site, there is one more area that needs urgent attention. People don't realize it but they are communicating their personal information to the world. Personal information that was earlier thought to be kept in the shade has been brought into the light by people because of this social media site. People do not give a

thought before they like or dislike any comment or picture posted on the site by any user. This has made one's personal information, details and images easily accessible to the other person, in fact to the world at large. People tend to over share information that was once thought to be too personal for sharing with others. Some people are facing addiction disorders with Facebook, they can't get rid of their addiction for Facebook which results in wastage of time and damages their health.

All in all, it won't be wrong to suggest that we are looking forward to a society build by these social media sites that lays more emphasis on frequent and meaningless communication than meaningful communication. Therefore, next time you log into your Facebook account, pay more attention to how and what you are communicating. We may not realize it but the negative effects of Facebook can be more than what we realize.

However, we can't neglect the positive side of Facebook too. If used in a right way, Facebook is the best platform to stay connected with your family and friends.

1.2 Statement of Problems

Pokhara is one of the developed cities of Nepal. It is a beautiful place with almost every facility available. With the development there have also been changes in the lifestyle of the people. Especially, the young people have been influenced by the western culture. Beside this, communication and information sector in big cities of Nepal like Pokhara have developed so quickly than any other sector. Nowadays young generation has easy access to mobile phones, laptop and television. In context to Pokhara, it is called the city of "Lahure". Young people have expensive mobile phones and other electric gadgets in their hands. With the access to mobile phones and computer, the use of Facebook users especially the young people has increased rapidly in the recent years. Due to this the young people have hampered their study. There is also exponential rise in the cyber-crime. Thus there is great necessity of research in this sector in order to mitigate such problems in our society.

The majority of the Facebook users are school, college or university going people. Nowadays there won't be anyone who doesn't has his or her Facebook account and having Facebook account means long hours will be spent on Facebook. Therefore studies are very much affected due to use of Facebook. Pupils now even use

Facebook during the class, while paying lesser attention to the lecturer. What worse could be than this?

Many Facebook users do not know or are may be are concerned about their online Privacy. They update their status, which shows up to all of their friends, and this could possibly become cause of problems or conflicts. What if you didn't want to share your new status or the picture you uploaded with everyone? If right privacy is not used, you are maybe unaware that your privacy is being infringed, and soon you'll end up having relationship conflicts or other sort of issues.

The problem is that most users are not aware of Facebook Privacy and many do not take it seriously, due to which their private information is leaked out due to which social problems arise. The worse thing is that even with all the Privacy settings turned on, many of your so called 'friends' have accessed your pictures and personal information.

People have become so much heavy users of Facebook that their physical interactions with friends, colleagues and family members have drastically decreased. People have forgotten they used to go to their loved ones, when they had long chit chat sessions about various topics, shared their problems, had lunch or dinner together, and did a lot of other things together.

Facebook and also other social networking sites have ruined the natural going of young and adult alike. This seems that this isn't very far when the little physical interaction that now happens very infrequently will also stop because Facebook is addictive and people have now used to using it, they have forgotten the value of physical interaction, which is real social networking.

Most Facebook users are addictive to it. Now every kid knows that they besides social networking, they can also play games on Facebook. The bombardment of tons of games available on Facebook, besides the social networking feature, the Facebook has very much affected the physical as well as mental health of the people.

Now due to Facebook, lesser children play physical games. Of course PSP and other video consoles have their impact too but due to Facebook more people have stopped

their physical activities. Being online on Facebook for social networking and for playing games for long times, Facebook has ruined people's eye-sight, mental and physical health.

If your one post on Facebook is in contradiction to your previously made promises and statements, the spouse will be the first to notice it and make use of that as evidence. Moreover, chatting with friends make spouse feel neglected and it can create doubt that you are getting involved in a new relationship. This kind of problems arises due to use of Facebook.

Many studies have suggested that the Facebook has both positive and negative impact in the society. Further it is also believed that if it used properly, it has more merits than demerits. The assumption that when people are highly educated they tend to have a more positive or cooperative attitude towards Facebook.

Different agencies and the scholars had carried out different works about this social network Facebook. So this will be an attempt by the researcher to find out all those possible unanswered questions in relation to this social network called Facebook. For this, the researcher has designed and developed certain research questions which are listed below:

- What are the social and educational impacts of Facebook on Facebook users of young age?
- How much do the Facebook users of young age have knowledge on Facebook?
- What are the socio-economic characteristics of young people using Facebook?
- What is the perception on use of Facebook?
- What are the factors which affect the society and its members through the use of Facebook?
- What type of attitude is common among the people regarding Facebook?

1.3 Objectives of the Study

a) **General Objective:**

To study the impacts of Facebook on young people's life of Pokhara Lekhnath Metropolitan City.

b) **Specific Objective:**

- To generalize the young people's knowledge on Facebook.
- To analyze the social and educational impact of Facebook on Facebook Users.

1.4 Definition of Terms

- **Social Media:** They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology. Social Media is a group of internet based application that allows the creation and exchange of user generated content (Boyd & Ellison, 2008).
- **Social Networking:** The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.
- **Social Networking Sites**: A website where people put information about them and can send to others.
- **Facebook:** Simply Facebook is a most popular free social networking website that allows users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.
- **Young people:** Young people include both adolescents and youths. Adolescent represents 10-19 years of age; Youth represents 15-24 years of age and Young People: 10-24 years of age.
- **Knowledge:** A concept and information on Facebook
- **Academic performance**: It is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.
- **Perception:** a way of regarding, understanding, or interpreting something; a mental impression.
- **Impact:** the impression made by an idea, cultural movement, social group, etc.

1.5 Significance of the Study

Young people should be aware of the information technology, but due to its misuse sometimes, great deal of negative change, may occur. So the completion of this study it has helped to create awareness among the youths towards positive use of Facebook. Along with that this study has also provided some basic information for Facebook users and even the educational institutions and parents for its proper use. It may further help any researchers to carry out such studies and be fruitful in providing information needed by the concerned agencies with similar problems. It has also added a more literature in the field of sociology and anthropology.

1.6 Limitation of the Study

This study is an academic study and has been carried out within the limited time, budget and   other resources. Though the research is based on fully descriptive and explorative but it has not studied about the gender related aspect neither it sees the elder views towards Facebook. But it only reflects the people's view and the impacts of Facebook. Thus the finding and conclusion drawn from this study may not be widely generalized exactly in the same manner for other individual's view. Obviously, some generalization can be made up to some extent while considering the view of Facebook' users in Nepal. It can be generalized in same sort of perception of Facebook.

1.7 Conceptual Framework
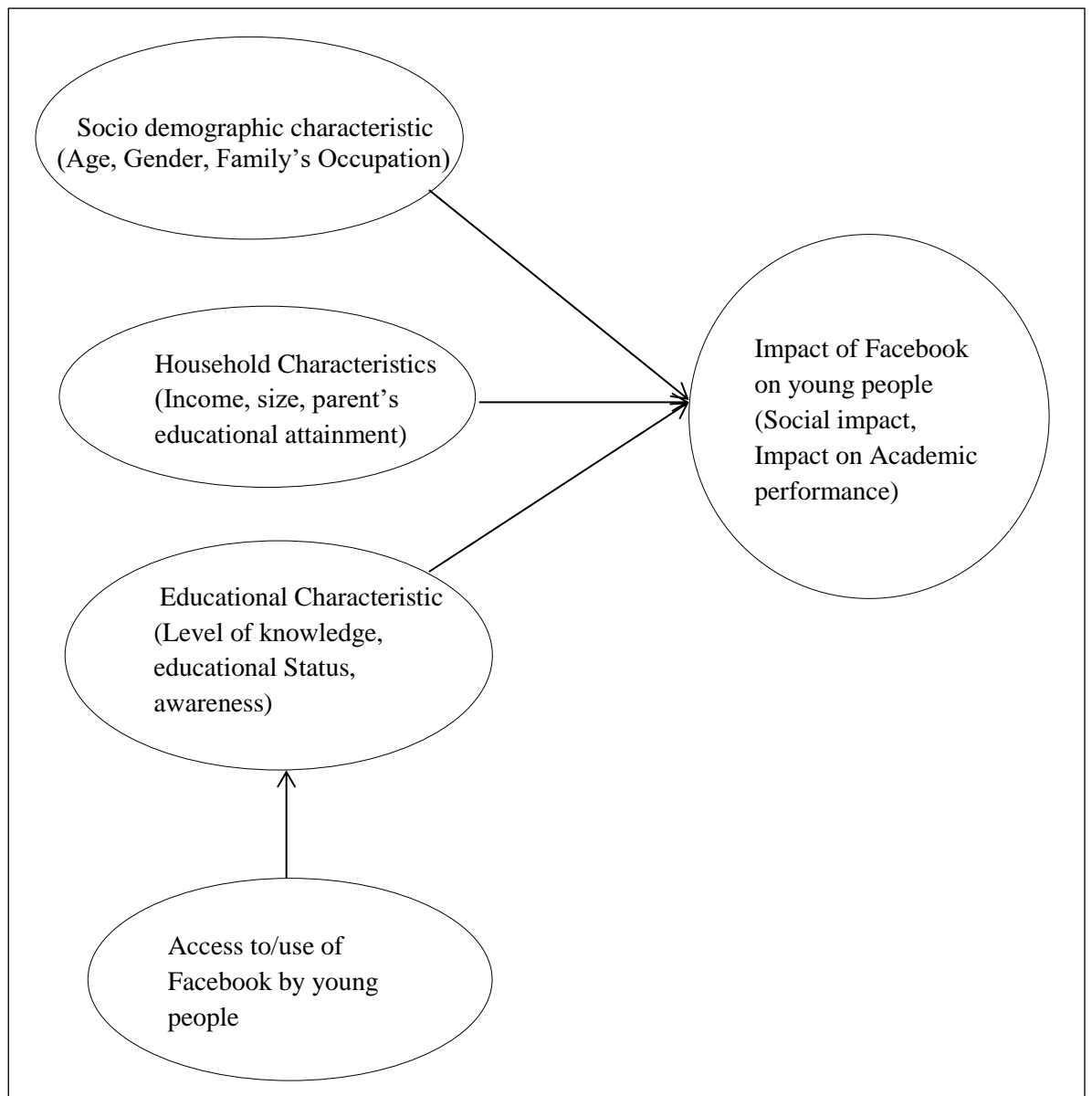
Fig: Conceptual Framework of Young People and Facebook

The above framework shows that use of Facebook determines the social status of the young people. The update in the latest information technology is often regarded as use of Facebook. Facebook create awareness in some sort of wrong doings in the society as well.

The framework also shows the impact of Facebook in the social life as well. It also questions on the fact that what sort of economic status holds the users. Every coin has two sides. So the framework also tells that if properly used, Facebook have more merits, but if misused it has more drawbacks.

CHAPTER II

LITERATURE REVIEW

2.1 Concept Review on Youths

Usually the words "adolescent", "youth" and "young people" are used synonymously. But the meaning of these words is not same. WHO/UNICEF/UNFPA in 1989 have jointly given a definition that are commonly used in different demographic, policy and social context as: Adolescent: 10-19 years of age, Youth: 15-24 years of age and Young People: 10-24 years of age. Young people include both adolescents and youths. Adolescents and youths together represent a significant segment of the country`s population (United Nations, 1989).

Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. That's why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because 'youth' is often referred to a person between the ages of leaving compulsory education, and finding their first job.

The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States. The Secretary-General first referred to the current definition of youth in 1981 in his report to the General Assembly on International Youth Year (A/36/215, para.8 of the annex) and endorsed it in ensuing reports (A/40/256, para. 19 of the annex). However, in both the reports, the Secretary-General also recognized that, apart from that statistical definition, the meaning of the term 'youth' varies in different societies around the world. When the General Assembly, by its resolution 50/81 in 1995, adopted the World Programme of Action for Youth to the Year 2000 and beyond, it reiterated that the United Nations defined youth as the age cohort of 15-24.

2.2 Historical Glimpse on Facebook/A concept

Facebook is a corporation and online social networking service headquartered in Menlo Park, California, in the United States. Its website was launched on February 4, 2004, by Mark Zuckerberg with his Harvard College roommates and fellow students

Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities and later to high-school students. Since 2006, anyone who is at least 13 years old was allowed to become a registered user of the website, though the age requirement may be higher depending on applicable local laws. Its name comes from the Facebook directories often given to American university students.

After registering to use the site, users can create a user profile, add other users as "friends", exchange messages, post status updates and photos, share videos, use various apps and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends". Also users can complain or block unpleasant people. Facebook had over 1.59 billion monthly active users as of August 2015. Because of the large volume of data users submit to the service, Facebook has come under scrutiny for their privacy policies. Facebook, Inc. held its initial public offering in February 2012 and began selling stock to the public three months later, reaching an original peak market capitalization of $104 billion. On July 13, 2015, Facebook became the fastest company in the Standard & Poor's 500 Index to reach a market cap of $250 billion. Following its Q3 earnings call in 2015, Facebook's market cap soared past $300 billion.

Facebook has been successful and more socially impactful than many other social media sites. David Kirkpatrick, technology journalist and author of The Facebook Effect, believes that Facebook is structured in a way that is not easily replaceable. He challenges users to consider how difficult it would be to move all the relationships and photos to an alternative. Facebook has let people participate in an atmosphere with the "over the backyard fence quality" of a small town, despite the move to larger cities.

Impacts

South East Asia

Southeast Asia has some of the highest penetration of social network usage among internet users of anywhere in the world, according to eMarketer's first-ever forecast for the region, which includes Indonesia, Malaysia, the Philippines, Singapore, Thailand and Vietnam.

Indonesia has the highest social network penetration rate among internet users in Southeast Asia, with 77.4% of internet users visiting a social network at least once a month in 2015. Since Indonesia is also the largest country in the region by population that cements its status as the largest social network market in absolute terms as well, with 72.3 million people using social networks monthly this year.

This number is set to climb to 109.8 million, or 82.2% of internet users, by 2018. The Philippines was No. 2 in Southeast Asia by both metrics, with 39.7 million people, representing 74% of internet users, regularly logging on to a social network in 2015.

Facebook has been the key growth driver for this forecast, with at least two-thirds of internet users in each of the countries regularly logging on to the platform this year. Indonesia is once again out in front with 67.7 million Facebook users (72.5% of internet users)—this number is predicted to grow to 105.1 million, representing 78.7% of all internet users.

Compared with Facebook, Twitter adoption within South East Asia is less strong. Vietnam and Singapore's use of Twitter hovers around 10.5% of all internet users while Indonesia reports just 15.4% penetration, with higher growth predicted over the coming years than that expected for Facebook.

"Social network penetration, while high among internet users in Southeast Asia, is somewhat low in more general terms because internet penetration is lower than average in the region. This means that Southeast Asia presents significant opportunities for social network usage growth in the next few years," said eMarketer VP of forecasting Haixia Wang. "With internet penetration still relatively low and

mobile continuing to drive internet adoption in the key markets there, it will continue to be a hot spot for various digital activity growths in the next few years."

eMarketer's forecasts and estimates are based on an analysis of quantitative and qualitative data from research firms, government agencies, media firms and public companies, plus interviews with top executives at publishers, ad buyers and agencies. Data is weighted based on methodology and soundness. Each eMarketer forecast fits within the larger matrix of all its forecasts, with the same assumptions and general framework used to project figures in a wide variety of areas. Regular re-evaluation of available data means the forecasts reflect the latest business developments, technology trends and economic changes.

Social Impact

Facebook has affected the social life and activity of people in various ways. Facebook allows people using computers or mobile phones to continuously stay in touch with friends, relatives and other acquaintances wherever they are in the world, as long as there is access to the Internet. It has reunited lost family members and friends. It allows users to trade ideas, stay informed with local or global developments, and unite people with common interests and/or beliefs through open, closed and private groups and other pages. Facebook's social impact has also changed how people communicate. Rather than having to reply to others through email, Facebook allows users to broadcast or share content to others, and thereby to engage others or be engaged with others' posts.

According to professor of psychology Susan Krauss Whit Bourne, although Facebook has an upside of friending people, there is also the downside of having someone unfriend or reject another person. Whit Bourne refers to unfriended persons on Facebook as victims of estrangement. Unfriending someone is seldom a mutual decision and the person often does not know they have been unfriended.

Emotional Health Impact

Recent studies have shown that Facebook causes negative effects on self-esteem by triggering feelings of envy, with vacation and holiday photos proving to be the largest resentment triggers. Other prevalent causes of envy include posts by friends about family happiness and images of physical beauty—such envious feelings leave people

lonely and dissatisfied with their own lives. A joint study by two German universities discovered that one out of three people were more dissatisfied with their lives after visiting Facebook, and another study by Utah Valley University found that college students felt worse about their own lives following an increase in the amount of time spent on Facebook.

Political Impact

In February 2008, a Facebook group called "One Million Voices Against FARC" organized an event in which hundreds of thousands of Colombians marched in protest against the Revolutionary Armed Forces of Colombia, better known as the FARC (from the group's Spanish name). In August 2010, one of North Korea's official government websites and the official news agency of the country, Uriminzokkiri, joined Facebook.

During the Arab Spring many journalists made claims that Facebook played a major role in generating the 2011 Egyptian revolution. On January 14, the Facebook page of "We are all khaled Said" was started by Wael Ghoniem Create Event to invite the Egyptian people to "peaceful demonstrations" on January 25. According to Mashable, in Tunisia and Egypt, Facebook became the primary tool for connecting all protesters and led the Egyptian government of Prime Minister Nazif to ban Facebook, Twitter and another websites on January 26 then ban all mobile and Internet connections for all of Egypt at midnight January 28. After 18 days, the uprising forced President Mubarak to resign.

In Bahrain uprising which started on February 14, 2011, Facebook was utilized by the Bahraini regime as well as regime loyalists to identify, capture and prosecute citizens involved in the protests. A 20-year-old girl named Ayat Al Qurmezi was identified as a protester using Facebook, taken from her home by masked commandos and put in prison. (Richard Spencer, 14 Jul 2011)

In 2011, Facebook filed paperwork with the Federal Election Commission to form a political action committee under the name FB PAC. In an email to The Hill, a spokesman for Facebook said "Facebook Political Action Committee will give our employees a way to make their voice heard in the political process by supporting candidates who share our goals of promoting the value of innovation to our economy

while giving people the power to share and make the world more open and connected."

During the Syrian civil war, the YPG, a libertarian army for Rojava has recruited westerners through Facebook in its fight against ISIL. Dozens have joined its ranks for various reasons from religious to ideological. The Facebook page's name "The Lions of Rojava" comes from a Kurdish saying which translates as "A lion is a lion, whether it's a female or a male", reflecting the organization's feminist ideology.

In many countries the social networking sites and mobile apps have been blocked temporarily or permanently. In Bangladesh, the government has been blocking Facebook, WhatsApp, and Tango, Viber and many other sites and apps since November 18, 2015.

United States

Facebook's role in the American political process was demonstrated in January 2008, shortly before the New Hampshire primary, when Facebook teamed up with ABC and Saint Anselm College to allow users to give live feedback about the "back to back" January 5 Republican and Democratic debates. Facebook users took part in debate groups organized around specific topics, register to vote, and message questions.

Over a million people installed the Facebook application "US Politics on Facebook" in order to take part, and the application measured users' responses to specific comments made by the debating candidates. This debate showed the broader community what many young students had already experienced: Facebook as a popular and powerful new way to interact and voice opinions. A poll by CBS News, UWIRE and The Chronicle of Higher Education claimed to illustrate how the "Facebook effect" has affected youth voting rates, support by youth of political candidates, and general involvement by the youth population in the 2008 election.

The new social media, such as Facebook and Twitter, made use first of the personal computer and the Internet, and after 2010 of the smart phones to connect hundreds of millions of people, especially those under age 35. By 2008, politicians and interest groups were experimenting with systematic use of social media to spread their message among much larger audiences than they had previously reached. Facebook is

having an impact on local government as well. Justin Smith, a Colorado sheriff uses Facebook to disseminate his ideas on matters relating to local, state, and national concerns. He also publicizes crimes, particularly those that his department solves. He has seven thousand followers on the social medium, considered a large number. Smith said that he rarely goes out in public "when I don't get feedback from folks. Facebook is an interesting tool because I think it holds candidates and elected officials more accountable. Voters know where someone stands."

As American political strategists turn their attention to the 2016 presidential contest, they identify Facebook as an increasingly important advertising tool. Recent technical innovations have made possible more advanced divisions and subdivisions of the electorate. Most important, Facebook can now deliver video ads to small, highly targeted subsets. Television, by contrast, shows the same commercials to all viewers, and so cannot be precisely tailored.

Media Impact

In April 2011, Facebook launched a new portal for marketers and creative agencies to help them develop brand promotions on Facebook. The company began its push by inviting a select group of British advertising leaders to meet Facebook's top executives at an "influencers' summit" in February 2010. Facebook has now been involved in campaigns for True Blood, American Idol, and Top Gear. News and media outlets such as the Washington Post, Financial Times and ABC News have used aggregated Facebook fan data to create various info graphics and charts to accompany their articles. In 2012, the beauty pageant Miss Sri Lanka Online was run exclusively using Facebook.

Society consists of a number of people who interact with each other in different ways and day by day the relations become more complicated.

In the present world dubbed as the world of communications, the spread of mass media has led to the expansion and diversity of social interactions. Nowadays media experts and researchers offer new ways for interaction which are based on media particularly the Internet. The modern media have managed, via creating a new world particularly in the field of social relations, to create considerable changes in human

communications. It can be said that the latest type of human relations have been shaped in the Internet 'social networks.' By sharing the private world of their users and minimizing the distance among them, these networks provide an easier impact. In the social networks all users are apparently at the same level and by taking advantage of the Internet capacities they will be able to experience the widespread human communications irrespective of political and geographical borders. The users' increasing tendency to social networks shows that the cyber world has been very much affected by the networks. In view of this, the social Facebook network has been the pioneer and in fact it is considered as the largest site of the world.

In today's internet age, social-networking is one of the most efficient ways to communicate with people. One of the most widely used social-networking sites is Facebook. People all over the world use this site for chatting, sharing pictures, etc. Undoubtedly, Facebook has a great impact in the young people of today's society. However, the effects derived from interacting with other individuals through social-networking can be both harmful and beneficial at the same time. Being a user myself, I am well-aware of the effects that FB has on teenagers. Let us start with the good ones.

First of all, easier communication can be done through FB. You can share information with one or more individuals at the same time. You can also meet friends, old and new, on Facebook. FB contributes greatly to educational aspects as well. Students can allot information regarding schoolwork, such as projects and assignments. You can also display your interests, birthday, age and even your relationship status. Photos and videos can also be viewed on FB. All in all, Facebook has a very positive effect on teens all over the world.

But even though Facebook is a good asset to today's modern society, it also has negative effects that can really harm the individuality of a person, as well as their priorities. To start off, PRIVACY is a major aspect in our life, we like to keep things to ourselves when we don't want to talk, but this is not really observed in Facebook. When you display personal information online, it can be accessed by people you don't have any knowledge of. This allows them to know more about you and become closer with you. Situations like these can cause the following:

Stalking, it is a scary thing- and it comes in two types, online stalking and physical stalking. Online stalking refers to virtual communication, such as e-mail, chatting, etc. When you display your contact numbers and e-mail or anything that might enable someone to talk to you, they can communicate with you easily. Physical stalking is, of course, following and observing someone. Now that is really scary, so if I were you, be careful with what you put online.

Another danger regarding privacy is Identity theft. Some people who use Facebook display too much information, such as e-mails, school or workspace, date of birth, contact numbers, home addresses, etc. Sometimes, with enough information, other people can impersonate you. They can steal your money or acquire privileges by pretending to be you. Then, the next you know, your bank account is empty!

The last negative effect is not as serious or humanity damaging as the first two, but it's still bad. Introducing the last and the most common pessimistic effect of Facebook on modern day man Is Addiction! The people who get addicted to FB nowadays are young kids like me. What happens is they neglect their studies and prioritize Facebook more that's why they're tired or sleepy when they go to school because they stay up late chatting with they're friends. They forget to do their assignments and they forget to study for quizzes and other examinations, resulting to failing marks. What a world we live in.

Facebook is not really all that. It has good sides and bad sides. The above-mentioned reasons are proof that Facebook can not only be helpful for you, but can also be quite harmful. I should know, I'm a user myself, and as much as I like Facebook, I control myself, because I know my priorities and it's definitely not there. It is in the torture we all know as school, but even though school is an absolute pain in the behind, it has a whole lot more sense than what Facebook has to offer. Facebook is fun, and you can communicate easier with your friends. That's true, but you should know when to stop and when to enter your e-mail and password and click "Log-in", you should know your responsibilities, and as a young teen, it's not Facebook…. It's school.

Good and Bad Effects of Facebook for Students

Keeping in touch with family and friends- Facebook is a great way to keep in touch with your family and friends that live far away. With instant messaging and even

video chat, Facebook is the perfect place to stay connected. With the status updates, photos, and profile information, it can keep you up to date on the happenings of all of your close ones.

Making new friends- Facebook makes meeting new people extremely easy due to the fact that it allows you to add up to thousands of friends, and acts as a social melting pot of the internet. If you comment on someone's picture then someone else but at the same time you gotta know when to stop using it and do the most important things.

Nearly 85 percent of college students log on to Facebook every day according to "techrunch.com" The social networking site has become an addiction for many. Instead of students concentrating on their homework or studying for a big test the next day, they are spending hours looking through pictures, answering their page comments, and chatting with friends on the site's instant messenger. Facebook has consumed good grades and face-to-face communication is in jeopardy. when we are connected online there is always something to talk about but when we are face 2 face it's like there is nothing to talk about and it's almost becomes awkward to make conversations with each out social media. Social media is really coming in between us and our real friends because we have lost what it means to have a normal conversation with out the social media. Sometime Facebook it's taking total control over us and what we have to do. "Doing my homework is important to me," Pines says. "But I can't help getting caught up in the world of Facebook. It is like there is something about it that can't be resisted. "Social networking sites, specifically Facebook, effects students' face-to-face communication," Gavin said. "They often forget how to communicate correctly with people in person. "Employers are less than satisfied with the face-to-face communication skills of recent graduates according to allbusiness.com. The social networking site of Facebook does not allow for active communication. Professor Craig Fox of the philosophy department is worried that the shorter attention-grabbing bursts of communication on Facebook could be taken as a detrimental model for all communications.

Cyber-bullying- On Facebook it is very easy for cyber bullies to thrive. They can harass and/or gang up on one person even easier than they could in a school environment. There aren't moderators that go around monitoring what people say to each other. Anything can be said. There are also a relatively small amount of parents

that have Facebook accounts and keep up with their children's. More than once I've witnessed this form of bullying, whether it be about race, appearance, intelligence, etc.

Ruined relationships- Facebook is notorious for causing couples to break up. Let's face it, no one wants to see their girlfriend/boyfriend telling other people that they look cute, or liking their pictures, or instant messaging them constantly. It builds up jealousy, which causes quite a bit of tension in a relationship. The fact that many people try to hook up with others over Facebook while not realizing that these people are in a relationship doesn't help the issue. Insecurity- Facebook is a cause for insecurities due to the fact that it makes people compare themselves to others. How can you not when all you see is pictures of your friends and acquaintances on your news feed?

The overall purpose of the communication is to stabilize and direct society and to propagandize other societies (Borden, 1971).

Below we review some research suggesting 7 ways that Facebook may be hurting you.

1. It can make you feel like your life isn't as cool as everyone else's. Social psychologist Leon Festinger observed that people are naturally inclined to engage in social comparison. To answer a question like "Am I doing better or worse than average?" you need to check out other people like you. Facebook is a quick, effortless way to engage in social comparison, but with even one glance through your News Feed you might see pictures of your friends enjoying a mouth-watering dinner at Chez Panisse, or perhaps winning the Professor of the Year award at Yale University. Indeed, a study by Chou and Edge (2012) found that chronic Facebook users tend to think that other people lead happier lives than their own, leading them to feel that life is less fair.

2. It can lead you to envy your friends' successes. Did Cousin Annabelle announce a nice new promotion last month, a new car last week, and send a photo from her cruise vacation to Aruba this morning? Not only can Facebook make you feel like you aren't sharing in your friends' happiness, but it can also make you feel envious of

their happy lives. Buxmann and Krasnova (2013) have found that seeing others' highlights on your News Feed can make you envious of friends' travels, successes, and appearances. Additional findings suggest that the negative psychological impact of passively following others on Facebook is driven by the feelings of envy that stem from passively skimming your News Feed.

3. It can lead to a sense of false consensus. Sit next to a friend while you each search for the same thing on Google. Eli Pariser, author of *The Filter Bubble* (2012), can promise you won't see the same search results. Not only have your Internet searches grown more personalized, so have social networking sites. Facebook's sorting function places posts higher in your News Feed if they're from like-minded friends— which may distort your view of the world (Constine, 2012). This can lead you to believe that your favorite political candidate is a shoe-in for the upcoming election, even though many of your friends are saying otherwise…you just won't hear them.

4. It can keep you in touch with people you'd really rather forget. Want to know what your ex is up to? You can…and that might not be a good thing. Facebook stalking has made it harder to let go of past relationships. Does she seem as miserable as I am? Is that ambiguous post directed at me? Has she started dating that guy from trivia night? These questions might better remain unanswered; indeed, Marshall (2012) found that Facebook users who reported visiting their former partner's page experienced disrupted post-breakup emotional recovery and higher levels of distress. Even if you still run into your ex in daily life, the effects of online surveillance were significantly worse than those of offline contact.

5. It can make you jealous of your current partner. Facebook stalking doesn't only apply to your ex. Who is this Stacy LaRue, and why is she constantly "liking" my husband's Facebook posts? Krafsky and Krafsky, address many common concerns in relationships that stem from Facebook use. "Checking up on" your partner's page can often lead to jealousy and even unwarranted suspicion, particularly if your husband's exes frequently come into the picture. Krafsky and Krafsky recommend talking with your partner about behaviors that you both consider safe and trustworthy on Facebook, and setting boundaries where you don't feel comfortable (Krafsky 2010).

6. It can reveal information you might not want to share with potential employers. Do you really want a potential employer to know about how drunk you got at last week's kegger…or the interesting wild night that followed with the girl in the blue bikini? Peluchette and Karl (2010) found that 40% of users mention alcohol use on their Facebook page, and 20% mention sexual activities. We often think these posts are safe from prying eyes, but that might not be the case. While 89% of jobseekers use social networking sites, 37% of potential employers do, as well—and are actively looking into their potential hires (Smith, 2013). If you're on the job market, make sure to check your privacy settings and restrict any risqué content to "Friends Only", if you don't wish to delete it entirely.

7. It can become addictive. Think society's most common addictive substances are coffee, cigarettes, and alcohol? Think again. The DSM-V (Diagnostic and Statistical Manual) includes a new diagnosis that has stirred controversy: a series of items gauging Internet Addiction. Since then, Facebook addiction has gathered attention from both popular media and empirical journals, leading to the creation of a Facebook addiction scale (Paddock, 2012). To explore the seriousness of this addiction, Hofmann and colleagues (2012) randomly texted participants over the course of a week to ask what they most desired at that particular moment. They found that among their participants, social media use was craved even more than tobacco and alcohol.

Of course, the news isn't all that bad. Some research finds Facebook may decrease loneliness when used to keep up to date—and keep in touch with—others. Fenne Deters and Matthias Mehl (2012) randomly assigned participants to post more status updates than they typically did per week, and found that this led to increased feelings of social connectedness, and lower levels of loneliness. In the end, Facebook is probably a lot like other technological advances, such as the automobile – whether or not it hurts you or cousin Annabelle depends on where you all drive, and how frequently you all get behind the wheel.

Positive Effects of Social Networking Websites: Young adults who spend more time on Facebook are better at showing "virtual empathy" to their online friends. Online social networking can help introverted adolescents learn how to socialize behind the safety of various screens, ranging from a two-inch smartphone to a 17-inch laptop.

Social networking can provide tools for teaching in compelling ways that engage young students.

Apart from this, as the society and culture become more affluent, chances increase for its general process into new philosophical frontiers of democracy and press libertarianism. Growth and decline of societal prosperity is closely related to democracy and freedom. Huzley makes it necessary for the government to intervene ever frequently in the affairs of its subjects (Ahuja, B.N. 1982).

Beside this, on the negative impact of Facebook, a study among the pubescent in Nepal shows that students (37.73%) regarded Facebook use as just the waste of time, 25.47% deem that Facebook provoke unwanted tension and mental problem,16.82% reported social insecurity, illegal relations between boys/girls, 12.47% reported as loss of money and 7.73% think they can lose privacy (Upadhyay, P.2014).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The study aims on the perception of the young people towards the use and impact of Facebook. Thus, the nature of this study is such that it demands both descriptive and explorative research design. The study is based more on descriptive design and is employed to describe the young people's perception towards the Facebook as well as to explore new facts regarding use of Facebook.

3.2 Study Area

The site for the study is Pokhara city of Kaski district and the students from age 15 and above from community schools of grade 11 of Amar Singh Model Higher Secondary School located at Ramghat-12, Kalika Higher Secondary School located at Rambazar-10, Bhadrakali Higher Secondary School located at Kundahar-13 and Janapriya Multiple College located at Simalchaur-8 are selected for the study.

3.3 Sampling, Population and Universe

There are altogether 57 community schools in Kaski district. Among them, students from grade 11 of Amar Singh Model Higher Secondary School studying in Science faculty, Kalika Higher Secondary School studying in Education faculty, Bhadrakali Higher Secondary School studying in Humanities Faculty and Janapriya Multiple College studying in Management faculty are purposively selected using purposive sampling. There are altogether 1770 students studying in different faculties in above sampled four community schools. Among these 1770 students, 200 students (50 from each faculty) were selected purposively for this study. Hence the sample size is 200.

3.4 Nature and Source of Data

As per the requirement of the study, both primary and secondary data have been collected. But higher emphasis has been given to the collection of the primary data. These primary data have been both qualitative and quantitative. All secondary data have been collected from different published and unpublished sources as per the need.

3.5 Primary Data Collection Techniques

On the basis of research objectives, questions and types of data required, following technique has been adopted to collect the primary data.

a) Interview Schedule

This technique is the main tool for the collection of primary data for the study. This method is used in getting special insight on certain aspects regarding Facebook. And collecting more important qualitative data; key informant interview is carried out with the key persons. To carry out interview with key-informants a checklist is prepared from essential data, which may both quantitative as well as qualitative, is gathered.

b) Observation

Observation technique is adopted to collect the data and information on the related matter. Various aspect of Facebook is observed especially young people's behavior, attitudes, etc. During this period, various perceptions of the young people is observed and recorded.

c) Focus Group Discussion

Focus group discussions have been conducted during the data collection in all four colleges to acquire more qualitative information on the use and impact of Facebook.

3.6 Secondary Data Source

The secondary data is collected from the published and unpublished sources; such as the   journals, articles, magazines, newspapers, etc.

3.7 Validity and Reliability

The validity of the instrument is maintained by consulting with supervisor, experts and concerned persons. Extra emphasis is given to maintain the objective of the data and data error will be avoided by comparing them with different data collected from different sources. Likewise, reliability of the data is ensured by the careful planning of the questions in the interview schedule.

3.8 Exclusion and Inclusion Criteria

Exclusion Criteria

a) Those young students who do not belong to grade 11 of Amar Singh Model Higher Secondary School of Science faculty, Kalika Higher Secondary School of Education faculty, Bhadrakali Higher Secondary School of Management faculty and Janapriya Multiple College of Management faculty are excluded.

b) Those young students who are not interested to participate are excluded.

Inclusion Criteria

a) Those young students of age group 15 and above years of grade 11 of Amar Singh Model Higher Secondary School of Science faculty, Kalika Higher Secondary School of Education faculty, Bhadrakali Higher Secondary School of Humanities faculty and Janapriya Multiple College of Management faculty are included.

3.9 Method of Data Analysis and Presentation

After the completion of the fieldwork, collected information is processed and analyzed by using the computer program SPSS 16. Appropriate statistical tools and figures are used for presentation and interpretation more comprehensively. Qualitative data are classified and analyzed descriptively. The interpretation of the data is based on the perspective of the informants.

3.10 Pretesting

The pre testing was conducted on 10th of Magh, 2073. The respondents for the pre-testing were the staffs and interns of INF Nepal Green Pastures Hospital. Among the total 14 respondents who participated in pretesting, 4 were the staffs from INF Nepal Green Pastures Hospital whereas 10 were the interns from Chitwan Academy for Technical Education, Chitwan, who were in the hospital for lab internship.

CHAPTER IV

STUDY AREA AND BACKGROUND OF THE RESPONDENTS

4.1 Demographic Information

4.1.1 Age Distribution of the Respondents by Faculty

Age has a direct influence on individuals' health and wellbeing. From a sociological viewpoint, individuals' health status in old age is a reflection of experiences throughout their lifetime, which means that health inequalities accumulate. Ageing is increasingly viewed in social sciences from the perspective of the life course, which can be described in stages based on biological and cognitive development, such as childhood, adulthood and old age (Larkin, 2013). However, in sociological terms, the life course considers ageing to be a social construction that varies both culturally and historically.

Although lifelong biological and cognitive development cannot be denied, ageing is equally a social phenomenon, the experience of which is affected by social, political and economic factors. Age is the major factor affecting the behavior of students for using the Facebook. An attempt is made to study the age distribution of the respondents. The following (Table 1) represents the age group up to 15 to above 18 years studying in various faculties.

Table 1: Age Distribution of the Respondents by Faculty

Age	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Up to 15 years	2 (4%)	3(6%)	1(2%)	1(2%)	7(3.5%)
16 years	24(48%)	16(32%)	8(16%)	13(26%)	61(30.5%)
17 years	23(46%)	16(32%)	14(28%)	16(32%)	69(34.5%)
18 years	1(2%)	12(24%)	21(42%)	17(34%)	51(25.5%)
Above 18 years	0	3(6%)	6(12%)	3(6%)	12(6%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Upon asking the respondents on their age, out of total 200 students, largest of the respondents i.e. 34.5% belongs to 17 years of age followed by 16 years (30.5%), 18 years (25.5%), above 18 years (6%) and least of up to 15 years (3.5%). Furthermore, the table shows that most of the students with age 16 and 17 years are found in science faculty whereas most of the students with age 17 and 18 years are found in education, humanities and management faculty. From this fact, we can say that there is some difference in age amongst the science faculties in comparison to other faculties.

4.1.2 Sex Distribution of the Respondents by Faculty

Information on sex composition is essential to analysis and compare with other demographic variables. Research shows that women are the majority of users on many of the biggest social networking sites, including Twitter, MySpace, Bebo and Flickr. Men, meanwhile, are most active on sites like Digg, YouTube and LinkedIn, which are more content-oriented and promotional than discussion-based. The below (Table 2) illustrates the distribution of male and female by faculty in various faculties.

Table 2: Sex Distribution of the Respondents by Faculty

Sex	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Male	41(82%)	18(36%)	25(50%)	28(56%)	112(56%)
Female	9(18%)	32(64%)	25(50%)	22(44%)	88(44%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Out of total 200 respondents, it was found that 56% was male and 44% was female. In science faculty, out of 50 respondents, 82% was male whereas 18% was female. In contrary, in education faculty, 64% was female and 36% was male. Interestingly, in humanities there was 50% each male and female, out of 50 respondents. Beside this, in management faculty, 56% was male and 44% was female out of 50 respondents. Overall, the male respondents were found greater than female respondents.

4.1.3 Caste/Ethnicity Composition of the Respondents by Faculty

A caste/ethnicity is a category of people who identify with each other based on similarities, such as common ancestral, language, social, cultural or national

experiences. It is the important demographic variable to know the identity of the respondents based on their caste/ethnicity.

According to the National Population and Housing Census 2011, the Population of Nepal stands at 26,494,504.There are 126 caste/ethnic groups reported in the census 2011. Chhetri is the largest caste/ethnic groups having 16.6% (4,398,053) of the total population followed by Brahman-Hill (12.2%; 3,226,903), Magar (7.1% ; 1,887,733), Tharu (6.6% ; 1,737,470), Tamang (5.8% ; 1,539,830), Newar (5% ; 1,321,933), Kami (4.8% ; 1,258,554), Musalman (4.4% ; 1,164,255), Yadav (4% ; 1,054,458) and Rai (2.3% ; 620,004).The below (Table 3) illustrates the caste/ethnicity composition of the respondents by faculty.

Table 3: Caste/Ethnicity Composition of the Respondents by Faculty

Caste/Ethnicity	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Brahman	34(68%)	4(8%)	9(18%)	16(32%)	63(31.5%)
Chhantel	1(2%)	1(2%)	0	0	2(1%)
Chhetri	10(20%)	3(6%)	2(4%)	14(28%)	29(14.5%)
Damai	1(2%)	2(4%)	1(2%)	5(10%)	9(4.5%)
Gurung	1(2%)	17(34%)	16(32%)	1(2%)	35(17.5%)
Kami	0	0	6(12%)	0	6(3%)
Limbu	0	1(2%)	0	0	1(0.5%)
Magar	0	17(34%)	3(6%)	5(10%)	25(12.5%)
Musalman	0	0	2(4%)	0	2(1%)
Newar	2(4%)	2(4%)	2(4%)	3(6%)	9(4.5%)
Sanyasi	1(2%)	0	0	1(2%)	2(1%)
Sarki	0	2(4%)	7(14%)	1(2%)	10(5%)
Sunar	0	1(2%)	1(2%)	2(4%)	4(2%)
Tamang	0	0	1(2%)	1(2%)	2(1%)
Thakuri	0	0	0	1(2%)	1(0.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Upon asking the respondents upon the caste, out of total 200 respondents, it was found that largest of the respondents i.e. 31.5% was Brahman and the least i.e.0.5% was Limbu and Thakuri each. Furthermore, it shows that Brahman prefers studying science, Gurung and Magar prefers education, Gurung also prefers studying humanities and Brahman also prefers to study management.

4.1.4 Family Size of the Respondents by Faculty

Family size is a fundamental social group in society typically consisting of one or two parents and their children. It is one of the major variable for the analyzing the family composition in Facebook user's family. Among the 200 respondents, the following (Table 4) represents the family size of the respondents by faculty.

Table 4: Family Size of the Respondents by Faculty

Family Size	Up to 5	6 to 10	11 to 15	Above 15	Total
Science	42(84%)	8(16%)	0	0	50
Education	40(80%)	9(18%)	1(2%)	0	50
Humanities	30(60%)	17(34%)	1(2%)	2(4%)	50
Management	40(80%)	7(14%)	3(6%)	0	50
Total	152(76%)	41(20.5%)	2(1%)	5(2.5%)	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Out of 200 respondents, a large proportion of respondents i.e.76% had family members up to 5, 20.5% respondents had 6-10 family members,2.5% had >15 family members and least i.e. 1% had 11-15 family members. Comparatively, in all faculties, the study reveals that largest of respondents had 1-5 family members.

4.1.5 Marital Status of the Respondents by Faculty

Marital status is a key variable in affecting the students on how they use the Facebook. Due to the use of Facebook, the study shows that it has increased the relationship amongst the young people. Out of total 200 respondents; interestingly all of the respondents were found to be single.

4.1.6 Father's Occupation of the Respondents by Faculty

Occupation is a major factor affecting the economic status of the family. Parents play an important role in shaping the adult lives of their children. They invest their time and money in activities that affect their offspring's well-being. In particular, fathers' and mothers' employment affects both the income coming into the family and the time devoted to children's development. Parents' employment patterns can have long-term consequences for their children's development. The following (Table 5) depicts the father's occupation of the respondents in different faculties.

Table 5: Father's Occupation of the Respondents by Faculty

Father's Occupation	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Businessman	12 (24%)	1 (2%)	8 (16%)	7 (14%)	28 (14%)
Job holder	6 (12%)	10 (20%)	2 (4%)	10 (20%)	28 (14%)
Foreign employer	9 (18%)	6 (12%)	5 (10%)	4 (8%)	24 (12%)
Farmer	7 (14%)	22 (44%)	16 (32%)	13 (26%)	58 (29%)
Army	4 (8%)	8 (16%)	6 (12%)	6 (12%)	24 (12%)
Laborer	0	1 (2%)	2 (4%)	1 (2%)	4 (2%)
Others	10 (20%)	2 (4%)	11 (22%)	9 (18%)	32 (16%)
Not responded	2 (4%)	0	0	0	2 (1%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Out of total 200 respondents, it was found that largest of the respondent's father's occupation was farmer (29%) followed by others (16%), businessman (14%), Job holder (14%), foreign employer (12%), Army (12%), laborer (2%) and (1%) didn't respond. Comparatively, in science faculty, largest of respondent's father's occupation was businessman (24%) and least was army (8%). But in education faculty, largest of the respondent's father's occupation was farmer (44%) and least was businessman and laborer (2%) each. In humanities faculty, largest of the respondent's father's occupation was farmer (32%) and least was job holder and laborer (4% each). In management faculty, largest of the respondent's father's occupation was farmer (26%) and least was laborer (2%). In total, this show largest of the student's father's occupation is farming.

4.1.7 Family's Monthly Income of the Respondents by Faculty

Children in low-income households do less well than their better-off peers on many outcomes in life, such as education or health, simply because they are poorer. While a parent's level of education, attitude towards bringing up children and other parental factors also have a bearing, research shows that having more money directly improves the development and level of achievement of children. Family's income is the key factor in determining the family status. If the family has the high income then they may have high standard of living affecting the behavior of the students in using Facebook. The following (Table 6) shows the family's monthly income of the respondents by faculty.

Table 6: Family's Monthly Income of the Respondents by Faculty

Monthly income of family	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
<NRs 15,000	4 (8%)	22 (44%)	17 (34%)	10 (20%)	53 (26.5%)
NRs 15,000 to 30,000	18(36%)	18 (36%)	19 (38%)	22 (44%)	77 (38.5%)
NRs 30,000 to 50,000	17 (34%)	6 (12%)	8 (16%)	11 (22%)	42(21%)
> NRs 50,000	11 (22%)	4 (8%)	3 (6%)	7 (14%)	25 (12.5%)
Not responded	0	0	3 (6%)	0	3 (1.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on monthly income of family, out of 200 respondents, largest (38.5%) of the respondent's family monthly income was NRs 15,000 to 30,000 followed by < NRs 15,000 (26.5%), NRs 30,000 to 50,000 (21%), > NRs 50,000 (12.5%) and 1.5% didn't respond. Comparatively, in science faculty, largest i.e. 36% of the respondent's family monthly income was NRs 15,000 to 30,000. In education faculty, largest i.e. 44% of the respondent's family monthly income was < NRs 15,000. In humanities faculty, largest i.e. 38% of the respondent's family monthly income was NRs 15,000 to 30,000. In management faculty, largest i.e. 44% of the respondent's family monthly income was NRs 15,000 to 30,000. It showed that amongst the respondents from different faculties, largest of student's family monthly income is less than NRs 50,000 which indicates middle class family.

4.1.8 House Ownership of the Respondent's Family by Faculty

It is widely believed that students can acquire better life style and academic benefits from living in a decent house. It has been suggested that availability of decent housing structure causes students to be less likely to drop out or transfer, more likely to make academic progress, and more capable of achieving a high level of academic performance. House ownership shows the socio-economic status of the respondents. The below (Figure 1) reflects the house ownership of the respondent's family by faculty.

Fig. 1 House Ownership of the Respondent's Family by Faculty
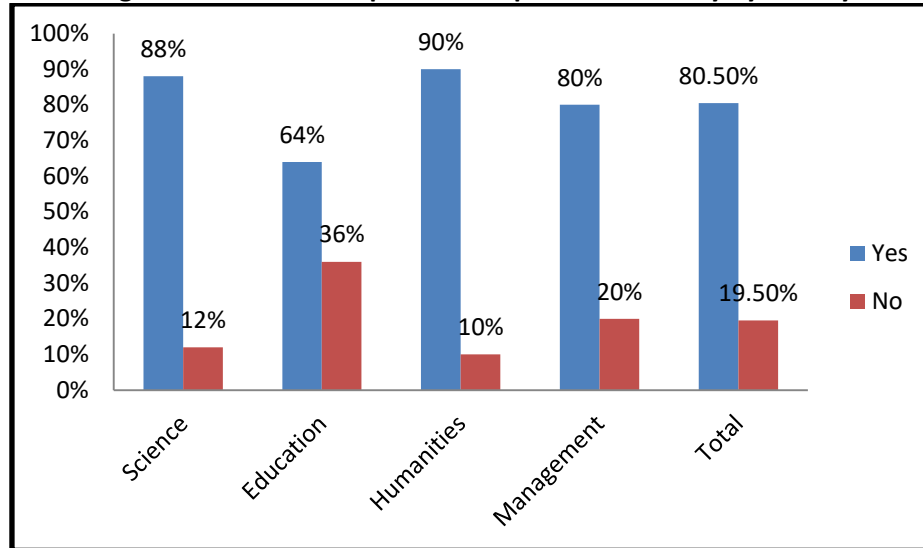
The respondents were asked on their house ownership. Out of 200 respondents, largest of the respondents i.e. 80.5% (161) had their own house whereas 19.5% (39) didn't have their own house.

In Science faculty, out of 50 respondents, largest of the respondents i.e. 88% (44) said they had their own house whereas 12% (6) respondents said they didn't have their own house. Similarly, in education faculty, out of 50 respondents, 64% (32) respondents said they had their own house whereas 36% (18) said they didn't have their own house.

In humanities faculty, out of 50 respondents, 90% (45) respondents said they had their own house and 10% (5) respondents said they didn't have their own house. In management faculty, out of 50 respondents, 80% (40) respondents said they had their own house whereas 20% (10) respondents said they didn't have their own house. Thus, it showed that most of the respondents had their own house**.**

4.1.9 Land Ownership of the Respondent's Family by Faculty

Ownership of property may be private, collective, or common, and the property may be of objectives, land or real estate, or intellectual property. Determining ownership in law involves determining who has certain rights and duties over the property. Land ownership of the respondents indicates the economic level of the respondents. The below (Figure 2) depicts the land ownership of the respondent's family by faculty.

Fig. 2 Land Ownership of the Respondent's Family by Faculty
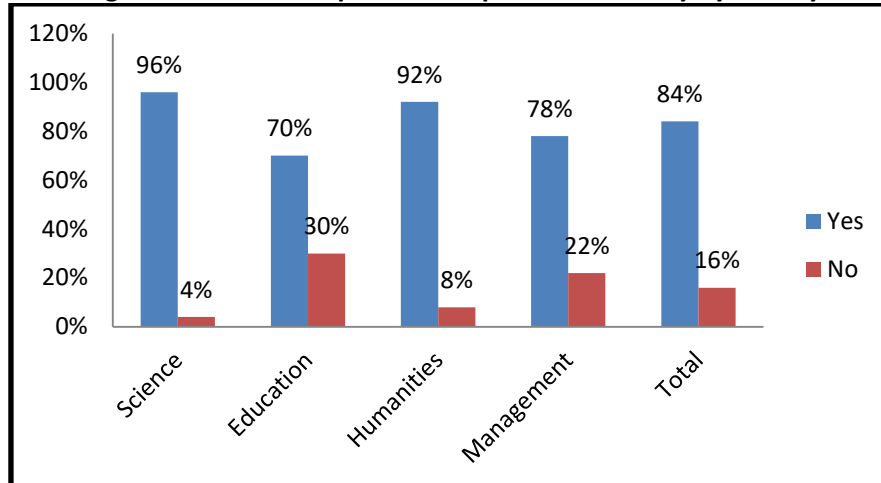
Out of total 200 respondents, largest of the respondents i.e. 84% (168) said they had their own land whereas 16% (32) respondents said they didn't have their own land. In science faculty, out of 50 respondents, 96%(48) respondents said they had their own land and only 4% (2) respondent said he/she had his/her land.

In education faculty, 70% (35) respondents said they had their own land and 30% (15) respondents said they didn't have their own land. In humanities faculty, out of 50 respondents, 92% (46) respondents said they had their own land and 8% (4) respondents said they didn't have their own land. In management faculty, 78% (39) respondents said they had their own land and 22% (11) respondents said they didn't have their own land as shown in figure 2. It shows that most of the respondents had their own land showing good status in terms of land.

In summary, the age discrepancy among the students was 15 to 20 years. The largest of the respondents were male. The study shows that the students from Brahman ethnicity prefers studying science and management, Magar prefers education and Gurung prefers studying humanities and education. Comparatively, in all faculties, the study reveals that largest of respondents had on average 1-5 family members. Interestingly all of the respondents were found to be single. Furthermore, it showed that amongst the respondents from different faculties, largest of student's family monthly income is less than NRs 50,000 which indicates middle class family. The largest of the student's father do farming for their livelihood. In addition, it showed that most of the respondents had their own house and land.

CHAPTER V

KNOWLEDGE ON FACEBOOK

In order to measure the knowledge on Facebook, the respondents were asked the questions regarding the knowledge on Facebook like meaning of Facebook, founder of Facebook, place of origin of Facebook, year of Facebook launched and age required for Facebook registration. This chapter explores the basic knowledge on Facebook among the students.

5.1 Meaning of Facebook by Faculty

The world is changing rapidly as a result of new digital technologies which have revolutionized opportunities for and the nature of networking and communication. It is essential to understand how different populations use digital technologies and social media in order to explore their potential to improve social and health outcomes. The use of social media and digital technologies has grown rapidly around the world, including among young people. The meaning of Facebook varies from person to person. The researcher tried to know the meaning of Facebook and the respondent's responses are given in below (Table 7).

Table 7: Meaning of Facebook by Faculty

Meaning of Facebook	Friend searching application	Window to world	Means of sharing feelings	Source of information, news	Don't know	Total
Science	5(10%)	15(30%)	12(24%)	18(36%)	0	50
Education	8(16%)	10(20%)	5(10%)	27(54%)	0	50
Humanities	13(26%)	8(16%)	6(12%)	22(44%)	1(2%)	50
Management	9(18%)	8(16%)	7(14%)	25(50%)	1(2%)	50
Total	35(17.5%)	41(20.5%)	30(15%)	92(46%)	2(1%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on Facebook, out of 200 respondents, the largest (46%) of respondents reacted that it's a source of information and news followed by window to world (20.5%), friend searching application (17.5%) and means of sharing feelings (15%). From the faculty wise point of view, in each faculty, largest of respondents i.e. 36% in science, 54% in education, 44% in humanities and 50% in management

reacted Facebook as source of information and news. This proves that there is quite similar understanding on Facebook amongst the respondents of various faculties.

5.2 Founder of Facebook by Faculty

Facebook was launched by Mark Zuckerberg with his Harvard College roommates and fellow students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. Mark Elliot Zuckerberg (born May 14, 1984) is an American computer programmer and Internet entrepreneur. He is a co-founder of Facebook, and currently operates as its chairman and chief executive officer. His net worth is estimated to be US$71.8 billion as of July 2017, and he is ranked by Forbes as the fifth richest person in the world. An attempt was made to measure the knowledge on Facebook. The below (Table 8) shows the response in regards to founder of Facebook by faculty.

Table 8: Founder of Facebook by Faculty

Founder of Facebook	Bill Gates	Mark Zuckerberg	Albert Einstein	Steve Jobs	Don't know	Total
Science	0	47(94%)	1(2%)	1(2%)	1(2%)	50
Education	4(8%)	6(12%)	0	0	40(80%)	50
Humanities	1(2%)	16(32%)	2(4%)	2(4%)	29(58%)	50
Management	4(8%)	19(38%)	0	1(2%)	26(52%)	50
Total	9(4.5%)	88(44%)	3(1.5%)	4(2%)	96(48%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

To assess the knowledge on Facebook, the respondents were asked about the founder of Facebook. To the surprise, out of 200 respondents, largest of respondents i.e. 48% responded that they don't know the founder of Facebook. However, only 44% respondents responded Mark Zuckerberg as the founder of Facebook. 4.5% of respondents responded Bill Gates whereas 1.5% of respondents responded Albert Einstein and 2% responded as Steve Jobs as the founder of Facebook. Whilst comparison among the faculties, the respondents from Science faculty i.e. 94% respondents responded Mark Zuckerberg as the founder of Facebook, which is the highest percentage of respondents amongst the faculties followed by 38% from management, 32% from humanities and 12% from education. This confirms that the science faculty has good knowledge than other faculties in terms of knowledge on the founder of Facebook.

5.3 Place of Origin of Facebook by Faculty

It is well-known fact that Facebook is a corporation and online social networking service headquartered in Menlo Park, California, in the United States. The researcher tried to know the place of origin of Facebook. The below (Table 9) shows the response on the place of origin of Facebook by faculty.

Table 9: Facebook Established Country by Faculty

Facebook established country	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
United Kingdom	1(2%)	1(2%)	8(16%)	1(2%)	11(5.6%)
Australia	1(2%)	0	0	6(12%)	7(3.6%)
Canada	2(4%)	0	3(6%)	0	5(2.5%)
USA	35(70%)	2(4%)	14(28%)	17(34%)	68(34.5%)
Don't know	11(22%)	47(94%)	25(50%)	26(52%)	109(53.8%)
Total	50	50	50	50	200

*Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

To find out the knowledge on the origin of Facebook, the respondents from four faculties among the four community run higher secondary schools of Pokhara were asked, "In which country was Facebook established?" Amongst the total of 200 respondents who responded the question, the extreme respondents i.e. 53.8% answered that they don't have any idea on the country where Facebook was established, it is quite astonishing. However, in the meantime, 34.5% of the total respondents answered that Facebook was established in USA which is true. Looking at the faculty wise responses to the question, again the science faculty seems having good knowledge

on the place of origin of Facebook amongst other remaining faculties, as out of 50 respondents, maximum 70% answered USA as the country where Facebook was established.

5.4 Knowledge on Year of Facebook Launched by Faculty

Facebook website was launched on February 4, 2004. The founder had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University. It gradually added support for students at various other universities and later to high-school

students. The researcher tried to know the established date of Facebook. The following (Table 10) reflects the knowledge on year of Facebook launched by faculty.

Table 10: Year of Facebook Launched by Faculty

Year of Facebook launched	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
February 5,2003	1(2%)	0	1(2%)	2(4%)	4(2%)
January 5,2002	0	1(2%)	1(2%)	1(2%)	3(1.5%)
February 4,2004	22(44%)	1(2%)	7(14%)	2(4%)	32(16%)
January 5,2001	3(6%)	3(6%)	2(4%)	3(6%)	11(5.5%)
Don't know	24(48%)	45(90%)	39(78%)	42(84%)	150(75%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

To measure the knowledge on year of Facebook launched; the students were asked the question. Amongst 200 respondents, 75% respondents replied that they don't know the exact year of Facebook launched. Nevertheless, 16% of respondents replied the year of Facebook launched as February 4, 2004, which is the correct year. Comparatively, amongst the faculties, the largest of students from science faculty (44%) appeared to reply the correct answer than other faculties i.e. education (2%), humanities (14%) and Management (4%).This discloses that students from Science faculty have slightly more knowledge on the year of Facebook launched than students from other faculties.

5.5 Age Required for Facebook Registration by Faculty

Since 2006, anyone who is at least 13 years old was allowed to become a registered user of the Facebook website, though the age requirement may be higher depending on applicable local laws. An attempt was made to measure the knowledge on age required for Facebook registration. The below (Table 11) shows the response of age required for Facebook registration by faculty.

Table 11: Age Required for Facebook Registration by Faculty

Age for Facebook	18 years	16 years	14 years	13 years	Don't know	Total
Science	6(12%)	20(40%)	1(2%)	5(10%)	18(36%)	50
Education	11(22%)	10(20%)	1(2%)	2(4%)	26(52%)	50
Humanities	18(36%)	8(16%)	1(2%)	1(2%)	22(44%)	50
Management	4(8%)	17(34%)	3(6%)	1(2%)	25(50%)	50
Total	39(19.5%)	55(27.5%)	6(3%)	9(4.5%)	91(45.5%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on the minimum age required to be registered in Facebook, out of 200 respondents, surprisingly, largest of respondent (45.5%) said that they don't know the age required for Facebook registration, 27.5% of respondents said 16 years, 19.5% of respondents said 18 years, 3% of respondents said 14 years and only 4.5% of respondents said 13 years which is the exact least minimum age required to be registered in Facebook.. The table below explicates that amongst the faculties, only few percentage of respondent i.e.10% from science, 4% from education, 2% from humanities and 2% from management reported 13 years as the minimum age requirement for registering in Facebook. This shows that only few have knowledge on the minimum age requirement for registering in Facebook.

Thus, to summarize the knowledge on Facebook among the students studying in grade 11, the study shows that the students have similar type of thinking like friend searching application, window to world, means of sharing feelings and source of information and news. Similarly, the study confirmed that the science faculty has good knowledge than other faculties in terms of knowledge on the founder of Facebook. Also, the science faculty seems having good knowledge on the place of origin of Facebook amongst other remaining faculties. Beside this the students from science faculty have slightly more knowledge on the year of Facebook launched than students from other faculties. This shows that only few have knowledge on the minimum age requirement for registering in Facebook.

CHAPTER VI

USE AND SOCIAL IMPACT OF FACEBOOK

6.1 Facebook Account by Faculty

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Social media is becoming an integral part of life online as social websites and applications proliferate. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media. Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. In order to be registered in Facebook, an account needs to be created in order to log in the Facebook. The below (Figure 3) depicts the response of having Facebook account by faculty.

Fig. 3 Having Facebook Account by Faculty

Source: Field Survey 2017

Upon asking the respondents on Facebook account, out of 200 respondents, 92.5% (185) respondents replied they have Facebook account whereas 7.5% (15) respondents replied they don't have Facebook account.

In science faculty, out of 50 respondents, 98% (49) respondents said they have Facebook account and only 2% (1) respondent said he/she doesn't have Facebook account. In education faculty, out of 50 respondents, 86% (43) respondents said they

have Facebook account and 14% (7) respondents said they don't have Facebook account. In humanities faculty, out of 50 respondents, 94% (47) respondents said they have Facebook account and only 6% (3) respondents said they don't have Facebook account. In management faculty, out of 50 respondents, 92% (46) respondents said they have Facebook account and only 8% (4) respondents said they don't have Facebook account. This evidences that largest of the students in grade 11 have their Facebook account.

6.2 Access to Facebook by Faculty

The number of users is constantly growing, as mobile devices are getting more advanced. Using Facebook apps allows you to use this social network like you would from your computer. In addition, it is much easier being able to keep up with the news from anywhere you are.

It is expected that not only is the number of users going to increase in the next period, but the Facebook apps will become more advanced with new options integrated which will create an interactive social environment that will surpass the usage of Facebook on computers. There are many devices such as laptop, smartphone, desktop, etc. through which the respondents can get access to Facebook. The devices used by the respondents to access to Facebook have been depicted in the below (Figure4):

Fig. 4 Access to FB Account by all Faculty
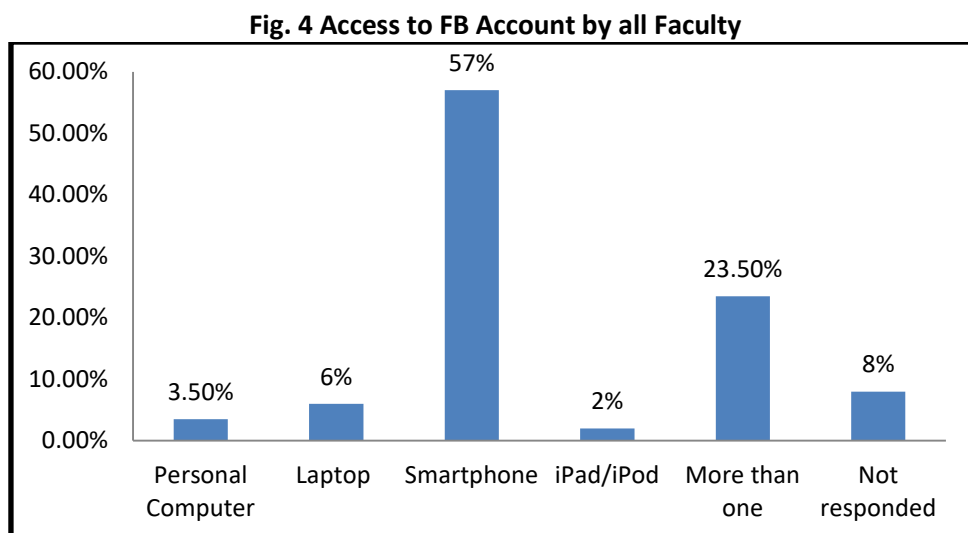
Source: Field survey 2017

The students from different faculties were asked on access to Facebook. Out of total 200 students, the largest of students 57%(114) students said smartphone followed

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by 23.5%(47) students said more than one, 8%(16) students didn't respond, 6%(12) students said laptop, 3.5% (7) students said personal computer and the least 2%(4) students said iPad/iPod as shown in fig 4.

In Science faculty, out of 50 students, largest of students i.e. 50% (25) said Smartphone followed by more than one 44% (22), laptop and iPad/iPod (2%) 1 each as shown in fig 5. In education faculty out of 50 students, the largest of students 70% (35) students said smartphone, 8%(4) students said personal computer, 14% (7) students didn't respond, 6%(3) students said laptop and only 2%(1) student said more than one as shown in fig 6.

Fig 5. Access to FB Account-Science
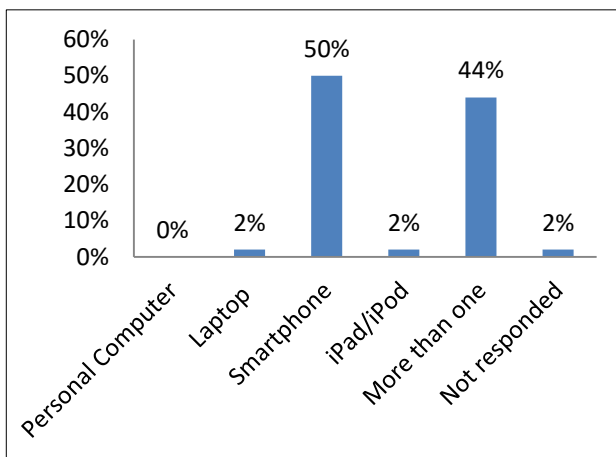
Source: Field Survey 2017

Fig 6. Access to FB Account-Education
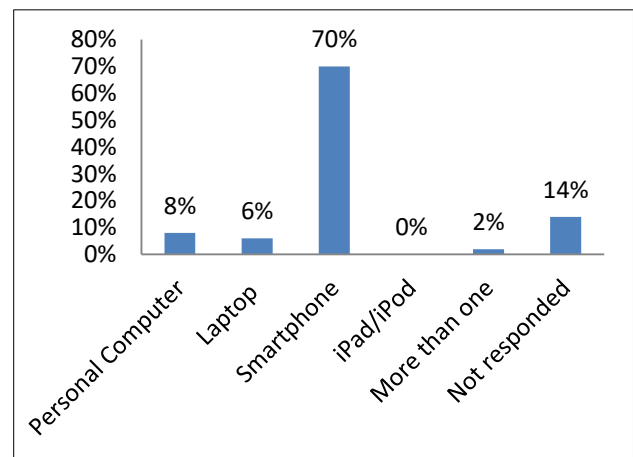
Source: Field Survey 2017

Fig 7. Access to FB Account-Humanities
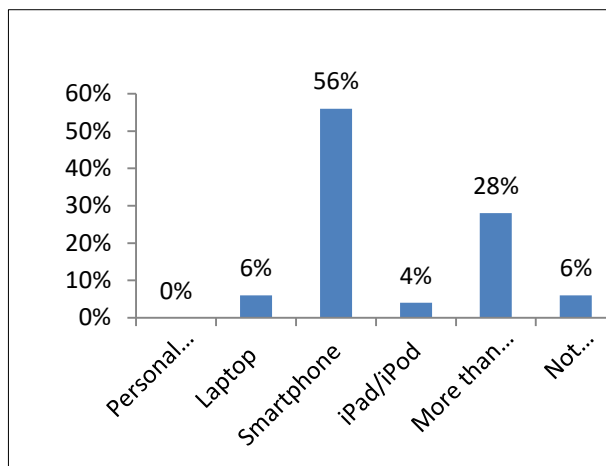
Source: Field Survey 2017

Fig 8. Access to FB Account-Management
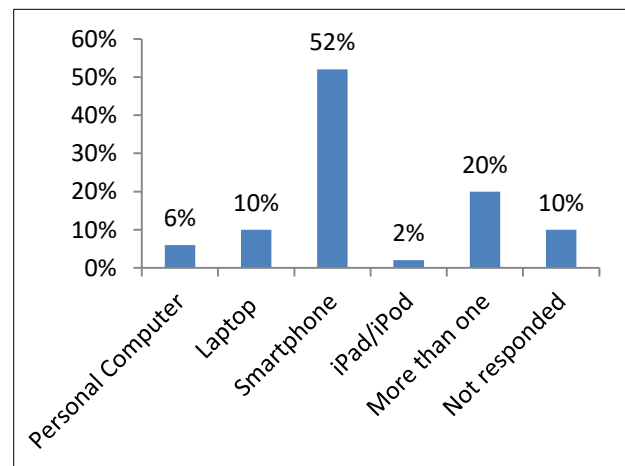
Source: Field Survey 2017

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In humanities faculty, out of 50 students, the largest of students 56% (28) students said Smartphone followed by more than one 28%(14), laptop and not responded each 6%(3) and iPad/iPod 4%(2) as shown in fig 7. In management faculty, out of 50 students, largest of students 52%(26) students said Smartphone followed by more than one 20%(10), laptop and not responded each 10%(5), personal computer 6%(3) and iPad/iPod 2%(1) as shown in figure 8.

This shows that most of the students have access to Facebook through smartphone than any other devices.

6.3 Frequency of Use of Facebook by Faculty

The reason behind asking the frequency of use of Facebook is to discover the habit of the youth to use Facebook. The inter-relationship between Facebook and its users can only be understood with the frequency of use of Facebook users. The below (Table 12) shows the frequency of use of Facebook by faculty.

Table 12: Frequency of Use of Facebook by Faculty

Frequency of use of Facebook	Daily	Every alternative days	Once a week	Once a month	Others	Not responded	Total
Science	30(60%)	12(24%)	3(6%)	3(6%)	1(2%)	1(2%)	50
Education	22(44%)	12(24%)	2(4%)	2(4%)	5(10%)	7(14%)	50
Humanities	24(48%)	12(24%)	8(16%)	1(2%)	1(2%)	4(8%)	50
Management	24(48%)	10(20%)	9(18%)	1(2%)	1(2%)	5(10%)	50
Total	100(50%)	46(23%)	22(11%)	7(3.5%)	8(4%)	17(8.5%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked on the frequency of use of Facebook, out of 200 respondents, largest of respondents 50% (100) said they use Facebook daily followed by every alternative days 23% (46), not responded 8.5 % (17), once a week 11%(22), others 4%(8) and once a month 3.5% (7).

In science faculty, out of 50 students, largest of students 60%(30) students said daily followed by every alternative days 24%(12), once a week and once a month 6%(3) each and 2%(1) others and not respondent each. In education faculty, out of 50 students, largest of students 44% (22) students said daily followed by every alternative days 24% (12),not responded 14%(7), others 10% (5), once a week and once a month each 4% (2).

In humanities faculty, out of 50 students, largest of students 48% (24) said daily followed by every alternative days 24% (12), once a week 16%(8), not responded 8%(4), once a month and others each 2% (1).In management faculty, out of 50 students, largest of students 48% (24) said daily followed by every alternative days 20%(10), once a week 18% (9), not respondent 5(10%) once a month and others each 2%(1).This shows that maximum students use Facebook daily.

6.4 Average Time Spent on Facebook by Faculty

People are spending nearly an hour every day scrolling through Facebook status updates, liking Instagram posts, or chatting on Messenger. Globally, people spend more than 50 minutes a day across Facebook's suite of apps. It's hard to pinpoint exactly how much that number has swelled over the years. The last time Facebook updated us on time-spent stats was July 2014, when it said that people in the US spent over 40 minutes on the main social network every day. In July 2015, analysts at Needham estimated that global users spent an average of 20+ minutes just on Facebook every day. With the change in the technology, people are addicted to Facebook. They are found using Facebook frequently these days. The below (Table 13) shows the average time spent on Facebook by faculty:

Table 13: Average Time Spent on Facebook by Faculty

Average time spent on Facebook	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
<1 hour	28(56%)	25(50%)	29(58%)	30(60%)	112(56%)
1-2 hour	17(34%)	14(28%)	11(22%)	11(22%)	53(26.5%)
3-4 hour	3(6%)	4(8%)	4(8%)	1(2%)	12(6%)
>4 hour	1(2%)	0	3(6%)	4(8%)	8(4%)
Not responded	1(2%)	7(14%)	3(6%)	4(8%)	15(7.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked on the average time spent on Facebook. Out of 200 respondents, largest of respondents 56% (112) respondents reacted <1 hour followed by 1-2 hour 26.5% (53), not responded 7.5 % (15), 3-4 hour 6% (12) and >4 hour 4% (8).

In science faculty, out of 50 respondents, largest of respondents 56%(28) respondents reacted <1 hour followed by 1-2 hour 34% (17), 3-4 hour 6% (3) and >4 hour and not responded each 2% (1).In education faculty, out of 50 respondents, largest of respondents 50% (25) said <1 hour followed by 1-2 hour 28% (14), not responded 14%(7) and 3-4 hour 8% (4).

In humanities, out of 50 students, largest of students 58% (29) said < 1 hour followed by 1-2 hour 22% (11), 3-4 hour 8% (4) and > 4 hour and not responded 6% (3) each. In management, out of 50 students, largest of students 60% (30) said <1 hour followed by 1-2 hour 22% (11), >4 hour and not responded 8% (4) each and 3-4 hour 2% (1).Interestingly, this shows that in each faculties largest of students spent <1 hour on average on Facebook.

6.5 Friends on Facebook by Faculty

Facebook has made the friendship easy. People get to know unknown friends through Facebook. The data on number of Facebook friends is important because it gives ideas on how much is the Facebook user socially active and it affects the behavior of the users on Facebook. The below (Table 14) shows the respondents having number of friends in Facebook.

Table 14: Friends on Facebook by Faculty

Friends on Facebook	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
<50	0	4(8%)	5(10%)	3(6%)	12(6%)
50-100	3(6%)	10(20%)	12(24%)	6(12%)	31(15.5%)
101-200	5(10%)	9(18%)	6(12%)	7(14%)	27(13.5%)
201-300	8(16%)	7(14%)	4(8%)	10(20%)	29(14.5%)
>300	33(66%)	13(26%)	20(40%)	20(40%)	86(43%)
Not responded	1(2%)	7(14%)	3(6%)	4(8%)	15(7.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked on the number of friends on Facebook. Out of 200 students, largest of students 43% (86) have >300 friends followed by 50-100 friends 15.5% (31), 201-300 friends 14.5% (29),101-200 friends 13.5% (27), not responded

7.5%(15) and <50 friends 6% (12).Faculty wise, in science, out of 50 respondents, largest of respondents 66%(33) said >300 friends followed by 201-300 friends 16% (8), 101-200 friends 10% (5),50-100 friends 6% (3) and not responded 2%(1).

In education, out of 50 respondents, largest of respondents 26%(13) said >300 friends followed by 50-100 friends 20% (10), 101-200 friends 18%(9), 201-300 friends and not responded 14% (7) each and <50 friends 8% (4).In humanities, out of 50 respondents, largest of respondents 40%(20) said >300 friends followed by 50-100 friends 24% (12), 101-200 friends 12% (6), <50 friends 10% (5), 201-300 friends 8% (4) and not responded 6%(3).

In management, out of 50 respondents, largest of respondents 40% (20) said >300 friends followed by 201-300 friends 20% (10), 101-200 friends 14% (7), 50-100 friends 12% (6),not responded 8%(4) and <50 friends 6%(3).This shows that largest of students have > 300 friends on Facebook, where science students have the highest number of Facebook friends having more than 300.

6.6 Duration of Use of Facebook by Faculty

The time when the Facebook users started using Facebook is very essential to know because it affects the pattern and behavior of Facebook users to use Facebook. It is obvious that the users using Facebook since long time may have high possibility of having more experience on Facebook rather than those who have been using Facebook recently. The period of time between the Facebook users opened the Facebook to the time of interview is taken here as duration of using Facebook. The respondents have been using the Facebook since various duration as shown in below (Table 15).

Table 15: Duration of Use of Facebook by Faculty

Duration of use of Facebook	Since a month	Since six month	Since one year	Since more than 1 year	Since its entry in Pokhara	Not responded	Total
Science	0	3(6%)	7(14%)	30(60%)	9(18%)	1(2%)	50
Education	4(8%)	12(24%)	7(14%)	15(30%)	5(10%)	7(14%)	50
Humanities	6(12%)	7(14%)	14(28%)	14(28%)	3(6%)	6(12%)	50
Management	5(10%)	14(28%)	11(22%)	9(18%)	7(14%)	4(8%)	50
Total	15(7.5%)	36(18%)	39(19.5%)	68(34%)	24(12%)	18(9%)	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Out of 200 students, largest of students 34% (68) replied they have been using Facebook since more than a year followed by since a year 19.5% (39), since six month 18% (36), since its entry in Pokhara 12% (24), not responded 9%(18) and since a month 7.5% (15).

In science, out of 50 students, largest of students 60% (30) said they have been using Facebook since more than a year followed by since its entry in Pokhara 18% (9), since a year
14% (7), since six month 6%(3) and not responded 2%(1). In education, out of 50 students, largest of students 30% (15) said they have been using Facebook since more than a year followed by since six month 24% (12),since a year and not responded 14% (7) each ,since its entry in Pokhara 10%(5) and since a month 8% (4).

In humanities, out of 50 students, largest of students i.e. 28% (14) said since a year and since more than a year followed by since six month 14% (7), since a month and not responded 12% (6) each and since its entry in Pokhara 6% (3).In management, out of 50 students, largest of students 28% (14) students said since six month, 22%(11) students said since a year, since more than a year 18% (9), 14% (7) since its entry in Pokhara, 10% (5) since a month and not responded 8%(4).

Therefore, this reveals that largest of students have been using Facebook since more than a year in all faculties except in management which is since six month.

6.7 Bill Payment of Internet by Faculty

Nowadays there are various means of using Facebook. Particularly, people use smartphones, computer desktop, laptops, etc. to use Facebook. But people can only use Facebook only through access to internet. For that they need to pay the bill before or after. This information on how the Facebook users pay the bill of internet is necessary to identify from where they get money for the internet. The below (Table 16) shows the respondents paying bill of internet through various ways.

Table 16: Bill Payment of Internet by Faculty

Bill payment of internet	Science	Education	Humanities	Management	Total
Personal expenses	9(18%)	20(40%)	9(18%)	23(46%)	61(30.5%)
From parents	38(76%)	20(40%)	30(60%)	19(38%)	107(53.5%)
Friends support	0	2(4%)	6(12%)	1(2%)	9(4.5%)
Others	2(4%)	1(2%)	0	3(6%)	6(3%)
Not responded	1(2%)	7(14%)	5(10%)	4(8%)	17(8.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The students were asked, "How do you manage to pay the bill of your internet to use Facebook?" Out of 200 students, largest of respondents 53.5% (107) responded that they pay their bill from the support of parents followed by personal expenses 30.5% (61), not responded 8.5%(17),friends support 4.5% (9) and others 3% (6).

In science, out of 50 students, largest of students 76%(38) reacted that they pay the bill of internet to use Facebook through the support of parents followed by personal expenses 18% (9),others 4%(2) and not responded 2%(1).In education, out of 50 students, largest of students 40% (20) students reacted that they pay their bill of internet to use Facebook through their personal expenses and from parents each followed by not responded 14%(7) and friends support 4%(2) and others 2%(1).

In humanities, out of 50 students, largest of students 60% (30) pay the bill of internet to use Facebook through the support from parents followed by personal expenses 18% (9), friends support 12% (6) and not responded 10% (5). In management, out of 50 students, largest of students 46% (23) reacted they pay their bill of internet to use Facebook from their personal expenses followed by the support of parents 38% (19), not responded 8%(4), others 6% (3) and friends support 2% (1).

This shows that largest of students depend upon their parent to pay the bill of the internet to use Facebook.

6.8 Average Monthly Expenses by Faculty

With the use of Facebook, there is an increase in the expenses of the young people. Also, it depends upon the person to person. The average monthly expenses as responded by the respondents are tabulated below (Table 17).

Table 17: Average Monthly Expenses by Faculty

Expenses	NRs 200	NRs 200-500	NRs 500-1000	>NRs 1000	Not responded	Total
Science	22(44%)	11(22%)	7(14%)	7(14%)	3(6%)	50
Education	20(40%)	14(28%)	3(6%)	6(12%)	7(14%)	50
Humanities	21(42%)	14(28%)	4(8%)	6(12%)	5(10%)	50
Management	29(58%)	12(24%)	2(4%)	3(6%)	4(8%)	50
Total	92(46%)	51(25.5%)	16(8%)	22(11%)	19(9.5%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on the average monthly expenses to pay the bill of internet to use Facebook, out of 200 respondents, largest of respondents 46% (92) said NRs 200 as average monthly expenses followed by NRs 200-500 average monthly expenses 25.5% (51), >NRs 1000 monthly average expenses 11% (22), not responded 9.5%(19) and NRs 500-1000 monthly average expenses 8% (16).

In Science, out of 50 respondents, largest of respondents 44% (22) said NRs 200 as average monthly expenses followed by NRs 200-500 as average monthly expenses 22% (11), NRs 500-1000 and >NRs 1000 average monthly expenses 14% (7) each and not responded 6%(3).In education, out of 50 students, largest of students 40% (20) students reacted that they spent on average NRs 200 to pay the bill of the internet to use Facebook followed by NRs 200-500 as average monthly expenses 28% (14), not responded as 14%(7),> NRs 1000 as monthly expenses 12% (6) and NRs 500-1000 average monthly expenses as 6% (3).

In humanities, out of 50 students, largest of students 42% (21) students reacted that they spent on average NRs 200 to pay the bill of the internet to use Facebook followed by NRs 200-500 as average monthly expenses 28% (14), >NRs 1000 as average monthly expenses 12%(6), not responded as 10%(5) and NRs 500-1000 as average monthly expenses 8% (4).In management, out of 50 students, largest of students 58% (29) reacted they spent on average NRs 200 to pay the bill of the internet to use Facebook followed by NRS 200-500 as average monthly expenses 24%

(12), not responded as 8%(4), >NRs 1000 as average monthly expenses 6% (3) and NRs 500-1000 as average monthly expenses 4% (2).

This reveals that largest of students spent on average monthly of NRS 200 to pay the bill of the internet to use Facebook.

6.9 Parent's Reaction towards the Use of Facebook by Faculty

Parents have different reactions towards the use of Facebook. Some motivate but some ignore their children in using Facebook. When the respondents use Facebook, they get different reactions, feelings and suggestion from the parent, which is taken as the reaction of the parents. The response of the parents towards their children in using Facebook is given in below (Table 18).

Table 18: Parent's Reaction towards the Use of Facebook by Faculty

Parent's reaction	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Ignore	31(62%)	32(64%)	19(38%)	26(52%)	108(54%)
Motivate	5(10%)	10(20%)	8(16%)	12(24%)	35(17.5%)
Reprimand	13(26%)	1(2%)	19(38%)	7(14%)	40(20%)
Not responded	1(2%)	7(14%)	4(8%)	5(10%)	17(8.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked on their parent's reaction towards the use of Facebook. Amongst the total of 200 students, the largest of students 54% (108) reacted that their parents ignore the use of Facebook followed by reprimand 20% (40), motivate 17.5% (35) and not responded 8.5%(17).

In science, out of 50 respondents, largest of respondents 62% (31) reacted that their parents ignore the use of Facebook followed by reprimand 26% (13) and motivate 10% (5) and not responded 2%(1).In education, out of 50 students, largest of respondents 64% (32) reacted that their parents ignore the use of Facebook followed by motivate 20% (10), not responded 14%(7) and reprimand 2% (1).

In humanities, out of 50 respondents, largest of respondents 38% (19) reacted that their parents ignore the use of Facebook and same figure i.e. 38% (19) reacted their parents reprimand,16% (8) respondents reacted that their parents motivate to use Facebook and not responded 8%(4).In management, out of 50 respondents, largest of respondents 52% (26) reacted that their parents ignore their use of Facebook followed by motivation 24% (12), reprimand 14% (7) and not responded 10%(5).

Thus, this reveals that largest of parents ignore their children using Facebook.

6.10 Reasons for Use of Facebook by Faculty

The social dimensions of Facebook users in current study are such that the young people use it for different purposes in different dimensions in diverse context. It has been used to be up-to-date with close friends, childhood friends, to connect with relatives who are face off and to keep records of events. The following (Table 19) shows the reasons for use of Facebook by faculty.

Table 19: Reasons for Use of Facebook by Faculty

Reasons for use of Facebook	Science Frequency	Education Frequency	Humanities Frequency	Management Frequency	Total Frequency
Chatting	3(6%)	2(4%)	2(4%)	4(8%)	11(5.5%)
News update	4(8%)	7(14%)	4(8%)	8(16%)	23(11.5%)
Time pass	0	1(2%)	3(6%)	4(8%)	8(4%)
Gaining knowledge	4(8%)	13(26%)	2(4%)	8(16%)	27(13.5%)
To meet old friends/ kins	3(6%)	4(8%)	2(4%)	2(4%)	11(5.5%)
Others	0	2(4%)	1(2%)	4(8%)	7(3.5%)
More than one	35(70%)	14(28%)	33(66%)	14(28%)	96(48%)
Not responded	1(2%)	7(14%)	3(6%)	6(12%)	17(8.5%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked on the reasons for use of Facebook. Out of 200 respondents, largest of respondents 48% (96) reacted that they use Facebook for more than one reasons followed by gaining knowledge 13.5% (27), news update 11.5% (23),chatting 5.5% (11), to meet old friends/kins 5.5% (11), time pass 4% (8), not responded 8.5%(17) and others 3.5% (7).

In science, out of 50 respondents, largest of respondents 70% (35) reacted that they use Facebook for more than one reasons followed by news update 8% (4), gaining knowledge 8% (4), chatting 6% (3) and to meet old friends/kins 6%(3) and not responded 2%(1).In education, out of 50 students, largest of students 28% (14) reacted more than one followed by gaining knowledge 26% (13), news update and not responded each 14% (7), to meet old friends/kins 8%(4), chatting 4% (2),others 4% (2) and time pass 2% (1).

In humanities, out of 50 respondents, largest of respondents 66% (33) reacted that they use Facebook for more than one reason followed by news update 8% (4), time pass and not responded each 6% (3),chatting 4% (2), gaining knowledge 4% (2), to meet old friends/kins 4% (2) and others 2% (1).In management, out of 50 respondents, largest of respondents 28% (14) reacted they use Facebook more than one reasons followed by news update and gaining knowledge each 16% (8), not responded 12%(6), chatting, time pass and others each 8%(4) and to meet old friends/ kins 4% (2).

This shows that largest of the students use Facebook for more than one reason. Beside this, during the focus group discussion, it was found that most of the students used Facebook to send the examination schedule and class notes to their friends which is quite good use of Facebook.

6.11 Positive Impact of Facebook by Faculty

The Facebook as a consumption media, if used or distorted, has its own effects. Facebook if used properly create positive impact on the lives of the people and ultimately society. Facebook usage has been associated with both positive and negative impacts to different aspects of people's lives, including positive impacts, such as improving relationships between friends and family and negative impacts

such as low academic performance; health, personal relationships problems; and social problems. These are discussed in below (Table 20).

Table 20: Positive Impact of Facebook by Faculty

Positive impact of Facebook	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Have positive impact	48(96%)	41(82%)	39(78%)	44(88%)	172(86%)
Don't have positive impact	2(4%)	9(18%)	11(22%)	6(12%)	28(14%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

The students were asked on the positive impact of Facebook. Out of 200 students, largest of students 86% (172) reacted that there is positive impact of Facebook whereas 14% (28) students reacted that there is no any positive impact of Facebook.

In science, out of 50 students, largest of students 96% (48) students reacted that there is positive impact of Facebook and only 4% (2) reacted that there is no any positive impact of Facebook. In education, out of 50 students, largest of students 82% (41) reacted that there is positive impact of Facebook and only 18% (9) reacted that there is no any positive impact of Facebook.

In humanities, out of 50 students, largest of students 78% (39) reacted that is positive impact of Facebook and only 22% (11) students reacted that there is no any positive impact of Facebook. In management, out of 50 students, largest of students 88%(44) students reacted that there is positive impact of Facebook and only 12% (6) student reacted that there is no any positive impact of Facebook.

Thus largest of the respondents reacted that there is positive impact of Facebook which indicates that they think Facebook is helpful for their life.

6.12 Kind of Positive Impact by Faculty

Facebook has become very famous social networking site which lets its users to update status, upload photos, videos, send messages and keep in touch with families and friends. Facebook has its own types of positive impact in the lives of the young people. People can get knowledge on the different issues; feel the social security and so on through the use of Facebook. The below (Table 21) shows the response of kinds of positive impact in respondents by faculty.

Table 21: Kind of Positive Impact by Faculty

Kind of positive impact	New things and news updated, increased in knowledge and ideas	Feeling of social security	Refreshment, feeling of happiness	Reduces loneliness	More than one	Not responded	Total
Science	17(34%)	1(2%)	3(6%)	6(12%)	21(42%)	2(4%)	50
Education	23(46%)	7(14%)	3(6%)	1(2%)	7(14%)	9(18%)	50
Humanities	15(30%)	1(2%)	2(4%)	0	21(42%)	11(22%)	50
Management	23(46%)	7(14%)	3(6%)	0	11(22%)	6(12%)	50
Total	78(39%)	16(8%)	11(5.5%)	7(3.5%)	60(30%)	28(14%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The respondents were asked if there are any positive impacts of Facebook in their life. Out of 200 respondents, largest of respondents 39% (78) responded new things and news updated, increased in knowledge and ideas as positive impact of Facebook followed by more than one 30% (60),not responded 14%(28), feeling of social security 8% (16), refreshment and feeling of happiness 5.5% (11) and reduces loneliness 3.5% (7).

In science, out of 50 respondents, largest of respondents 42% (21) reacted more than one followed by new things and news updated, increased in knowledge and ideas 34% (17), and reduces loneliness 12% (6), refreshment and feeling of happiness 6% (3), feeling of social security 2% (1) and not responded 4% (2). In education, out of 50 respondents, largest of respondents 46% (23) reacted new things and news updated, increased in knowledge and ideas followed by not responded 18% (9), feeling of

social security and more than one each 14% (7), refreshment and feeling of happiness 6% (3) and reduces loneliness 2% (1).

In humanities, out of 50 respondents, largest of respondents 42% (21) reacted more than one followed by new things and news updated, increased in knowledge and ideas 30% (15), not responded 22%(11),refreshment and feeling of happiness 4% (2) and feeling of social security 2% (1).In management, out of 50 respondents, largest of respondents 46% (23) respondents reacted new things and news updated, increased in knowledge and ideas followed by more than one 22% (11), feeling of social security 14% (7), not responded 12%(6) and refreshment and feeling of happiness 6% (3). This shows that largest of respondent opined new things and news updated, increased in knowledge and ideas as the major positive impact of Facebook.

6.13 Negative Impact of Facebook by Faculty

Young people spend a lot of time in browsing the network, particularly, the Facebook, as they find it the best form of communication mode. The most popular mode of networking is, undoubtedly, the Facebook apart from Twitter. It is fun to use Facebook and Twitter, but there are negative influences if one spends too much time on them.

Social media is becoming popular and even official communication is carried out on them as well as personal. Yet, over usage of any media does have its impact, both positive and negative. The below (Table 22) illustrates the response of negative impact of Facebook by faculty.

Table 22: Negative Impact of Facebook by Faculty

Negative impact of Facebook	Have negative impact	Don't have negative impact	Total
Science	31(62%)	19(38%)	50
Education	36(72%)	14(28%)	50
Humanities	24(48%)	26(52%)	50
Management	19(38%)	31(62%)	50
Total	110(55%)	90(45%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

The students were asked if there is also any negative impact of Facebook in their life. Out of 200 students, largest of students 55% (110) reacted that there is negative

impact of Facebook whereas 45% (90) students reacted that there is no any negative impact of Facebook.

In science, out of 50 students, largest of students 62% (31) students reacted that there is negative impact of Facebook and only 38% (19) reacted that there is no any negative impact of Facebook. In education, out of 50 students, largest of students 72% (36) reacted that there is negative impact of Facebook and only 28% (14) reacted that there is no any negative impact of Facebook.

In humanities, out of 50 students, largest of students 48% (24) reacted that is negative impact of Facebook and only 52% (26) students reacted that there is no any negative impact of Facebook. In management, out of 50 students, largest of students 62% (31) students reacted that there is no negative impact of Facebook and 38% (19) student reacted that there is negative impact of Facebook.

This shows that largest of students think that there is also negative impact of Facebook except in management where largest of students think there is no negative impact of Facebook.

6.14 Kinds of Negative Impact of Facebook by Faculty

Beside the benefits of Facebook use, negative impacts of its use have also been identified, including: impaired academic performance, health problems, personal relationship problems and social dysfunction. The students were asked the types of negative impact of Facebook in their life. The below (Table 23) illustrates the kinds of negative impact of Facebook.

Table 23: Kinds of Negative Impact of Facebook by Faculty

Kinds of negative impact of Facebook	Science	Education	Humanities	Management	Total
	Frequency	Frequency	Frequency	Frequency	Frequency
Addiction, waste of time	14(28%)	14(28%)	5(10%)	5(10%)	38(19%)
Health problems	0	4(8%)	6(12%)	4(8%)	14(7%)
Ruined relationship	0	2(4%)	1(2%)	2(4%)	5(2.5%)
Cyber bullying	1(2%)	0	0	0	1(0.5%)
Privacy problems	1(2%)	4(8%)	3(6%)	1(2%)	9(4.5%)
Less face to face social interaction	1(2%)	8(16%)	1(2%)	2(4%)	12(6%)
More than one	13(26%)	4(8%)	8(16%)	6(12%)	31(15.5%)
Not responded/skip	20(40%)	14(28%)	26(52%)	30(60%)	90(45%)
Total	50	50	50	50	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Out of 200 students, largest of the students 45%(90) didn't responded/skip followed by 19% (38) addiction and waste of time as negative impact of Facebook, more than one 15.5% (31), health problems 7% (14), less face to face social interaction 6% (12), privacy problems 4.5% (9),ruined relationship 2.5% (5) and cyber bullying 0.5% (1).

In science, out of 50 respondents, largest of respondents 40%(20) didn't respond/skip followed by 28% (14) reacted addiction and waste of time as negative impact of Facebook, more than one 26% (13),cyber bullying; privacy problems and less face to face interaction each 2%(1) each.

In education, out of 50 students, largest of students 28% (14) reacted addiction and waste of time as negative impact of Facebook. At the meanwhile same percent of students didn't respond/skip followed by less face to face social interaction 16% (8),health problems, privacy problems and more than one 8% (4) each and ruined relationship 4% (2).

In humanities, out of 50 respondents, largest of respondents 52%(26) either didn't respond or skipped followed by more than one 16% (8), health problems 12% (6),

addiction and waste of time 10% (5),privacy problems 6% (3), ruined relationship and less face to face social interaction each.2% (1).

In management, out of 50 respondents, largest of respondents 60%(30) didn't respond/skip followed by more than one 12%(6), addiction and waste of time 10% (5), health problems 8% (4), ruined relationship and less face to face social interaction each 4% (2) and privacy problems 2% (1).

This shows that largest of respondents didn't responded/skip followed by addiction and waste of time as negative impact of Facebook except in humanities and management where largest of respondents(after not responded/skip) think more than one as negative impact of Facebook. During the focus group discussion it was found that many girls in comparison to boys had blocked some of the Facebook friends due to offensive and irritating message.

To summarize the chapter on the use and social impact of Facebook, the largest of the students in grade 11 have opened their Facebook account which indicates that they have been already used to with Facebook. Moreover, largest of these students have access to Facebook through smartphone than any other devices like personal computer, laptop, ipad/ipod, etc. Similarly, in all faculties it was found that the students use the Facebook daily. This contributes to the fact that they are addicted towards Facebook although the students spent <1 hour on average on Facebook. On the other hand, the largest of the students have more than 300 Facebook friends. This reveals that the Facebook has provided the opportunity to make new friends although virtually. Likewise, largest of students have been using Facebook since more than a year in all faculties except in management which is since six month. With regard to paying the bill, the largest of students depend upon their parent to pay the bill of the internet to use Facebook. And the largest of students spent on average monthly of NRS 200 to pay the bill of the internet to use Facebook. Furthermore, it was found that the parents ignore their children using Facebook. Also the largest of the students use Facebook for more than one reason like chatting, to get update on news, time pass, gaining knowledge and to meet old friends /kins. Beside this, during the focus group discussion, it was found that most of the students used Facebook to send the examination schedule and class notes to their friends which is quite good use of Facebook.

CHAPTER VII

IMPACT OF FACEBOOK USAGE ON ACADEMIC PERFORMANCE

7.1 Effect of Facebook on Study by Faculty

The largest of the Facebook users are school, college or university going people. Nowadays there won't be anyone who doesn't has his or her Facebook account and having Facebook account means long hours will be spent on Facebook. Therefore studies are very much affected due to use of Facebook. Pupils now even use Facebook during the class, while paying lesser attention to the lecturer. The below (Table 24) illustrates the effect of Facebook on study.

Table 24: Effect of Facebook on Study by Faculty

Effect of Facebook on study	Have effect	Don't have effect	Total
Science	34(68%)	16(32%)	50
Education	37(74%)	13(26%)	50
Humanities	34(68%)	16(32%)	50
Management	36(72%)	14(28%)	50
Total	141(70.5%)	59(29.5%)	200

Figure in parameter denotes the percentage of frequency   *Source: Field survey 2017*

Upon asking the respondents on the effect of Facebook on study, largest of respondents 70.5% (141) reacted that there is effect of Facebook on study whereas only 29.5% (59) respondents reacted there is no any effect of Facebook on study.

In science, out of 50 respondents, largest of respondents 68% (34) reacted there is effect of Facebook on study and only 32% (16) respondents reacted there is no effect of Facebook on study. In education, out of 50 students, largest of respondents 74% (37) reacted that there is effect of Facebook on study and only 13% (26) respondents reacted there is no effect of Facebook on study.

In humanities, out of 50 respondents, largest of respondents 68% (34) reacted there is effect of Facebook on study and only 32% (16) respondents reacted there is no any effect of Facebook on study. In management, out of 50 respondents, largest of respondents 72% (36) reacted there is effect of Facebook on study and only 28% (14)

reacted there is no effect of Facebook on study. This shows that largest of respondents think there is effect of Facebook on their study.

7.2 Kinds of Effects of Facebook on Study by Faculty

Academic Performance refers to how students deal with their studies and how they complete different assignments given to them by their teachers. The popularity of the social networking sites enlarged briskly in the last span. This is most likely due to the reason that every person used it extensively to get worldwide access. These social networking sites such as Twitter and Facebook have become a furious craze for everyone these days. Students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this surely affects their academic performance. The below (Table 25) illustrates the kinds of effects of Facebook on study.

Table 25: Kinds of Effects of Facebook on Study by Faculty

Kinds of effect of FB	Decline in good grades	Not able to finish homework/assignment	Reduction in creativity	Others	More than one	Not responded	Total
Science	8(16%)	10(20%)	4(8%)	6(12%)	6(12%)	16(32%)	50
Education	2(4%)	19(38%)	1(2%)	12(24%)	2(4%)	14(28%)	50
Humanities	6(12%)	8(16%)	7(14%)	6(12%)	8(16%)	15(30%)	50
Management	3(6%)	8(16%)	9(18%)	14(28%)	1(2%)	15(30%)	50
Total	19(9.5%)	45(22.5%)	21(10.5%)	38(19%)	17(8.5%)	60(30%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on effects of Facebook on study, largest of students 22.5% (45) reacted not able to finish homework/assignment followed by not responded 30%(60), others 19% (38), reduction in creativity 10.5% (21),decline in good grades 9.5% (19) and more than one 8.5% (17).

In science, out of 50 respondents, largest of respondents 32% (16) didn't respond followed by   not able to finish homework/assignment 20%(10), decline in good grades 16% (8), others and more than one each 12% (6), reduction in creativity 8% (4).

In education, out of 50 respondents, largest of respondents 38% (19) reacted not able to finish homework/assignment as effect of Facebook on study followed by not responded 28% (14), others 24% (12), decline in good grades 4%(2),more than one 4% (2) and reduction in creativity 2% (1).

In humanities, out of 50 respondents, largest of respondents 30% (15) didn't respond followed by not able to finish homework/assignment and more than one each 16%(8),reduction in creativity 14% (7), decline in good grades and others 12% (6) each.

In management, out of 50 respondents, largest of respondents didn't respond 30% (15) followed by others 28%(14), reduction in creativity 18%(9), not able to finish homework/assignment 16%(8) and decline in good grades 6%(3) and more than one 2% (1).This shows that largest of respondents think not able to finish homework/assignment as major effect of Facebook on study(Excluding not responded) except in management where largest of respondents think reduction in creativity as major effect of Facebook on study.

7.3 Usefulness of Facebook on Academic Performance by Faculty

Using communication media (e.g., Facebook and MySpace), as a service that enables users to conduct social interactions with peers, has achieved great success on the Internet (Zhou, Li, &Liu, 2010). Social media site like Facebook have the ability to establish interpersonal connections and guide individual entering an unfamiliar social environment (DeAndrea et al., 2012). Using the social media site enable individual to express them, establish relationships, seek information and interact each other. The below (Table 26) illustrates the usefulness of Facebook by faculty.

Table 26: Usefulness of Facebook by Faculty

Usefulness of FB	Useful	Not useful	Total
Science	45(90%)	5(10%)	50
Education	41(82%)	9(18%)	50
Humanities	43(86%)	7(14%)	50
Management	36(72%)	14(28%)	50
Total	165(82.5%)	35(17.5%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on usefulness of Facebook, out of 200 respondents, largest of respondents 82.5% (165) respondents reacted that there is use of Facebook in their study whereas only 17.5% (35) respondents reacted there is no use of Facebook in their study.

In science, out of 50 students, largest of respondents 90% (45) reacted there is use of Facebook in their study and only 10% (5) reacted there is no use of Facebook in their study.In education, out of 50 respondents, largest of respondents 82% (41) reacted there is use of Facebook in their study and only 18% (9) respondents reacted there is no use of Facebook in their study.

In humanities, out of 50 respondents, largest of respondents 86% (43) reacted there is use of Facebook in their study and 14% (7) respondents reacted there is no use of Facebook in their study. In management, out of 50 respondents, largest of respondents 72% (36) respondents reacted there is use of Facebook in their study and only 28% (14) respondents reacted there is no use of Facebook in their study. This shows that largest of respondents think there is use of Facebook in their study.

7.4 Ways of Usefulness of Facebook on Academic Performance by Faculty

Facebook usage is considered as a leisure activity that interferes with students' Academic Performance (Roui et al., 2011). Thus, it is presumed that Facebook usage will have an effect on their overall academic results. Many studies (e.g., Vanden Boogart, 2006) illustrated negative relationship between Usage intensity and Academic Performance. The higher the Facebook usage in-tensity, the lower the students' Academic Performance. Steinfield et al. (2008) found contrasting results whereby they found the higher the Facebook usage, the better the Academic Performance. Kolek and Saunders (2008) on the other hand, in their study on students in an American university found no relationship between usage and Academic Performance. Nevertheless, there are also studies (e.g. Yu et al., 2010) that reported that Facebook Usage intensity mediates the relationship between Socialization and Academic Performance. The below (Table 27) illustrates the ways of usefulness of Facebook by faculty.

Table 27: Ways of Usefulness of Facebook by Faculty

Usefulness of FB	Easy access with friends and teachers to discuss on studies	Acquire information on academic institution	Broadens knowledge	Others	More than one	Not responded	Total
Science	15(30%)	5(10%)	4(8%)	0	20(40%)	6(12%)	50
Education	13(26%)	5(10%)	1(2%)	13(26%)	7(14%)	11(12%)	50
Humanities	14(28%)	1(2%)	5(10%)	3(6%)	20(40%)	7(14%)	50
Management	12(24%)	3(6%)	9(18%)	1(2%)	9(18%)	16(32%)	50
Total	54(27%)	14(7%)	19(9.5%)	17(8.5%)	56(28%)	40(20%)	200

Figure in parameter denotes the percentage of frequency   Source: Field survey 2017

Upon asking the respondents on how the Facebook helps on their study, out of 200 respondents, largest of respondents 28%(56) reacted more than one followed by easy access with friends and teachers to discuss on studies 27% (54), not responded 20%(40), broadens knowledge 9.5%(19),others 8.5%(17) and acquire information on academic institution 7%(14).

In science, out of 50 respondents, largest of respondents 40%(20) reacted more than one followed by easy access with friends and teachers to discuss on studies 30% (15), not responded 12%(6), acquire information on academic institution 10%(5) and broadens knowledge 8%(4).

In education, out of 40 respondents, largest of respondents 26% (13) each reacted easy access with friends and teachers to discuss on studies and others followed by not responded 12%(11),more than one 14%(7), acquire information on academic institution 10%(5) and broadens knowledge 2%(1).

In humanities, out of 50 respondents, largest of respondents 40%(20) reacted more than one followed by easy access with friends and teachers to discuss on studies 28%(14),broadens knowledge 10%(5), not responded 14%(7),others 6%(3) and acquire information on academic institution 2%(1).

In management, out of 50 respondents, largest of respondents didn't respond 32%(16) followed by 24%(12) easy access with friends and teachers to discuss on studies followed by broadens knowledge and more than one each 18%(9), acquire information on academic institution 6%(3) and others 2%(1).

This shows that largest of respondents think that more than one as the major ways of use of Facebook in their study in science and humanities faculties whereas easy access with friends and teachers to discuss on studies in education faculty and management faculty (after not responded). During the focus group discussion, it was found that Facebook has helped the students to know the information regarding the publication of their board examination results. Generally, it is the quickest means to be updated on the results.

To conclude the chapter the impact of Facebook usage on academic performance, the largest of the students think that Facebook has effect on the academic performance of the students. They have mixed responses like decline in good grades, not able to finish their homework/assignment and reduction in creativity. Similarly, in regards to usefulness of Facebook on academic performance by faculty, largest of the students replied that the Facebook is useful on academic performance as it provides easy access with friends and teachers to discuss on studies, helps to acquire information on academic institution and broadens knowledge.

Some of the case studies of the respondents are given below:

Case study 1: Swechha Gautam

Swechha Gautam, 17 years, is from Ramghat, Pokhara-19, Kaski, studying at grade 11 in science faculty in Amarsingh Higher Secondary School. She shares that Facebook, in her opinion, is the most trending social media of present world. It is a means of gaining knowledge and information, chatting with people and is a window to observe the burning issues of the world. She generally uses Facebook to connect with her friends and relatives who are scattered in different parts of the world, in addition, to know about new places, people and things as well as to fulfill her curiosity.

Being a student of science, she gives first and foremost priority to her study. So, whenever she gets free time, she uses Facebook on an average of half an hour a day. In fact, everything she learns from Facebook helps her to improve the way she lives. She likes the captions which people post along with their photos, especially if they match with her character or life. Every time, she uses Facebook, she learns to upgrade herself. She gets informed about everyday news. She learns about the

situation of her relatives and feels relieved. Furthermore, she doesn't miss anything after using Facebook.

Gautam shares that she has been using Facebook since three years. As advantages of Facebook, she shares that she can connect to her friends and relatives around the world through Facebook. And she can get to know about the personal life of celebrities as well as get online help from experts and supervisors in her studies. Talking on the disadvantages of Facebook, she shares that people degrade their creativity after using Facebook as they rely on it for everything. Many people, especially girls are harassed in Facebook from fake IDs and also physicality and mentality of people is decaying as they are too much obsessed with the use of Facebook. Moreover, privacy of the people is hampered as they post about everything in Facebook.

Guatam shares that when she gets curiosity about anything regarding her studies, she searches for it in Facebook and she can even consult about it online with her teachers and experts. She has the opinion that Facebook may bring social crime in the society if it is utilized negatively. Mental tortures, harassment, leakage of unnecessary pictures and videos may rise as the problems created by Facebook. So, Facebook must rather be utilized as an effective tool for bringing about betterment in the world community. She adds that people must be optimistic in its use.

Case study 2: Sagar Bishwokarma

Sagar Bishowkarma is a 17 years old from Burtibang-1 of Baglung district of Western Nepal. He studies at grade 11 in Amarsingh Higher Secondary School, Ramghat. According to Sagar, Facebook is not only a social media but source of knowledge and entertainment. It is a means of sharing feelings, knowledge and lots of information amongst the friends and relatives. Further, he adds that Facebook is taken as means of entertainment by chatting with friends however, in his opinion; it is multipurpose social media, which can be used to gain information.

Upon asking Sagar on the average hours he spends on Facebook, he reacts that he

does not use Facebook unnecessarily for long time. It depends on circumstance. Sometimes whenever he has to search something on Facebook, he spends several hours a day. But normally on average one hour per day, he adds.

As a best learning from Facebook, he explains that he can share his problems to his seniors or expert through the Facebook. Most importantly, he shares that he has improved his English language through Facebook. When asked on what he misses after using Facebook, he replies that he doesn't miss a lot after using Facebook.

Sagar has been using Facebook since three years. As advantages of Facebook, he tells that he can be close to his friends, which is not expensive to chat through Facebook. Furthermore, he can know a lot of information around him as well as can take knowledge about different disciplines from expert. In contrary, as the disadvantages of Facebook, he describes that generally, there is no disadvantage of Facebook but in some cases it may cause severe problems due to fake ID, in some cases creates different crimes. As a matter of fact, it has affected study of teenagers very much.

As a question to Sagar on how Facebook helps in his studies, he opines that Facebook helps in his study a lot. If he gets confused on some problems in his studies, he finds solution from Facebook by asking his friends in groups and in Facebook pages and also to experts.
He acknowledges that Facebook has brought social crimes in the society. Fake information on Facebook may create problem. And due to fake IDs, people are being cheated.

Case study 3: Shanti Ghale

Shanti Ghale is a 16 years old girl from Palamkhani-8 of Parbat district. Now she lives in Pokhara. She studies at grade 11 in Janapriya Multiple College in Simalchaur, Pokhara. In her view, Facebook is a popular free social networking website that allows registered users to create profiles, uploads photos, etc.

Upon asking Shanti on the use of Facebook, she shares that Facebook makes communication easy and she can easily share her feelings with others. Furthermore, she adds that on average she spends one hour per day on Facebook. As a best learning from Facebook, she tells that she can get educational information from the Facebook. Interestingly, she explains that she misses her dad and mom after using Facebook as she normally gets in touch with her parents through Facebook, maybe she lives away from Pokhara.

Shanti shares that she has been using Facebook since two months. She opines that Facebook has advantages too as she can get updates of the news around the world. Apart from advantages, she shares that Facebook has disadvantages like it creates addiction which results in wastage of time and also it reduces creativity.

As a matter of fact, Facebook helps to provide general knowledge on the different issues. It helps to study the social problems and helps to get the solution of her curriculum problems, adds Shanti, as assistance of Facebook in her study. As there are many social crimes increased through the use of Facebook, she also supports this view.

Case study 4- Mukesh Shrestha

Mukesh Shrestha is a 16 years old boy. He has four family members; father, mother, sister and himself. He lives in Prithwi Chowk, Pokhara,Nepal. He studies at grade 11 in education faculty at Kalika Higher Secondary School located at Rambazar. His father works in foreign country.He is unmarried.

It is well known that Facebook has great importance in the life of today's youngsters. It feels like it's hard to survive without the use of social media like Facebook. Mukesh shares that Facebook is a means of sharing feelings. He shares that he gets access to Facebook through the use of smartphone. Further he shares that he uses Facebook daily. On average he spends 1-2 hours on Facebook. He adds that he has been using Facebook since its entry in Pokhara. His parents ignore him on using Facebook.

Upon asking him on the advantages of Facebook, he reacts that he gets many information and knowledge updated through the use of Facebook. In addition, he adds that he can chat with his friends at cheap price and does time pass through Facebook. As the disadvantages of Facebook, Mukesh shares that it affects the study. And also more time will be spent on Facebook and it decreases creativity.

On average, Mukesh spends one to two hours on Facebook. And he feels uploading photos the best part of the Facebook, which he enjoys a lot. He opines that Facebook is really helpful in getting information on the education. Moreover, he feels that the security is also big concern in Facebook. He suggests having strong password in Facebook. Beside this he also uses instagram so that he can upload good photos.

Case study 5- Minita Gurung

Minita Gurung is 16 years old teenager. She lives in Kalika chowk, Pokhara. She studies in Kalika Higher Secondary School at grade 11 in education faculty. She is survived by her father and mother. Her father works as a farmer.

When Minita was asked about the Facebook she had the opinion that Facebook is a means of sharing feelings and source of information and knowledge. Normally she uses smartphone to access to Facebook. Moreover, she uses Facebook daily. And on average she uses Facebook less than an hour. She has about more than 50 friends in Facebook. It was also found that she has been using Facebook since a month. She manages to pay the bill of her internet to use Facebook through the support of parents. On average she shares that she spends NRs 200-500 to pay the bill of her internet to use Facebook. Her parents ignore her whilst she uses Facebook.

As advantages of Facebook she shares that she can do chatting, gets updates on news, times pass and can upload photos. In addition, she feels that Facebook has positive impact in her life as she gets new things and gets refreshment through Facebook. Apart from it, she shares that Facebook has been useful in her studies as she has easy access with friends and teachers to discuss on the studies.

Minita shares that the best thing about Facebook is the news, photo upload and chatting in Facebook. As a disadvantage she reacts that fake IDs have been very hateful to her.

Case study 6: Bijay Gurung

Bijay Gurung is 18 years old from Bhadrakali, Pokhara. He lives in a joint family of seven members. His father works in foreign country. He studies in grade 11 in humanities faculty in Bhadrakali Higher Secondary School.

Bijay shares that in his opinion, Facebook is the source of information and news. He gets access to Facebook through laptop and smartphone. In addition, he shares that he uses Facebook daily. He also spends more than 4 hours on average on Facebook. Moreover, he has more than 300 friends in his Facebook. He tells that he has been using Facebook since its entry in Pokhara. He manages to pay the bill of his internet to use Facebook from the support of parents. On average, he spends more than NRs 1000 to pay the bill of his internet to use Facebook. His parents ignore him towards the use of Facebook.

He says that Facebook has many uses such as chatting, news feed, time pass and updates on information around the world. He explains that Facebook has positive impact in his life as new things and news gets updated, increased in knowledge and ideas. As disadvantages, he shares that there is risk of chances for hacker to hack the password which results in privacy problems. Similarly, Bijay opines that Facebook also effect on studies as it reduces creativity.

Bijay shares that the best thing in Facebook are that he can share and upload photos and can acquire different knowledge and information on academic institutions through Facebook.

Case study 7- Sakila Gurung

Sakila Gurung is a teenager of 17 years old. She lives near Bhadrakali. She has four family members in total. She studies at grade 11 in humanities faculty in Bhadrakali Higher Secondary School, Pokhara. She is unmarried. Her father is an army.

Upon asking her on the meaning of Facebook she shares that Facebook is a window to world. She is aware that Mark Zuckerberg is the founder of Facebook. She also has Facebook account. She gets access to Facebook through laptop, smartphone and iPad/ipod. She uses Facebook in every alternative day. Furthermore she shares that on average; she spends less than an hour on Facebook. She has 50 to 100 friends on Facebook. She has been using Facebook since more than a year. She manages to pay the bill of her internet through the support of parents. Her parent ignores her towards the use of Facebook.

Upon asking her on the use of Facebook, she shares that she uses Facebook for chatting, news update, time pass and to meet old friends/kin. Apart from it, she likes games in Facebook like candy crush.In her opinion, Facebook has positive impact in her life i.e. new things and news update, increased in knowledge and ideas. She shares that there is no any negative impact of Facebook. Similarly, upon asking her on the effect of Facebook on her studies she reacts that there is no effect on her study. She adds that Facebook is useful for study as it provides easy access with friends and teachers to discuss on studies and it broadens knowledge.

Beside this she shares that some Facebook friends send unnecessary and irritating messages to her which she doesn't like. So she has some cases of unfriending some Facebook friends.

Case study 8- Anita Baral

Anita Baral is 18 years old girl from Biruata -17, Pokhara. She studies at grade 11 in management faculty in Janapriya Multiple College. She has more than 15 members in her family. She is unmarried. Her father works in foreign country.

Upon asking Anita in the meaning of Facebook, she shares that Facebook is the source of information and news. She has Facebook account. She gets access to Facebook through smartphone. When she was asked," How often she use Facebook?" She reacted that she uses Facebook daily. At a time, she spends on average of less than one hour in Facebook. Also she has more than 300 friends on her Facebook. She has been using Facebook since its entry in Pokhara. She manages to pay the bill of her internet to use Facebook through the support of parents. Surprisingly, her parent motivates her to use Facebook. As the use of Facebook, she shares that Facebook updates the news.

In her opinion, Facebook has positive impact of Facebook. Upon asking her on the positive impact of Facebook, she shares that new things gets updated and it also creases the knowledge and ideas through the use of Facebook.

In her opinion, Facebook also has negative impact in her life as Facebook creates less face to face social interaction creating more virtual world. Moreover, she opines that Facebook doesn't affect the study but it is useful as people can acquire information on academic institutions.

CHAPTER VIII

SUMMARY, CONCLUSION AND RECOMMENDATION

8.1 Summary

Facebook has become an addiction for many. Instead of students concentrating on their homework or studying for a big test the next day, they are spending hours looking through pictures, answering their page comments, and chatting with friends on the site's instant messenger. Facebook has consumed good grades and face-to-face communication is in jeopardy. Even students who are active users of Facebook indicate some concerns about the long hours they spend surfing the site. However, other students consider their time spend on Facebook valuable, because it enables them to exchange news with friends and family, learn about others' activities, and have fun with various activities. They also regard their Facebook breaks as a means to renew their energy so that they can perform better on their subsequent tasks. Students who use Facebook and hit the books simultaneously found their multitasking led to lower grades than those of their more focused peers.

Basically, this study has focused on the impact of Facebook use in the lives of the young people. It has dealt with numerous research questions among the young people in the use and impact of Facebook. In fact, specific objectives were set for the study of the young people to assess the socio-economic characteristics of young people using Facebook, to generalize the young people's knowledge on Facebook and to analyze the social and educational impact of Facebook on Facebook users. In addition, this is an academic study which aims to discover some new facts regarding the use and impact of Facebook and will help to find out to use the Facebook wisely. This study mainly focused on the positive and negative impacts of Facebook and its impact on the academic performance of among the students.

This study is more of descriptive and exploratory designed. The young people in the study site have been taken as the universe of the study. In order to fulfill the purpose of the study, a questionnaire and key informant questions were developed as a data collection tool and techniques, used for collection qualitative and quantitative data. Thus, the data collected for the study are primarily based on the primary resource when needed.

The participants of the questionnaires, focus group discussion and case study were the students of grade 11 of community schools of Pokhara. The collected data have been analyzed by using statistical tools while qualitative data have been analyzed manually. Results of qualitative data have been analyzed by using various tables, charts and diagrams.

The major findings of the study are listed below:

1. Upon asking the respondents on their age, out of total 200 students, largest of the respondents i.e. 34.5% belongs to 17 years of age followed by 16 years (30.5%), 18 years (25.5%), above 18 years (6%) and least of up to 15 years (3.5%). Furthermore, most of the students with age 16 and 17 years are found in science faculty whereas most of the students with age 17 and 18 years are found in education, humanities and management faculty. From this fact, we can say that there is some difference in age amongst the science faculties in comparison to other faculties.

2. Out of total 200 respondents, it was found that 56% was male and 44% was female. In science faculty, out of 50 respondents, 82% was male whereas 18% was female. In contrary, in education faculty, 64% was female and 36% was male. Interestingly, in humanities there was 50% each male and female, out of 50 respondents. Beside this, in management faculty, 56% was male and 44% was female out of 50 respondents. Overall, the male respondents were found greater than female respondents.

3. Upon asking the respondents upon the caste, out of total 200 respondents, it was found that largest of the respondents i.e. 31.5% was Brahman and the least i.e.0.5% was Limbu and Thakuri each. Furthermore, it shows that Brahman prefers studying science, Gurung and Magar prefers education, Gurung also prefers studying humanities and Brahman also prefers to study management.

4. Out of total 200 respondents, it was found that largest of the respondent's father's occupation was farmer (29%) followed by others (16%), businessman (14%), Job holder (14%), foreign employer (12%), Army (12%), laborer (2%) and (1%) didn't respond. Comparatively, in science faculty, largest of respondent's father's occupation was businessman (24%) and least was army (8%). But in education faculty, largest of the respondent's father's occupation was farmer (44%) and least

was businessman and laborer (2%) each. In humanities faculty, largest of the respondent's father's occupation was farmer (32%) and least was job holder and laborer (4% each). In management faculty, largest of the respondent's father's occupation was farmer (26%) and least was laborer (2%). In total, this show largest of the student's father's occupation is farming.

5. Out of 200 respondents, largest (38.5%) of the respondent's family monthly income was NRs 15,000 to 30,000 followed by < NRs 15,000 (26.5%), NRs 30,000 to 50,000 (21%), > NRs 50,000 (12.5%) and 1.5% didn't respond. Comparatively, in science faculty, largest i.e. 36% of the respondent's family monthly income was NRs 15,000 to 30,000. In education faculty, largest i.e. 44% of the respondent's family monthly income was < NRs 15,000. In humanities faculty, largest i.e. 38% of the respondent's family monthly income was NRs 15,000 to 30,000. In management faculty, largest i.e. 44% of the respondent's family monthly income was NRs 15,000 to 30,000. It showed that amongst the respondents from different faculties, largest of student's family monthly income is less than NRs 50,000 which indicates middle class family.

6. Out of 200 respondents, largest of the respondents i.e. 80.5% (161) had their own house whereas 19.5% (39) didn't have their own house. Out of total 200 respondents, largest of the respondents i.e. 84% (168) said they had their own land whereas 16% (32) respondents said they didn't have their own land.

7. Upon asking the respondents on Facebook, out of 200 respondents, the largest (46%) of respondents reacted that it's a source of information and news followed by window to world (20.5%), friend searching application (17.5%) and means of sharing feelings (15%). From the faculty wise point of view, in each faculty, largest of respondents i.e. 36% in science, 54% in education, 44% in humanities and 50% in management reacted Facebook as source of information and news. This proves that there is quite similar understanding on Facebook amongst the respondents of various faculties.

8. Out of 200 respondents, largest of respondents i.e. 48% responded that they don't know the founder of Facebook. However, only 44% respondents responded Mark Zuckerberg as the founder of Facebook. 4.5% of respondents responded Bill Gates

whereas 1.5% of respondents responded Albert Einstein and 2% responded as Steve Jobs as the founder of Facebook. Whilst comparison among the faculties, the respondents from Science faculty i.e. 94% respondents responded Mark Zuckerberg as the founder of Facebook, which is the highest percentage of respondents amongst the faculties followed by 38% from management, 32% from humanities and 12% from education. This confirms that the science faculty has good knowledge than other faculties in terms of knowledge on the founder of Facebook.

9. Upon asking the respondents on Facebook account, out of 200 respondents, 92.5% (185) respondents replied they have Facebook account whereas 7.5% (15) respondents replied they don't have Facebook account. In science faculty, out of 50 respondents, 98% (49) respondents said they have Facebook account and only 2% (1) respondent said he/she doesn't have Facebook account. In education faculty, out of 50 respondents, 86% (43) respondents said they have Facebook account and 14% (7) respondents said they don't have Facebook account. In humanities faculty, out of 50 respondents, 94% (47) respondents said they have Facebook account and only 6% (3) respondents said they don't have Facebook account. In management faculty, out of 50 respondents, 92% (46) respondents said they have Facebook account and only 8% (4) respondents said they don't have Facebook account. This evidences that largest of the students in grade 11 have their Facebook account.

10. With regard to access to the Facebook, out of total 200 students, the largest of students 57%(114) students said smartphone followed by 23.5%(47) students said more than one, 8%(16) students didn't respond, 6%(12) students said laptop, 3.5% (7) students said personal computer and the least 2%(4) students said iPad/iPod as shown in fig 4.In Science faculty, out of 50 students, largest of students i.e. 50% (25) said Smartphone followed by more than one 44% (22), laptop and iPad/iPod (2%) 1 each. In education faculty out of 50 students, the largest of students 70% (35) students said smartphone, 8%(4) students said personal computer, 14% (7) students didn't respond, 6%(3) students said laptop and only 2%(1) student said more than one. In humanities faculty, out of 50 students, the largest of students 56% (28) students said Smartphone followed by more than one 28%(14), laptop and not responded each 6%(3) and iPad/iPod 4%(2). In management faculty, out of 50 students, largest of students 52%(26) students said Smartphone followed by more than one 20%(10),

laptop and not responded each 10%(5), personal computer 6%(3) and iPad/iPod 2%(1).

11. The respondents were asked on the frequency of use of Facebook, out of 200 respondents, largest of respondents 50% (100) said they use Facebook daily followed by every alternative days 23% (46), not responded 8.5 % (17), once a week 11%(22), others 4%(8) and once a month 3.5% (7).In science faculty, out of 50 students, largest of students 60%(30) students said daily followed by every alternative days 24%(12), once a week and once a month 6%(3) each and 2%(1) others and not respondent each. In education faculty, out of 50 students, largest of students 44% (22) students said daily followed by every alternative days 24% (12),not responded 14%(7), others 10% (5), once a week and once a month each 4% (2).In humanities faculty, out of 50 students, largest of students 48% (24) said daily followed by every alternative days 24% (12), once a week 16%(8), not responded 8%(4), once a month and others each 2% (1).In management faculty, out of 50 students, largest of students 48% (24) said daily followed by every alternative days 20%(10), once a week 18% (9), not respondent 5(10%) once a month and others each 2%(1).This shows that maximum students use Facebook daily.

12. On asking the average hour spent on Facebook, out of 200 respondents, largest of respondents 56% (112) respondents reacted <1 hour followed by 1-2 hour 26.5% (53),not responded 7.5%(15),   3-4 hour 6% (12) and >4 hour 4% (8).In science faculty, out of 50 respondents, largest of respondents 56%(28) respondents reacted <1 hour followed by 1-2 hour 34% (17), 3-4 hour 6% (3) and >4 hour and not responded each 2% (1).In education faculty, out of 50 respondents, largest of respondents 50% (25) said <1 hour followed by 1-2 hour 28% (14), not responded 14%(7) and 3-4 hour 8% (4).In humanities, out of 50 students, largest of students 58% (29) said < 1 hour followed by 1-2 hour 22% (11), 3-4 hour 8% (4) and > 4 hour and not responded 6% (3) each. In management, out of 50 students, largest of students 60% (30) said <1 hour followed by 1-2 hour 22% (11), >4 hour and not responded 8% (4) each and 3-4 hour 2% (1).Interestingly, this shows that in each faculties largest of students spent <1 hour on average on Facebook.

13. On asking the question on using the Facebook, largest of students 34% (68) replied they have been using Facebook since more than a year followed by since a year 19.5% (39), since six month 18% (36), since its entry in Pokhara 12% (24), not responded 9%(18) and since a month 7.5% (15).In science, out of 50 students, largest of students 60% (30) said they have been using Facebook since more than a year followed by since its entry in Pokhara 18% (9), since a year 14% (7), since six month 6%(3) and not responded 2%(1). In education, out of 50 students, largest of students 30% (15) said they have been using Facebook since more than a year followed by since six month 24% (12),since a year and not responded 14% (7) each ,since its entry in Pokhara 10%(5) and since a month 8% (4).In humanities, out of 50 students, largest of students i.e. 28% (14) said since a year and since more than a year followed by since six month 14% (7), since a month and not responded 12% (6) each and since its entry in Pokhara 6% (3).In management, out of 50 students, largest of students 28% (14) students said since six month, 22%(11) students said since a year, since more than a year 18% (9), 14% (7) since its entry in Pokhara, 10% (5) since a month and not responded 8%(4).Therefore, this reveals that largest of students have been using Facebook since more than a year in all faculties except in management which is since six month.

14. The respondents were asked on how they pay the bill of their internet to use Facebook, largest of respondents 53.5% (107) responded that they pay their bill from the support of parents followed by personal expenses 30.5% (61), not responded 8.5%(17),friends support 4.5% (9) and others 3% (6). In science, out of 50 students, largest of students 76%(38) reacted that they pay the bill of internet to use Facebook through the support of parents followed by personal expenses 18% (9),others 4%(2) and not responded 2%(1).In education, out of 50 students, largest of students 40% (20) students reacted that they pay their bill of internet to use Facebook through their personal expenses and from parents each followed by not responded 14%(7) and friends support 4%(2) and others 2%(1). In humanities, out of 50 students, largest of students 60% (30) pay the bill of internet to use Facebook through the support from parents followed by personal expenses 18% (9), friends support 12% (6) and not responded 10% (5). In management, out of 50 students, largest of students 46% (23) reacted they pay their bill of internet to use Facebook from their personal expenses followed by the support of parents 38% (19), not responded 8%(4), others 6% (3) and

friends support 2% (1).This shows that largest of students depend upon their parent to pay the bill of the internet to use Facebook.

15. With regard to the parent's reaction towards use of Facebook, amongst the total of 200 students, the largest of students 54% (108) reacted that their parents ignore the use of Facebook followed by reprimand 20% (40), motivate 17.5% (35) and not responded 8.5%(17).In science, out of 50 respondents, largest of respondents 62% (31) reacted that their parents ignore the use of Facebook followed by reprimand 26% (13) and motivate 10% (5) and not responded 2%(1).In education, out of 50 students, largest of respondents 64% (32) reacted that their parents ignore the use of Facebook followed by motivate 20% (10), not responded 14%(7) and reprimand 2% (1).In humanities, out of 50 respondents, largest of respondents 38% (19) reacted that their parents ignore the use of Facebook and same figure i.e. 38% (19) reacted their parents reprimand,16% (8) respondents reacted that their parents motivate to use Facebook and not responded 8%(4).In management, out of 50 respondents, largest of respondents 52% (26) reacted that their parents ignore their use of Facebook followed by motivation 24% (12), reprimand 14% (7) and not responded 10%(5).Thus, this reveals that largest of parents ignore their children using Facebook.

16. Out of 200 respondents, largest of respondents 48% (96) reacted that they use Facebook for more than one reasons followed by gaining knowledge 13.5% (27), news update 11.5% (23),chatting 5.5% (11), to meet old friends/kins 5.5% (11), time pass 4% (8), not responded 8.5%(17) and others 3.5% (7).In science, out of 50 respondents, largest of respondents 70% (35) reacted that they use Facebook for more than one reasons followed by news update 8% (4), gaining knowledge 8% (4), chatting 6% (3) and to meet old friends/kins 6%(3) and not responded 2%(1).In education, out of 50 students, largest of students 28% (14) reacted more than one followed by gaining knowledge 26% (13), news update and not responded each 14% (7), to meet old friends/kins 8%(4), chatting 4% (2),others 4% (2) and time pass 2% (1).In humanities, out of 50 respondents, largest of respondents 66% (33) reacted that they use Facebook for more than one reason followed by news update 8% (4), time pass and not responded each 6% (3),chatting 4% (2), gaining knowledge 4% (2), to meet old friends/kins 4% (2) and others 2% (1).In management, out of 50 respondents, largest of respondents 28% (14) reacted they use Facebook more than

one reasons followed by news update and gaining knowledge each 16% (8), not responded 12%(6), chatting, time pass and others each 8%(4) and to meet old friends/ kins 4% (2).This shows that largest of the students use Facebook for more than one reason. Beside this, during the focus group discussion, it was found that most of the students used Facebook to send the examination schedule and class notes to their friends which is quite good use of Facebook.

17. Out of 200 respondents, largest of respondents 39% (78) responded new things and news updated, increased in knowledge and ideas as positive impact of Facebook followed by more than one 30% (60),not responded 14%(28), feeling of social security 8% (16), refreshment and feeling of happiness 5.5% (11) and reduces loneliness 3.5% (7) as positive impact of Facebook. In science, out of 50 respondents, largest of respondents 42% (21) reacted more than one followed by new things and news updated, increased in knowledge and ideas 34% (17), and reduces loneliness 12% (6), refreshment and feeling of happiness 6% (3), feeling of social security 2% (1) and not responded 4% (2). In education, out of 50 respondents, largest of respondents 46% (23) reacted new things and news updated, increased in knowledge and ideas followed by not responded 18% (9),feeling of social security and more than one each 14% (7), refreshment and feeling of happiness 6% (3) and reduces loneliness 2% (1).In humanities, out of 50 respondents, largest of respondents 42% (21) reacted more than one followed by new things and news updated, increased in knowledge and ideas 30% (15), not responded 22%(11),refreshment and feeling of happiness 4% (2) and feeling of social security 2% (1).In management, out of 50 respondents, largest of respondents 46% (23) respondents reacted new things and news updated, increased in knowledge and ideas followed by more than one 22% (11), feeling of social security 14% (7), not responded 12%(6) and refreshment and feeling of happiness 6% (3).

18. With regard to negative impact of Facebook, out of 200 students, largest of the students 45%(90) didn't responded/skip followed by 19% (38) addiction and waste of time, more than one 15.5% (31), health problems 7% (14), less face to face social interaction 6% (12), privacy problems 4.5% (9),ruined relationship 2.5% (5) and cyber bullying 0.5% (1).In science, out of 50 respondents, largest of respondents 40%(20) didn't respond/skip followed by 28% (14) reacted addiction and waste of time as negative impact of Facebook, more than one 26% (13),cyber bullying; privacy

problems and less face to face interaction each 2%(1) each. In education, out of 50 students, largest of students 28% (14) reacted addiction and waste of time as negative impact of Facebook. At the meanwhile same percent of students didn't respond/skip followed by less face to face social interaction 16% (8),health problems, privacy problems and more than one 8% (4) each and ruined relationship 4% (2).In humanities, out of 50 respondents, largest of respondents 52%(26) either didn't respond or skipped followed by more than one 16% (8), health problems 12% (6), addiction and waste of time 10% (5),privacy problems 6% (3), ruined relationship and less face to face social interaction each.2% (1).In management, out of 50 respondents, largest of respondents 60%(30) didn't respond/skip followed by more than one 12%(6), addiction and waste of time 10% (5), health problems 8% (4), ruined relationship and less face to face social interaction each 4% (2) and privacy problems 2% (1).This shows that largest of respondents didn't responded/skip followed by addiction and waste of time as negative impact of Facebook except in humanities and management where largest of respondents(after not responded/skip) think more than one as negative impact of Facebook. During the focus group discussion it was found that many girls in comparison to boys had blocked some of the Facebook friends due to offensive and irritating message. This shows that largest of respondent opined new things and news updated, increased in knowledge and ideas as the major positive impact of Facebook.

19. Upon asking the respondents on effects of Facebook on study, largest of students 22.5% (45) reacted not able to finish homework/assignment followed by not responded 30%(60), others 19% (38), reduction in creativity 10.5% (21),decline in good grades 9.5% (19) and more than one 8.5% (17).In science, out of 50 respondents, largest of respondents 32% (16) didn't respond followed by not able to finish homework/assignment 20%(10), decline in good grades 16% (8), others and more than one each 12% (6), reduction in creativity 8% (4). In education, out of 50 respondents, largest of respondents 38% (19) reacted not able to finish homework/assignment as effect of Facebook on study followed by not responded 28% (14), others 24% (12), decline in good grades 4%(2),more than one 4% (2) and reduction in creativity 2% (1).In humanities, out of 50 respondents, largest of respondents 30% (15) didn't respond followed by not able to finish homework/assignment and more than one each 16%(8),reduction in creativity 14%

(7), decline in good grades and others 12% (6) each. In management, out of 50 respondents, largest of respondents didn't respond 30% (15) followed by others 28%(14), reduction in creativity 18%(9), not able to finish homework/assignment 16%(8) and decline in good grades 6%(3) and more than one 2% (1).This shows that largest of respondents think not able to finish homework/assignment as major effect of Facebook on study(Excluding not responded) except in management where largest of respondents think reduction in creativity as major effect of Facebook on study.

20. Upon asking the respondents on how the Facebook helps on their study, out of 200 respondents, largest of respondents 28%(56) reacted more than one followed by easy access with friends and teachers to discuss on studies 27% (54), not responded 20%(40), broadens knowledge 9.5%(19),others 8.5%(17) and acquire information on academic institution 7%(14).

In science, out of 50 respondents, largest of respondents 40%(20) reacted more than one followed by easy access with friends and teachers to discuss on studies 30% (15), not responded 12%(6), acquire information on academic institution 10%(5) and broadens knowledge 8%(4).In education, out of 40 respondents, largest of respondents 26% (13) each reacted easy access with friends and teachers to discuss on studies and others followed by not responded 12%(11),more than one 14%(7), acquire information on academic institution 10%(5) and broadens knowledge 2%(1).In humanities, out of 50 respondents, largest of respondents 40%(20) reacted more than one followed by easy access with friends and teachers to discuss on studies 28%(14),broadens knowledge 10%(5), not responded 14%(7),others 6%(3) and acquire information on academic institution 2%(1).In management, out of 50 respondents, largest of respondents didn't respond 32%(16) followed by 24%(12) easy access with friends and teachers to discuss on studies followed by broadens knowledge and more than one each 18%(9), acquire information on academic institution 6%(3) and others 2%(1).This shows that largest of respondents think that more than one as the major ways of use of Facebook in their study in science and humanities faculties whereas easy access with friends and teachers to discuss on studies in education faculty and management faculty (after not responded). During the focus group discussion, it was found that Facebook has helped the students to know the information regarding the publication of their board examination results. Generally, it is the quickest means to be updated on the results.

8.2 Conclusion

Facebook is a corporation and online social networking service headquartered in Menlo Park, California, in the United States. The Social Networking in general and Facebook in particular offers significant advantages for its users, for example, sharing and collecting information, searching for jobs, communication, and entertainment. Vast quantities of information of different types are stored on the Internet. Usually, the information on the Internet is free of cost and is available 24 hours a day. In addition, the Facebook provides its users with the latest news of the world and most of the newspapers are available on the Internet, which are periodically or immediately updated with the latest news. Thus, Facebook users can almost instantaneously learn about news events, read news articles or opinions about world events, and share this information and their own thoughts with others like themselves. Apart from it, largest of the students use Facebook and it is equally popular among male and females

Facebook usage has been associated with both positive and negative impacts to different aspects of people's lives, including positive impacts, such as improving relationships between friends and family and negative impacts such as low academic performance; health, personal relationships problems; and social problems. Beside the benefits of Facebook use, negative impacts of its use have also been identified, including: impaired academic performance, health problems, personal relationship problems and social dysfunction.

8.3 Recommendations

- ➢ Findings from this study suggest that more research should be conducted on Facebook use among college students, particularly how Facebook should be treated. Facebook started as a communication tool for college students, but has since evolved into both a communication tool as well as an activity that college students spend large amounts of time engaging. The impact of this increase in Facebook use will certainly affect the college experience. It is recommended that future research should focus on Facebook use and its impact on relationships.
- ➢ Larger sample sizes should also be surveyed, and it is also worth exploring how different geographical, sociological, and economic factors potentially

impact results. On a grander scale, it is important to learn more about how Facebook usage impacts users and relationships among other age groups. With the Internet and social networking sites becoming more commonplace, younger users have been or will be exposed to these online worlds. It is important to both learn how this impacts their lives, and also create education on how to effectively use these new communication mediums.

➢ For future research, it may be more helpful to measure the social presence like motivation and pressure, examining how a student's psychological state influences motivations for social media use.

➢ It is recommended to analyze the role of various demographics like age, ethnicity, etc.

➢ This study is conducted only on plus two level students. It will be also interesting to expand the research and include bachelors and masters level students. Because the expansion of the study can bring more findings and that would be more result oriented study to compare the results of the bachelors and masters level students with the present study that only investigate plus two level students. This type of study could look for changes between upper and lower ranking students' attitudes and behaviors towards Facebook use. Due to the different class ranks, coursework and approaches among students, the new study may have different results than the present study. A significant difference may be found between upper and lower ranking students in terms of their Facebook use and academic performance.

➢ Another recommendation for an additional research study could be to investigate bachelor and master level students behaviors on Facebook, would also be a good contribution into the current literature. For instance, studying bachelor and master level student's behaviors on Facebook and investigating their Facebook use and its impact on academic performance. It would also be exciting to see the differences in University students Facebook habits and behaviors compared to the senior students.

➤ Availability of the Internet in universities, school, public places, work, airports is now more common than recent past and with that facility the use of the Facebook on mobile devices is accessible almost everywhere. With rapidly increasing use of social media, like Facebook, educationist must work on solution that how to integrate these services in educational ways that student can use it positively. Conducting research on the use of Facebook as a tool for education in the University environment and group work also can be an appealing future study. University staff and students can use Facebook for educational purposes and the study can direct the patterns of use. It will be quite interesting to investigate how professors and teachers are incorporating Facebook into their classrooms, long distance studies and learning projects.

8.4 Suggestions

➤ Students are suggested to use Facebook wisely.
- Limit the use of Facebook
- While updating Facebook status, it should not be controversial.
- While accepting the friend request, we should be more careful.
- While sharing and commenting on someone's status and comments, we should be cautious.

➤ Parents need to closely look after their children on the use of Facebook.

➤ Proper policy and laws need to be made and implemented by the government to control crimes on Facebook.

➤ Students need to use Facebook for academic purpose more rather than other purposes.

➤ Students are recommended to make their Facebook security system strong.

➤ Study group (closed group) can be made in Facebook where teachers and students can   share and interact in the subject related to students.

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"Impact of Facebook on Young People's Daily Life (A Sociological Study of Community Schools of Pokhara)"

Date: -

Namaste, I am **Surya Kumar Magar**, a student of MA 2nd year from Prithvi Narayan Campus affiliated to Tribhuvan University. I am doing a thesis on **"Impact of Facebook on Young People's Daily Life (A Sociological Study of Community Schools of Pokhara)"**
This thesis is done as it is one of the requirements for the partial fulfillment of the degree of Master in Arts in sociology.

Your participation in this thesis is very valuable and the information will be kept confidential. There is no right or wrong answer, the most important thing is that with your help I achieve an insight in the impacts of Facebook which could be helpful for future in program and policy formation.

You are not obliged to answer any question you don't want to and you may withdraw your participation at any time. The results obtained from this study will be used only for the study. If you have any queries, please ask them now. Thank you for your valuable participation and kind co-operation.

Thank you!

Section I Demographic Information

Name: ……………………………   Sex:…………
Age: …………   College name:................................

Q.N	Questions	Responses	Code	Skip
1.	Caste	[1] Brahmin [2] Chhetri [3] Newar [4] Dalit [5] Janajati [6] Others (specify)…………………		
2.	Educational status	[1] Grade 11 [2] Grade 12		
3.	Marital status	[1] Single [2] Married		

Section II Perception towards Facebook

Q.N	Questions	Responses	Code	Skip
4.	Do you have Facebook account?	[1] Yes [2] No		If NO, Stop here.
5.	How do you access your Facebook account?	[1] Personal computer [2] Laptop [3] Smartphone [4] iPad/iPod		

6.	How often do you use Facebook?	[1] Daily [2] Every alternate days [3] Once a week [4] Once a month [5] Others……………		
7.	At a time, how many hours on average do you spend on Facebook?	[1] <1 hour [2] 1-2 hour [3] 3-4 hour [4] > 4 hour		
8.	How many friends do you have on your Face book?	[1]<50 [2]50-100 [3] 101-200 [4] 201-300 [5] >300		
9.	Since how long have you been using the Facebook?	[1] Since a month [2] Since six month [3] Since one year [4] Since more than one year [5] Since its entry in Pokhara		
10.	How do you manage to pay the bill of your mobile internet to use Facebook?	[1] Personal expenses [2] From parents [3] Friends support [4] Others (Specify)……………		
11.	What is your parent's reaction towards the use of Facebook?	a) Ignore b)Motivate c)Reprimand		

Section III Use of Facebook

Q.N	Questions	Responses	Code	Skip
12.	Why do you use Facebook?	[1] Chatting [2] News update [3] Time pass [4] Gaining knowledge [5] To meet old friends/kin [6] Upload photos [7] Others (specify)………………….		
13.	In your opinion, does Facebook have positive impact?	[1] Yes [2] No		If NO, move to Q.15

14.	If yes, what kind of positive impact?	[1] New things & news updated, increased in knowledge & ideas [2] Feeling of social security [3] Refreshment, feeling of happiness [4] Decreasing loneliness	☐	
15.	In your opinion, does Facebook have negative impact?	[1] Yes [2] No	☐	If NO, move to Q.17
16.	If yes, what kind of negative impact?	[1] Addiction, waste of time [2] Health problems [3] Ruined relationship [4] Cyber bullying [5] Privacy problem [6] Less face to face social interaction	☐	

Section IV Impact of Facebook Usage on Academic Performance

17.	In your view, does the Facebook affect the study?	[1] Yes [2] No	☐	If NO, move to Q.19
18.	If yes, how has the Facebook affected your study?	[1] Decline in good grades [2]Not able to finish the homework [3]Forgetting to take books in school/colleges [4] Less time for study [5] Others (specify)………………	☐	
19.	Is Facebook useful for your study?	[1] Yes [2] No	☐	If No, move to Q.21
20.	If yes, in what ways?	[1]Easy access with friends and teachers [2]Answers of textbook can be found [3] Broadens knowledge [4] Others (Specify)…………………	☐	
21.	Do you spend more time on Facebook rather than studying?	[1] Yes [2] No	☐	

Thank you!

Appendix II: Focus Group Discussion Checklist

1. Facebook as an important social media
2. Good effect of Facebook
3. Bad effect of Facebook
4. Facebook in your study
5. Facebook as a means of interaction with classmate
6. Your best learning from Facebook
7. What you miss after using Facebook
8. "Posts" in Facebook
9. Features of Facebook
10. Facebook chatting
11. Number of Facebook friends
12. Parents reactions on Facebook use
13. Facebook security
14. Uploading photos and videos
15. Status in Facebook
16. Block and unfriend
17. News update and academic expansion through Facebook
18. Cybercrime through Facebook

Appendix III: Case Study Questionnaire

1. Introduction (Name, Age, Sex, address, grade, etc.)
2. Knowledge on Facebook- what do you mean by Facebook?
3. Why do you use Facebook?
4. On average how many hours do you Facebook?
5. What is your best learning from Facebook?
6. What you miss after using Facebook?
7. Since how long have you been using Facebook?
8. What are the advantages of Facebook?
9. What are the disadvantages of Facebook?
10. How does Facebook help in your studies?
11. Does Facebook bring social crime in the society?