

Students' Perspectives on the Role of Facebook in their Studies

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Amlesh Kumar Thakur**

**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2023

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 09/09/2023

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Amlesh Kumar Thakur

Recommendation for Acceptance

This is to certify that **Mr. Amlesh Kumar Thakur** has prepared his M.Ed. thesis entitled **Students` Perspective on the Role of Facebook in their Studies** under my guidance and supervision.

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Dedication

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

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Abstract

This study entitled **Students` Perspectives on the Role of Facebook in their Studies** aimed to find out the students` perspectives on the role of Facebook in their studies and to find out how Facebook helps them in their studies. To accomplish the objectives of my study, I used narrative research design. Six students of B.Ed. were selected from J.S. Murarka Multiple Campus Lahan, Siraha. The sample was taken by using non-random purposive sampling procedure. In order to gather required data and information for this study, in-depth interview and close-ended questionnaire were used as the major research tool. This study focuses on one kind of social media: Facebook. The data were collected through in-depth interviews and open-ended questionnaires. The collected data were analysed descriptively. After analyzing the data, it was found that Facebook plays the most important role in students` lives for their further studies. Social media like Facebook connects the students globally and creates more resources for the students. It serves as a comprehensive resource for students, facilitating communication among peers, facilitating the sharing of files and information, and enabling them to make new connections within the campus community. The research explored the various ways in which students employ Facebook in their academic endeavors, analyzing its diverse roles in their learning experiences.

This study includes five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter consists of the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretations of result. And the fifth chapter deals with findings, conclusion and implications which are summed up from the analysis and interpretations of the collected data for the purpose of research. The references and appendices have been included in the last part of the thesis.

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Chapter One

Introduction

This is an introductory part of the thesis on `Students` Perspectives on the Role of Facebook in their Studies` which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Social media is a computer-based technology which helps to share the ideas, thoughts, and information through the building of virtual networks and communities. Similarly, social media is based on internet and provides users quick electronic communication of content or matters which includes personal information, documents, videos, and photos. Social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list other user with home they share a connection (Boyd and Ellison, 2008). Users are engaged with social media through computer, tab or smartphone through web-based software or web application. It is also used for messaging.

Social network is getting the attention of teachers as well as students now and it is being buzz word for all Nepalese. Social network completes the gap between teachers and students, students to students in order to learn English Language. In the context of Nepal, it is gradually being practised. In the same way, social networks are one type of tool that links people of the world either physically, mentally or verbally.

Moreover, social network sites are technological tools that help to meet people to exchange views, feelings, sharing ideas and debating for the purpose of getting any conclusion.

This study focuses on one kind of social media: Facebook. It functions as an extensive information resource for students, enabling student-to-student communication, facilitating file sharing and information sharing, and fostering new connections within the campus community. Conversely, Facebook offers a range of diversions, such as uploading images, browsing profiles, watching videos and friend's

photos, chatting with acquaintances, and gaming, which can result in procrastination and hinder the learning process. Moreover, Facebook is an internet-based social platform that originated with a cluster of Harvard University students and later expanded globally, eventually growing into the largest social network on a global scale. (Kirkpatrick, 2010).

Facebook offers users the ability to build personal profiles containing their individual details. Users on Facebook can connect with other individuals, known as 'friends,' and each user has a 'wall' where they can display their updates, comments, uploaded images, and more. This facilitates information exchange, as users can send messages or engage in instant chat through their 'wall.' Additionally, users have the option to form online networks of friends and participate in groups of people who share similar interests, affiliations, or specific themes (Mack, Behler, Roberts, and Rimland, 2007).

Furthermore, users have the capability to upload files and engage in correspondence via personal or general messaging. With these diverse functionalities, Facebook serves as a central platform for educational institutions and students to share media, foster communication on social and academic topics, and raise awareness within the community about specific subjects. Likewise, Facebook proves valuable for students in both their social lives and academic pursuits, facilitating activities such as seeking assistance and sharing study materials. However, there are drawbacks associated with Facebook usage, including time wastage (Ulusu, 2010), procrastination, shifting priorities (Vivian, 2011), increased expenditures due to online activities, and the potential for addiction (Kuss & Griffiths, 2011; Ulus, 2010).

Engaging with students through Facebook has the potential to boost students' self-confidence and inspire their motivation to acquire knowledge. Facebook can serve as a means of interaction, cooperation, and a valuable information source (Mazman and Usluel, 2010). Likewise, according to Connell (2009), college and university personnel can utilize Facebook profiles to promote their department's announcements and activities. Several studies have presented concrete instances of Facebook's positive impact on student outcomes.

Statement of the Problem

Facebook can be fun for everyone from teenagers to grandparents trolling for friends. Many researches have been carried out in the field of Facebook for instant:

Bashyal (2015) carried out research on Role of Facebook in Improving the English Language. Similarly, Thapa (2018) carried research on Facebook as a Socializing Agent: A Study of School-going Adolescents at Hill Point Secondary School, Pokhara. However, there is a limited amount of conclusive empirical evidence available regarding the specific ways in which students employ Facebook or the degree to which their utilization of Facebook enhances their academic pursuits. It is evident that, considering the significant role Facebook plays in the lives of young individuals, there is a need for additional empirical research to determine whether Facebook primarily serves as a platform for social interaction or if it also contributes to the advancement of their academic endeavors.

The purpose of the research is to study the roles of Facebook played the studies of Bachelor level students. This research is important because institutions appear to be using social networking sites to recruit and retain students. Yet currently little empirical evidence exists indicating whether students even use such technology to further their studies or what they believe might be good institutional uses for social media with regard to their academic programs. Hence, the aim of this research is to offer insight into how students employ Facebook for their academic pursuits from the students' viewpoint.

Objectives of the Study

The study had the following objectives;

- To find out the students' perspective on the role of Facebook in their studies
- To find out how Facebook helps them in their studies.
- To suggest some pedagogical implications.

Research Questions

This study had been guided by the following research questions;

- To what degree do students utilize Facebook as a tool to enhance their academic pursuits?
- What specific methods do students employ on Facebook to support their studies?
- How do students perceive the potential for colleges and universities to leverage Facebook in assisting students with their academic endeavors?

Significance of the Study

The findings from this study will be beneficial to the field of teaching/learning English as a second language in Nepal. Facebook site may be useful tool in providing students with more opportunities to be involved in the English language community. In other to promote students' interest and stimulate them to practice English language authentically outside the classroom, the teacher may use Facebook as a part of the lessons. For example, students may be expected to spend more of their time online usefully to consciously and unconsciously learn and improve their reading and writing skills through authentic and purposive communication by using Facebook.

This study will help those students/teachers who have involved in social Medias. This will be also significant for all students who want do further research in the field of Facebook or social Medias. Finally, this study will be significant for all related people who want to know further about social Medias.

Delimitation of the Study

The present study has the following delimitations:

- This study was limited to the students of Bachelor in Education of J.S. M.M. Campus to collect data.
- This study was based on narrative inquiry research design.
- This study was limited within six students of one of the colleges in Lahan, Siraha, Nepal.

- Then, it was limited on in-depth interview with six students of Bachelor in Education of J.S. M.M. Campus, Lahan, Siraha, Nepal
- Non-random purposive sampling strategy was used to select the participants for this study.

Operational Definition of the Key Terms

The key terms are the words which help to increase the understanding about research study. The study contains specific terms which have following specific definitions

Facebook. It is a social networking site that makes it easy for us to connect and share with family and friends online.

Perspective. It means views, feelings, ideas, thoughts, perception of the students of bachelor level of J.S. Murarka Multiple campus, Lahan, Siraha.

Social network site. It refers to websites that provides their members with services that allow them to create a profile for sharing, controlling friends' lists.

Students. 'Students' in this study refers to the students of Bachelor in Education who study in J.S. M.M. Campus, Lahan, Siraha.

Chapter Two

Review of Related Literature and Conceptual Framework

This section provides the information of previous research study and other related literature of career development. This study includes the review of related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

A literature review is a critical analysis of the research which is related to a specific topic. Review of related theoretical literature is inevitable for a researcher because it supports the researcher to find out the research gaps and problems. It also helps to explore new ideas from the existing theories and findings. Similarly, the researcher also conceptualizes the core idea to carry out the research in systematic and scientific way. In order to get in-depth theoretical knowledge and make my research study easy, systematic and scientific, I have made my review in terms of the following sub-topics.

Social networking sites. Prior to delving into the practical application and effects of Facebook in a higher education setting, it is crucial to gain a comprehensive understanding of this platform, including its essential features as a social networking site. Consequently, this chapter initiates by elucidating the notion of "social networking sites" and acquainting readers with their overarching functions. Subsequently, the emphasis turns toward the Facebook platform, encompassing its inception, evolution, and core attributes. Lastly, the chapter offers a review of existing literature regarding the utilization of this platform in higher education scenarios, along with various perspectives on its impacts.

Social Networking Sites like Facebook, Twitter, LinkedIn, and MySpace are rapidly expanding, as evident from their substantial global user base, continual introduction of new technological features, and their integration into nearly every facet of contemporary life. Given the diverse nature of these social media platforms, various definitions of Social Networking Sites have emerged. However, they all

coalesce around the fundamental concept of social networking, as implied by the term "social networking site" itself. SNSs are online platforms that individuals primarily use to establish and maintain social connections aligned with their personal interests and concerns (Aydin, S. 2012). More specifically, according to Boyd & Ellison (2008), SNSs are web-based platforms that afford users the following three capabilities: (1) creating a public or partially public profile; (2) establishing and managing connections with other users; and (3) having the ability to view and access other links within the platform. As described by Bartlett-Bragg (2006, p. 3), SNSs are also social software applications that enhance group interactions and shared spaces for collaboration, social connections, and the exchange of information in an online environment. The terms SNSs, social networking, and online social networks can be used interchangeably (Boyd & Ellison, 2008).

Regarded as a fundamental aspect of the Web 2.0 transformation (Issa, Isaías, & Kommers, 2016), Social Networking Sites (SNSs) have expanded globally, providing users with ample chances to maintain connections at both local and international levels, all while granting easy access to a wealth of knowledge via mobile devices.

Facebook as a social networking sites

History and development. According to its official website (facebook.com), Facebook, a social networking service, is described as "a social tool designed to facilitate the sharing of information and enhance communication among friends, family, and colleagues." Initially conceived by American student Mark Zuckerberg in 2004 for the Harvard University community, Facebook rapidly outgrew its original scope and expanded to other educational institutions, ultimately becoming publicly available in 2006 (Facebook - Statistics & Facts, n.d.). Since then, Facebook has consistently attracted an increasing number of new users with internet access (Cassidy, 2006).

In a recent Facebook update, Mark Zuckerberg, the founder and CEO of Facebook, announced that as of July 26, 2017, the Facebook community had experienced a remarkable surge, surpassing two billion users worldwide (refer to Figure 3-1), with 1.3 billion users actively engaging with the platform on a daily basis

(Zuckerberg, 2017). Zuckerberg, who aspires to 'make the world more open and connected,' as expressed in his personal Facebook introduction, and his team are diligently working to further expand the community and meet the increasing demands of users. Facebook has undeniably achieved significant success thus far, evident in its acquisitions of other prominent companies and products, including Instagram (2012) and WhatsApp (2014), as noteworthy milestones in this ongoing expansion, as shown in Figure 3-1.



Functionalities and Characteristics. Facebook, with its extensive range of features, can be seen as a reflection of the fundamental capabilities of social networking sites (SNSs) in the present era (Quan-Haase & Young, 2010). It empowers users to "create and update personal profiles, establish connections, exchange messages, and engage in online chats," while also facilitating the formation of various groups based on personal and professional affiliations, which may encompass educational backgrounds (such as schools), workplaces, interests, hobbies, as well as political and religious beliefs (Aydin, 2012, p. 1094). Beyond providing supportive functions for self-expression and social interaction, Facebook equips its users with convenient tools for generating and curating diverse multimedia content,

including images, audio, and videos. Notably, recent and well-received additions to its functionalities include Live Streaming (enabling users to broadcast live videos to a public audience) and Save (enabling users to archive and categorize Facebook posts for future reference).

Usages of Facebook in Higher Education

General usage and perceptions. Since its inception, Facebook has become deeply ingrained and essential in the lives of many individuals, particularly among the younger generation, whom Prensky (2001, p. 1) identifies as "digital natives." These individuals are commonly regarded as proficient in the language of computers, video games, and the internet, all of which encompass social networks (Prensky, 2001, p. 1). Furthermore, research has demonstrated that students in higher education (and generally) extensively utilize Facebook (Bicen & Cavus, 2011; Junco R., 2012; Madge, Meek, Wellens, & Hooley, 2009; Rhoades, Irani, Telg, & Myers, 2008). Consequently, it is reasonable that this platform has been increasingly incorporated into educational settings, given its integral role in students' lives, leading to a surge in related research.

Through an examination of the adoption patterns and usage intentions of 606 Facebook users, Mazman & Usluel (2010) formulated a model that elucidates how Facebook can serve educational purposes, encompassing three primary objectives: communication, collaboration, and the sharing of educational materials and resources. This model was subsequently validated through research conducted by Arteaga Sánchez et al. (2014) and Manasijevic, Živkovic, Arsic, & Milošević (2016), providing a comprehensive overview of how students employ Facebook within the university environment. In a related vein but from a distinct perspective, Selwyn's study (2009), which involved analyzing the Facebook wall activity of 909 British undergraduates, revealed that students predominantly used Facebook to critique their university experiences, exchange practical logistical information (such as class schedules, assignment due dates, and exam timetables), and engage in discussions about academic subjects covered in their courses. Additionally, Selwyn's research identified two other prominent themes in students' Facebook interactions: the seeking of moral support and sympathy regarding the challenges of university life, as well as engaging in playful, study-related banter (Selwyn, 2009, p. 167-168).

Despite their extensive use of Facebook, students appear to hold varying perspectives regarding the integration of Facebook in higher education. Some studies have revealed that students exhibit mild to positive attitudes in this regard. For instance, in a study involving 161 students from four Australian universities, it was found that 51% of them recognized the advantages of using Facebook as an educational tool, particularly for enhancing interaction and collaborative learning (Irwin, Ball, Desbrow, & Leveritt, 2012). These favourable attitudes align with the findings of a subsequent study conducted by Barczyk & Duncan (2013) involving 106 American students who used Facebook as an instructional supplement in four courses. Approximately 51% of the respondents in this study agreed that their overall Facebook experience was positive, with 76% believing that Facebook integration contributed to their personal and professional development. In contrast, a relatively small proportion (23.1%) of 226 Serbian students (from the University of Belgrade) perceived Facebook as highly beneficial for educational purposes (Manasijevic et al., 2016), indicating that the majority of students held neutral to unfavourable opinions about integrating Facebook into education.

The widespread use of Facebook has generated a wide range of responses from its primary users, the undergraduates, and has also spurred extensive research into the use of Facebook and its effects on higher education. These studies have yielded conflicting results, with some suggesting that Facebook offers distinct advantages that enhance learning efficiency, while others have uncovered limitations associated with its use or even a negative connection to academic performance.

Benefits of using Facebook. An extensively recognized advantage of utilizing Facebook in higher education is its ability to enhance interaction among students and between students and educators (Hamid, Waycott, Kurnia, & Chang, 2015; Irwin et al., 2012; Ophus & Abbitt, 2009). Research has indicated that students highly value Facebook for its effectiveness in facilitating the exchange of academic information, the organization of academic groups, and collaborative efforts with peers (Manasijevic et al., 2016). Similarly, a study involving 120 Architecture students who used Facebook as a supplementary tool in their courses (McCarthy, 2010) found that over 90% of them appreciated the online discussions via Facebook and acknowledged improved relationships with their classmates. Additionally, Facebook has been shown,

through various studies, to enhance educational interactions and foster positive teacher-student relationships in higher education (Berg, Berquam, & Christoph, 2007; Roblyer, 2010). As argued by Bowers-Campbell (2008), by reinforcing interactions and collaborations with peers and faculty, Facebook has the potential to enhance students' self-directed learning. In a broader context, research has confirmed that students are more likely to demonstrate commitment to building educational connections and engaging in educational activities when using Facebook (Al-Rahmi, Othman, & Musa, 2014; Maloney, 2007).

Facebook also functions as a virtual platform for the sharing and dissemination of knowledge. Students, as indicated by various studies, have recognized its effectiveness in providing them with convenient access to formal course materials and reference learning resources (Arteaga Sánchez et al., 2014; Hung & Yuen, 2010; Irwin et al., 2012; Ophus & Abbitt, 2009). The students' pre-existing familiarity with Facebook and its user-friendly and visually appealing interface have played a pivotal role in its widespread adoption in educational settings (Staines & Lauchs, 2013, p. 286; Hurt et al., 2012, p. 14). This familiarity allows students to quickly develop a sense of comfort and helps them mitigate the potential frustrations associated with using technology for educational purposes (Manca & Ranierit, 2013, p. 488).

Furthermore, the ease of use mentioned earlier partially explains why many educators have adopted Facebook as a learning management system (LMS) to enhance student engagement and interaction. LMS, as defined by Yueh & Hsu (2008, p. 59), is a digital tool that assists teachers in conducting various instructional activities, such as presenting information, managing course materials, and collecting and assessing student work, in online or hybrid teaching environments. In fact, an increasing number of teachers have chosen to utilize Facebook as an LMS. For instance, a study conducted in Singapore (Wang et al., 2012) found that students generally expressed satisfaction with the basic features of Facebook when used as an LMS, although they did raise some concerns about privacy and technical limitations. Another research project involving 107 university students, conducted by Hurt et al. (2012), revealed that students who used Facebook Groups as a learning forum achieved better learning outcomes compared to those who utilized conventional LMS

tools like Blackboard Vista and e-Learning Commons. Additionally, Jong, Lai, Hsia, Lin, & Liao (2014) found that Facebook outperformed Bulletin Board Systems and other online platforms in terms of its simplicity for exchanging academic materials, rapid access to study-related posts, and facilitating interpersonal interactions.

In terms of the direct link between using Facebook and academic achievements, research by Ainin, Naqshbandi, Moghavvemi, & Jaafar (2015) discovered, in their examination of 1165 university students, that the more students utilized Facebook, the higher they perceived their academic performance to be. Likewise, Lambić (2016) asserted a positive association between the frequency of using Facebook as an educational tool and students' grade point averages (GPA), focusing on concrete numerical outcomes.

Disadvantages of using Facebook. Using Facebook for study purposes has several disadvantages, including distractions, privacy concerns, information overload, potential for inaccurate information, time management challenges, connectivity issues, security risks, lack of academic features, and concerns related to inclusivity.

In its capacity as a social network, Facebook provides the standard features of social interaction and entertainment that Tang et al. (2015, p. 201) describe as the "key attractions that draw people to use it." Consequently, students, when using Facebook, can easily become sidetracked by the abundance of recreational content available on the platform while they are supposed to be engaged in educational activities (Cassidy, 2006). A study involving 396 Australian first-year students similarly indicated that incorporating Facebook into their academic routine was less likely to enhance their academic involvement and seemed to introduce more distractions (Wise, Skues, & Williams, 2011). Another outcome of integrating Facebook into education is the partial merging of private and academic life, which some students have found uncomfortable and resistance-inducing (Wang et al., 2012).

Furthermore, in a research study involving control groups consisting of 1,200 students, Dyson, Vickers, Turtle, Cowan, and Tassone (2015) reached the conclusion that the incorporation of Facebook in the teaching and learning process did not lead to improved comprehension or engagement among students. They also contended that the effectiveness of integrating social networking sites (SNSs) into education was

contingent on a multifaceted interplay of factors, including the timing of content delivery, the seamless integration of social media content with course assessments, and students' individual perspectives on using social media for academic purposes (Dyson et al., 2015, p. 303).

On Facebook, where a multitude of features facilitate the creation, sharing, and access to digital content, it significantly promotes a culture of active participation among its users. However, there's a downside to this: the information on Facebook isn't always fact-checked before being published. Consequently, there is a concern related to the sheer volume of information on Facebook, which is the lack of critical analysis of information, as noted by Klomsri, Grebäck, & Tedre (2013, p. 142). This deficiency in critical analysis can lead to confusion and the use of inaccurate information among undergraduates.

Furthermore, there is evidence of a negative association between the use of Facebook and academic performance, as highlighted by Kirschner & Karpinski (2010) and Junco R. (2012, 2015). These studies suggest that students who spend more time on Facebook and use it more frequently for general purposes tend to perform less effectively in their educational pursuits.

Lastly, various studies have revealed incidents of cyberbullying among undergraduate students, with a particular emphasis on the role of social media, especially Facebook, in exacerbating this issue. Research on indirect bullying among female adolescents in the United Kingdom, Scandinavia, and North America, as documented by Catanzaro (2011), indicates a rise in cyberbullying incidents connected to social media usage, particularly on Facebook. Additionally, Willems and Batean (2011) have identified cyberbullying as a significant drawback of integrating Facebook into higher education.

Facebook: Contrasting Formal and Informal Learning, and Individual versus Social Influence. While the utility of Facebook in formal education has sparked contentious debates, its potential for informal learning and the amalgamation of both individual and social influence to enhance academic achievements seems more apparent. Research involving 12 African young adults aged 18 to 29, conducted by Klomsri et al. (2013, p. 142), suggested that Facebook created an "optimal

environment for informal learning" by fostering personal growth and interpersonal connections. Specifically, this social platform could facilitate self-directed learning by: 1) broadening access to diverse media content tailored to individual interests, 2) enhancing collective support through the exchange of constructive feedback, encouragement, and assistance among users, and 3) alleviating constraints related to time, language, and geography (Klomsri et al., 2013).

Another study investigating the advantages of Facebook within university settings, conducted by Ahern, Feller, & Nagle (2016, p. 45), found that participation in Facebook Groups strengthened communication and support among group members, resulting in what they termed "informal peer learning." This allowed student users to engage more comprehensively in the learning process as they desired.

In the context of this research, in addition to examining Facebook's usage in higher education along with its pros and cons, we will explore its potential for promoting informal education, bridging the gap between formal and informal learning, and mobilizing social influence.

Review of Empirical Literature

There are many researches that have been carried out in the field of Facebook and social Networking sites. I find some researches which are most valuable to review for my study.

The review of empirical literature informs the researchers how to conduct research and what are the areas to be addressed. It is a fact that every work needs some hints or previous ideas to achieve the goal. So, for this, I have reviewed some research works related to my study.

Quan-Haase and Young (2010) conducted a study titled "Exploring the Uses and Gratifications of Social Media: A Comparison of Facebook and Instant Messaging." Their aim was to investigate the satisfaction people derive from using Facebook in comparison to instant messaging. Their research employed a survey-based approach, supplemented by semi-structured interviews. The results revealed that Facebook primarily serves as a platform for entertainment and staying informed

about social activities within one's network, while instant messaging tends to focus more on nurturing and building relationships.

Kabre & Brown (2011) carried out a research entitled “The Influence of Facebook usages on the academic performance and the quality of life of college students”. The objectives of this study were to examine the impact of Facebook usages on the academic performance and the quality of life of college students. This study was based on survey research design. Non-random purposive sampling procedure was used to select the sample for this study. Questionnaires were used as a tool to collect the required data. From this research, it was found that the dispositional factors may influence the endogenous variables in our model.

Similarly, Junco (2011) conducted a research on, “The relationship Between frequency of Facebook use, participation in Facebook activities and students engagement”. The study aimed at examining the relationship between frequency of Facebook use, participation in Facebook activities and students’ engagement. This study was based on survey research design. Non- random purposive sampling procedure was used to select the sample for this study. Questionnaires were used as a tool to collect the required data. The major findings of this research were that using Facebook was strongly associated with lower engagement scale scores and higher amounts of time spent in co-curricular activities.

In the same way, Gafni & Deri (2012) carried out a research entitled “Costs and benefits of Facebook for undergraduate students”. The primary objective of this study was to analyze the advantages and disadvantages associated with students' utilization of Facebook. Additionally, it aimed to investigate how the Facebook pages of colleges and schools impacted students' use of the platform for educational purposes. To achieve this, undergraduate students completed a questionnaire, and the Facebook pages of academic institutions were examined. The study's findings revealed that Facebook played a particularly vital role for first-year students, enhancing their social integration on campus and serving as a valuable learning resource. However, these benefits diminished for senior-year students. Conversely, it was observed that engaging in social activities on Facebook consumed a substantial amount of students' time, both while using the platform and afterward, ultimately having a detrimental impact on their learning process.

Rokaha (2014) carried out research on “Facebook and its Use in Language Teaching and Learning”. The aim of the study was to identify the teachers and students’ perception about the use of Facebook in ELT. Questionnaire and interview were the research tool and sample size were fifteen teacher and twenty-five students, altogether forty, from five different higher secondary schools of the Kathmandu valley. His findings were that 53.33% teacher agreed that the statement Facebook enhances language proficiency if the students. The percentages of the teacher who disagreed with the statement were 20. Only 13.33% of the teacher strongly agreed with the statement. 6.67% of the teacher strongly disagreed that Facebook enhances language proficiency of students. 6.67% of the teachers were not sure on the statement. Similarly, the majority of students, i.e., 64% agreed with the contribution of Facebook in language proficiency. Similarly, 24% of the students strongly agreed with the statement but 5% of the students disagreed and 4% replied that they were not sure with the statements. In overall it shows that students and teacher have positive perception regarding the contribution of Facebook in ELT.

The thesis conducted by Bashyal (2015) entitled “Role of Facebook in Improving the English Language” has been conducted in order to identify teachers’ and students’ perceptions to the use of Facebook in ELT. The research method applied in this study was descriptive survey method. The researcher used questionnaire as the main instrument for this study. In order to carry out this study thirty Facebook user students from Master Level of Department of English education, Tribhuvan University, Kirtipur were purposively sampled. The major findings of the study are the Facebook has become beneficial to teach and learn the English language. Facebook has been an excellent tool for interactive learning and also has significant role in distance teaching and learning.

Bayucan (2017) conducted a research entitled “The Influence of Facebook in the English Language Proficiency”. The study examines the effects of Facebook usage on the English language proficiency of students. A descriptive research design was employed for this study, which involved collecting data through descriptions and aimed at identifying variables and hypothetical constructs. The study utilized a T-test to determine significant differences in English language proficiency between Facebook users and non-users. The study's findings revealed that when it comes to

vocabulary, Facebook users were still in the process of acquiring appropriate vocabulary, while non-users were showing signs of improvement in this aspect. In terms of spelling proficiency, both Facebook users and non-users demonstrated competence. However, regarding grammar proficiency, non-users of Facebook were considered proficient, whereas users were still developing their grammar skills. Additionally, non-users outperformed users in sentence structure, although both groups were still progressing. Both Facebook users and non-users were seen to be developing their skills in using correct punctuation marks. In expressing ideas, non-users of Facebook exhibited competence, while users were still in the developmental stage. Overall, both Facebook users and non-users were found to be in a state of development in their overall language proficiency.

The study entitled “Motives influencing Facebook usage as a social networking site: An empirical study using international students” conducted by Gwena, Chinyamurindi & Marange (2018). The purpose of the study was to investigate the motives influencing Facebook usage as a social networking site: An empirical study using international students at a rural campus in South Africa. A quantitative research approach was followed in carrying out this study. Descriptive and inferential statistics were performed to answer the research questions of the study. The respondents were international students enrolled at a rural university campus in the Eastern Cape Province of South Africa during the 2016 academic year. The main finding was that motives for Facebook usages were found to be positively related to Facebook usage.

Tapa (2019) carried out a research on “The Role of Facebook in English Language learning.” The aim of the study was to find out the role of Facebook on students` language learning. This research was based on a survey research design and the required data were collected using both open and close open and close-ended questionnaire. The total sampling size was 50 students from five different higher secondary school inside the Kathmandu valley by using non-random sampling procedure. His findings showed that the majority of the students i.e., 98% use Facebook for various purposes like; chatting, uploading photos, entertainment and language learning. He also found that the Facebook has crucial role in language learning.

Bhushal (2023) carried a research on “The Structural Analysis of Language Used in Facebook Status” aimed to analyse the language used in Facebook status in terms of syntactic structure, shortenings, punctuations and code mixing. To complete this study, survey research design was used. The required data were collected from the Facebook status of her Facebook friends. The data were collected from 40 different people`s Facebook status and analysed qualitatively and quantitatively. Descriptive, statistical tools tabulation and percentile were used for analysing and interpreting the collected data. The findings of the research was found that the status users mostly use incomplete words or sentences, non- academic or non- standard spellings, code mixing and shortening.

Though, the above-mentioned scholars have conducted their research on different topic, no one has conducted a research to study the students` perspective on their use of Facebook to further their studies and to find out how Facebook helps them for their studies.

Thus, to study the different perspectives of students and perceive Facebook related issues i.e., their difficulties in Facebook, attitudes towards it and feedback and themselves as a writer, I have selected this problem.

Implications of Review for the Study

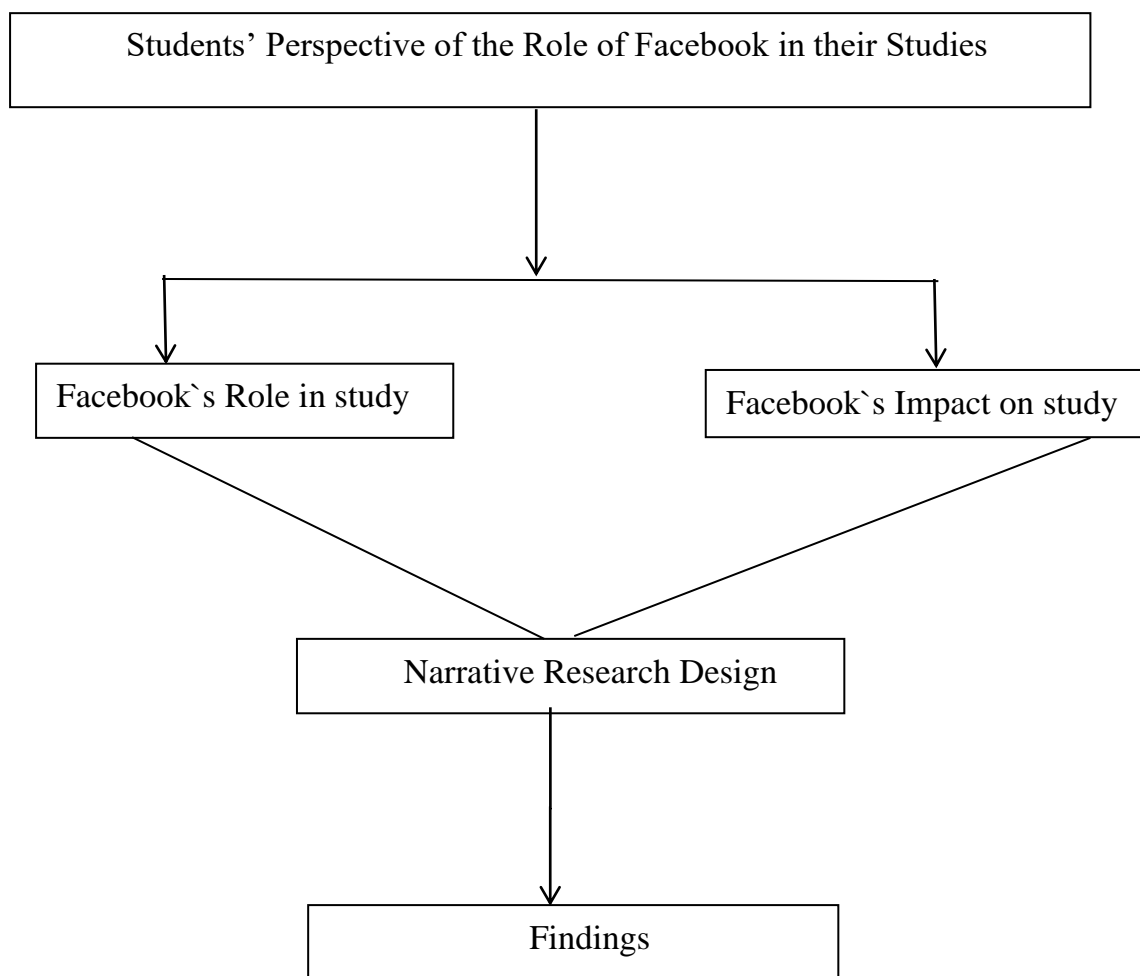
In every research endeavor, a literature review holds significant importance. It serves as evidence of one's understanding of prior research within the specific field and provides valuable guidance for conducting new research. In the realm of social networking sites like Facebook, numerous studies have been conducted. This section will review some of those studies that directly pertain to my research.

The research conducted by Gwena, Chinyamurindi and Marange (2018) helped me to understand different ideas related to the social networking sites, characteristics, and procedures of social networking sites: Facebook. Similarly, the study of Junco assisted me in understanding the uses of Facebook, participation in Facebook activities and students` engagement. Moreover, the study of Kabre & Brown (2011), and Gafni and Deri (2012) made me understand clearly the different scenario of Facebook in different countries.

On the other hand, the research conducted by Nolan (2011) and Quan-Haase and Young (2010) helped to design the research design, ways of selecting the participants, etc. Similarly, the study of Gwena, Chinyamurindi & Marange (2018) made me familiar with the procedures of collecting data and its analysis. Finally, the study done by Bashyal (2015) discloses the fact of Nepalese context of Facebook in Nepal and to design the questionnaire. Moreover, the study of Thapa (2019) helped me to design or find out how Facebook can use enhancing English language learning.

Conceptual Framework

Conceptual framework is very important for the researchers in the sense that it provides visual representation of the work. The main purpose of this conceptual framework is to see the relationship among various concept and variables of the study. On the basis of all reviewed documents, I have developed the following conceptual framework to process this study ahead.



Chapter Three

Methods and Procedures of the Study

To fulfil the objectives the study, I followed the following methods and procedures.

Design of the Study

Research is a way to find out the solution of the problem. A research design is a systematic, structural schema and strategy of investigation or gathering information to support the study by including the truth evidence. Burns (1994, p.2) as cited in Kumar (2014) defines research as ‘a systematic investigation to find answers to a problem’. Likewise, Kumar (2014, p. 9) states, “Research techniques, procedures and methods that form the body of the research methodology are applied to the collection of information about various aspects of a situation, issue, or problem.”

I have used narrative inquiry research design in order to complete this study. In narrative research designs, researchers describe the lives or experiences of individuals, collect and tell stories about people’s lives and write narratives of individual experiences. (Connelly and Clandinin (1990) as cited in Creswell (2012). Moreover, Merriam (1998) states, “Narrative may be seen as a means of gaining an in-depth understanding of the situation and meaning for those involved with the resulting insights having the potential to directly influence policy, practice and future research.” In this way, Sapkota (2017, p. 170) views, “The study of narrative is the study of the ways human experiences the world”.

Clandinin and Connelly (2000, p. 20) views " Narrative research encompasses a range of methodologies that center on the written or spoken expressions and visual depictions of individuals. These methodologies primarily delve into individuals' life experiences as conveyed through their personal narratives. Clandinin and Connelly describe it as "an approach for comprehending and investigating life experiences through a collaborative process involving researchers and participants, occurring over an extended period, within specific locations or a series of settings, and within the context of social interactions with various environments."

Thus, research is a systematic investigation that follows a stepwise procedure. A systematic and scientific process has been adopted in order to conduct a research study or work.

I have used this research design in order to find out the role of Facebook for the students' further studies. Regarding the narrative inquiry design, Creswell (2012) has adopted the following research process.

1. Identify a research problem
2. Review the literature
3. Develop a purpose statement and research questions
4. Collect qualitative data analyze and interpret qualitative data
5. Write and evaluate a study

Population, Sample and Sampling Strategy

All the students of bachelor level at J.S.M.M. Campus, Lahan, Siraha were the population of this study. The sample of the study was six students of J.S. Murarka Multiple Campus. The sample has been taken by using non - random purposive sampling strategies.

Research Tools

In order to gather required data and information for this study, in-depth interview and close-ended questionnaire were used as the major research tool.

Sources of Data

I have used both primary as well as secondary source of data to collect required information. The primary source of data was collected with the help of questionnaire and in-depth interview. Similarly, the secondary source of data were books, articles, journals, thesis, websites, magazines and materials available in the internet related to this study.

Data Collection Procedures

I have adopted the following stepwise procedures in order to collect required data and detail information to support the present study.

- At first, I visited to the nominated field. Then, I met to the participants and told the purposes of my study.
- Then after, building a good rapport with them, I got their permission to record their voice.
- After getting their permission, I took in-depth interview with them.
- At the same time, I used a cell phone to record their voice.
- Finally, I gave bucket full of thanking to them.

Data Analysis and Interpretation Procedures

The collected data was analyzed and interpreted systematically and descriptively. I have followed descriptive analysis process to interpret the data in a systematic way.

Ethical Considerations

Ethical consideration is one of the most essential and valuable aspects of research which a researcher has to follow while conducting a research work. All of the respondents have their own right to privacy. Thus, to sustain their confidentiality, I took informed consent with the bachelor level students. I clearly informed the purpose of this study to my respondents. Likewise, I kept their pseudo name in order to get detail information. Thus, they had been sure that there was no any harmful thing in their personal career because I kept it secret. The data were used only for the purpose of this study.

Chapter Four

Analysis and interpretation of Data

The analysis and interpretation of data of this research is included in this section.

Analysis of Data and Interpretation of Results

I analyzed and interpreted the data by using a systematic procedure. The data were collected from the in-depth interview and questionnaire and the collected data were analyzed and interpreted descriptively. The findings were derived from the analysis of data and interpretation of the results. Thus, I have carried out sub headings under participants' views, roles and uses of Facebook in their studies.

Students' views on use of Facebook. Six students stated that they used Facebook to collect more resources shared by their friends and teachers, especially from the students of other colleges. Specially, Bhagwati said,

I use Facebook for personal chatting as well as for the study purpose. I use Facebook to communicate with friends and families like my mother, brother, uncle, aunt, and friends. I also use Facebook to share educational resources such as articles, videos, and links related to my studies.

Bhagwati talked about his friends immediately when was asked the question, "Describe the ways in which you use Facebook." He cared about his friends more because he was still in Lahan but his friends started to live in other cities. He felt that he still was in contact with the friends who live in other cities. He specified the friends he kept in contact on Facebook. Dipesh stated that he used to keep in contact with his friends in Australia. Kaman mentioned her Indian heritage and her family members who currently reside there. Dinesh utilized Facebook for communication with his teachers and friends, as well as for organizing Zoom meetings. Meena shared that she reached out to both her friends and teachers simultaneously.

I believe Facebook allows you to maintain a connection to your life even when you're distant from it. You can still view photographs, see what

others are up to, and observe the growth of younger siblings or cousins. During the pandemic and for remote education, it has been particularly helpful for studying. Browsing through Facebook, one can access a wealth of information and stay updated on developments in their field of interest.

Raj offered details of how he used Facebook to gather notes from his friends and teachers. Specifically, when he missed the class, he gets all the taught lessons by his friends and teachers as well. Sometime he used Facebook messenger to ask questions related to the subject matter directly to the teacher.

Another use of Facebook is to notes or slides of the same lessons taught in other colleges by the other professors. Some of his friends lived in other countries or cities; they share their knowledge too through the use of Facebook.

Dipesh said that Facebook could be used for wishing birthday, anniversary, invitation, congratulations, and inquiry new updates and also for getting updated with the new information. He further added that Facebook is the platform where the students can get so many information in every field as needed.

By analyzing the participants' responses, it can be said that Facebook is one of the interesting and effective platforms where the students love to spend more time for personal as well as educational purpose. They can communicate with their families and friends too. It is closely based on investigated knowledge which affects the students' ability and bring changes to greater extent for one's career. Facebook makes the academic professional more active, effective and confident in a related field. In the context of Nepal, students' focus is on only getting the new information, job, resources and so on from their friends, teachers, relatives.

Facebook used as academically. When initially questioned about their academic use of Facebook, most students responded that they didn't employ it for academic purposes. However, as the interview progressed, some students began to recall instances when they had indeed utilized Facebook for their studies. The predominant reason cited for using Facebook in an academic context was collaboration. Several students recounted instances of collaborating with fellow students on Facebook. For example, Bhagwati mentioned his participation in class-

related groups where he would post questions for group discussions. He had been a member of several groups created by fellow students, as well as two groups initiated by professors. Similarly, Dipesh, Raj, Kaman, and Dinesh all mentioned using Facebook groups to assist them with their assignments. Dipesh went into detail about how he harnessed these groups for academic purposes:

One of my fellow classmates didn't possess a mobile phone. She suggested connecting with her on Facebook instead. We used Facebook's instant messaging feature to communicate about homework assignments, share information, schedule meetings, and discuss the chapters we were studying. Additionally, for group assignments and collaborative tasks like PowerPoint presentations, we exchanged our respective portions of the work via Facebook. The instant messaging feature proved effective as everyone would promptly respond.

Employing specific functions offered by Facebook, like instant messaging, Dinesh maintained contact with classmates who lacked a mobile phone. Dinesh even provided an instance of how he stayed connected with a professor:

Regarding my lecturer, it's primarily about staying connected and inquiring about matters like future semester classes. This is how I utilize Facebook with him, in addition to our face-to-face conversations.

Dinesh stated that he would seek informal conversations with one of his professors. The conversations were mostly related on Dinesh's curricular aims. Kaman said, "I have a lot of friends from my classes. I ask them for help."

Raj said,

Once in a blue moon I ask my friend for help or advice on an assignment. Sometimes I put it up on my status and ask what should I do, can somebody help me, and has anyone taken this course before?

Raj described the ways he used Facebook to seek help in his studies. Raj then provided some of the methods he used to seek for help. For example, he used the

status update feature of Facebook to advertise his question to his friends. When Raj was asked if friends responded to his questions, he said,

Yes, I have a lot of friends who are in my program. I am also part of the elementary education program page. They sometimes help me there. Most of the time when we are not in college, we share the questions and their answers to each other.

Raj indicated that people that were friends with him were helping him with assignments. It is not known what kind of help he was receiving.

Dipesh said,

Sometimes, I am in a group project with people, like in education class. We form a group on Facebook and that is how we communicate with each other. We like talk about our assignments and what we have to do. What we each have to do for our project.

Dipesh offered a concise explanation of his utilization of Facebook for his educational pursuits. When faced with a group project, he established a Facebook group, allocated responsibilities among his classmates, and posted regular updates within the group to ensure visibility for everyone involved.

The two males in the study stated that they had not used Facebook academically and he did use Facebook indirectly for academic purposes:

Academically, it is not related to classwork or my research in particular, but I use Facebook to keep up with current news of biology by the links my friend's post. My friends usually post science articles, new experiments, and latest research. That is the quickest way I hear about it. My friends are very nerdy so at least once a day I do this. I rarely used groups. Personally, I think it is a conflict of interest with professors as friends. The way I use it works out for me.

Meena utilized Facebook for academic purposes by actively seeking out articles and news related to current trends, studies, and developments in her field of

study. This approach allowed her to enhance her knowledge in the subject matter, enabling her to contribute to classroom discussions. Additionally, she mentioned that her Facebook friends were also academically oriented, leading her to create a network of individuals who shared her commitment to academics.

Meena's response was unexpected. One might have assumed that, being a first-year bachelor's student, she would have been more open to the idea of using Facebook for educational purposes. However, her previous experiences had shaped her perspective on using Facebook for academic activities.

Raj provided an interesting example of using Facebook for curricular purposes.

He stated an instance of cheating:

I have heard a lot of people use it just to get answers. If people needed answers for homework or they had an online test they get answers from the group. I've heard people complaining about it especially because a class had a Facebook group and there were like 300 people in the Facebook group. The professor found out and wanted to get everyone in trouble, but he couldn't because it would have been the whole class. So, then he decided to get the ones that created the group in trouble. I don't know what else happened but yeah that's what I heard that he was like really mad because of that.

Raj also said,

People were sharing answers for the homework and it was online homework. I guess somebody in the group talked to the professor and showed him the group. There were like two or three people that created the group and he wanted to get them in trouble, on probation or something with the university.

Both of the earlier quotes from Raj provide specific insights into the cheating methods employed. In an economics class, a majority of students were part of a Facebook group that shared answers to online assignments. The lecturer became aware of this group's existence and contemplated initiating academic misconduct

proceedings for the entire class. Eventually, the decision was made to pursue only the individuals responsible for creating the group.

Out of the five students interviewed, they acknowledged using Facebook for academic purposes, primarily for collaboration. However, Raj mentioned that he was aware of individuals who had used Facebook to cheat in a class. Some students expressed their reluctance to utilize Facebook for educational purposes. Conversely, Dinesh and Raj favored Facebook as a valuable tool for their academic activities and had started incorporating it into their coursework.

Facebook as a part of career development. This section shows that how facebook plays a vital role in developing someone`s career. Using facebook, as a part of career development, joins us with the various techniques of using it. To show facebook as a part of career development, some views have been presented on the following questions like; how can facebook develop your career?

In response to the aforementioned, the participants shared the following views.

Dipesh said,

Of course! Facebook develop the career of all the professionals who wants to develop their own career with the help of it. As a student all the students should be the facebook user. I believe because using facebook is a profession where we have to share our views, informations, data, etc. to the others. If student himself/herself is not competent in using facebook then there may be several problems. So facebook should be the academically career development. It helps to broaden our brain. It connects us with the people of all over the world. Facebook is a platform where the students search a lot of reference materials and practice to build up their knowledge, and we the students get more exposure from different materials that help in our career development.

From the above responses, it can be said that connecting and consulting different materials is needed when we use facebook. Moreover, it can also be said that

the more we practice or use, the more we gain knowledge about what we should do to become a good user of facebook.

Dinesh said,

Obviously, facebook helps for one`s career development. It also helps me to engage in learning through reading and writing. If we are supposed to develop our career or if we are groomed in facebook, we have to read, reflect, think and then we have to develop the way of using facebook.

From the above responses, it can be said that gaining knowledge and reflecting on the ideas are important in facebook. This process helps us to grow richer in facebook.

Raj said,

Facebook is more useful for me. I work in a private school so I don`t get time to attend my regular class at my college. We, students have created a group on facebook. Even some of the teachers are connected in that group so whenever we have any problem, we can ask question and have a discussion as well. Most of the educational sites are there in which people share lots of informations related to my profession so facebook plays vital role for my career development.

From the above responses, we can say that facebook plays the great role for career development especially for those who are not regular to their college. They can get lots of materials or documents from facebook from their friends through facebook messenger.

Activities on Facebook for further studies. This section shows how facebook helps the students and what kinds of activities are performed on facebook by the students for their further studies. To show the activities done on facebook by the students for their studies some views have been presented on the following question like; In what ways does facebook help you for your further studies? Or what kinds of activities do you perform on facebook for your further studies?

In response to the aforementioned, the participants shared the following views.

Bhagwati said,

I use zoom application through facebook and connected with online classes. I attend the classes for Teacher Service Commission through online. It helps me to attend class from my home so I don't need to go to Kathmandu to attend my class.

From the above responses, it can be said that students perform some of the useful activities on facebook like; taking online classes, sharing document, and many more. We can say that facebook really plays an important role in students' lives. It connects the students globally.

Dinesh said,

Facebook helps me a lot in my studies. Most of the time I scroll news feed and I find there lost of information related to my study. Some of my friends share the documents that are taught in the classroom. Sometimes, we discuss online with our friends mostly at the time of examination. I collect lots of learning material from different groups on facebook.

Dinesh's response indicated that facebook can be used as the means of sharing documents or learning materials. It is so interesting for the students as well as. Students love using mobile phone in the present time so if they get to learn many more things through social media, they show more interest on it.

Dipesh said,

I love using facebook but I experienced , it is killing more time. I learn less and waste more time on facebook. At the time of reading, I am disturbed with varieties of adds, short videos and many more things. When I start watching a single video, I forget about my study and completely lost in watching different videos. It helps me a lot in my study but I need to control watching videos or any other extra things while using this app.

He further says,

I use facebook for doing my project work, completing my assignment and sometimes, I use it for practising foreign language with native speaker. Sometime I have discussion with my friends on facebook messenger about the topic taught in the classroom.

From the above responses, we can say that facebook has both negative and positive impact on students. Students themselves have to be careful while using facebook. Facebook is not the app which contains only learning materials but it also contains lots of videos, adds and many more things. It has positive impact also as the students can be connected with the classes around the world, they can discuss classroom ideas with other teachers, they can get help in completing their assignment or project work and many more things.

Facebook is the interesting platform where the students love to spend more time. They get opportunity to communicate with native speakers. They can stay in touch with the old students with whom they can collect lots of information.

Challenges faced by students, as academically. In this section, it is shown that what shorts of challenges students face while using Facebook for academic purpose. Students face several challenges when they use Facebook for academic purposes. Some challenges include distraction, time management difficulties, privacy concerns, exposure to misinformation, communication overload, lack of reliable academic content, limited internet access in some areas and many more. These challenges can hinder students` ability to effectively use Facebook as a study tool and may negatively impact their academic performance and well-being. To show the challenges faced by the students while using Facebook academically, some views have been presented on the following questions like; what shorts of challenges do you face while using Facebook academically? Or how does the use of Facebook academically become one of the problematic tools?

In the response, the participants shared the following views.

Bhagwati said,

When I use Facebook for my study purpose, I enjoy using it but when I get any notification on my Facebook or messenger, I switch immediately there to check the notifications. I plan to use it for my study but when I spend 2/3 hours just by watching short videos even, I don't know. It really kills my time.

From the above response, it can be said that Facebook is a platform where the students can get enough resources related to their studies but they face problem like getting engaged in scrolling down the videos and news feeds. So, they spend more period of time on this platform not by studying but by watching videos or chatting with their friends.

Dipesh said,

Sometimes, my teachers and my friends send some document in the group chat but I do not get access to those documents because I live in a village where network does not work properly. Sometimes, I recharge my phone in order to get internet data and I go out of the village to download those documents.

From the above response, we can say that sharing any useful documents on Facebook can be easy for the students but not for every student. Some students like Dipesh may not have access to download any documents or any resources that are shared online. Some students are from the part of the country where there is still problem related to network.

Dinesh said,

I do not go to college every day. I work in a private school so I do not get time to attend my regular class. I study my course myself with the help of social media like Facebook, Chrome, YouTube and others. When I search the answer of some particular question, I get hundreds of the answers. It confuses me a lot. I cannot decide at the same time that which one answer correct and which one incorrect. I observe different answers and then I choose one of them.

However, when I get my copy checked by my teacher, sometimes, he makes my answer wrong. So, it is very difficult for me to believe on the answers shared on Facebook or in any other social medias.

The above statements states that students using Facebook for academic purposes can face the challenge of encountering a lack of reliable academic content. While Facebook can be a valuable platform for sharing and accessing educational materials, it is important to note that not all content shared on the platform is vetted for accuracy or reliability. Students using Facebook for academic purposes often face challenges related to the reliability of academic content. These challenges include encountering misinformation and disinformation, a lack of quality control, difficulties in assessing the credibility of sources, and variation in educational backgrounds among the students.

Chapter Five

Findings, Conclusion and Implications

This chapter includes the components like findings, conclusion and recommendations which have been based on the analysis and interpretation of data.

Findings

Based on the data analysis presented, several specific findings regarding students' Perceptions on the Role of Facebook` are listed below:

Positive Roles of Facebook

- **Online Classes and Resource Sharing:** Participants mentioned using Facebook for attending online classes and sharing academic documents. This indicates that Facebook serves as a platform for virtual learning and resource exchange, particularly valuable in contexts with limited physical access to educational institutions.
- **Information Gathering:** Some students use Facebook to gather information related to their studies, including educational materials shared by friends and discussions about classroom topics. This suggests that Facebook can be a valuable information source for students.
- **Language Learning and Discussion:** Facebook is used for language practice and academic discussions, including conversations with native speakers and classmates. This highlights its potential for language learning and collaborative study.

Balancing Learning and Distraction

- **Distraction and Time Management:** Several participants acknowledged that while Facebook offers learning opportunities, it can also be a source of distraction. Short videos, notifications, and news feeds often divert their attention from studying, highlighting the challenge of managing time effectively.

Challenges Faced by Students

- **Network and Access Issues:** Access to educational resources shared on Facebook can be hindered by network problems, especially in rural areas. Students like Dipesh mentioned the challenge of accessing shared documents due to poor network connectivity.
- **Reliability of Content:** Participants expressed concerns about the reliability of academic content on Facebook. They noted that encountering multiple conflicting answers to academic questions can be confusing and that not all content on the platform is trustworthy.

Diverse Learning Experiences

- **Varied Learning Paths:** Some participants, such as Dinesh, described using Facebook as their primary means of self-study due to work commitments. This diversity in learning paths highlights how Facebook accommodates different learning needs and schedules.

Overall, these findings indicate that Facebook plays a multifaceted role in the academic lives of students in Nepal. While it offers valuable opportunities for learning, collaboration, and resource sharing, it also presents challenges related to distraction, reliability of content, and accessibility. It is clear that students need to strike a balance between utilizing Facebook as a study aid and avoiding the potential pitfalls of excessive use and unreliable information. Moreover, efforts to improve network infrastructure in rural areas could enhance the platform's accessibility for all students.

Conclusion

The findings of the study 'Students' Perceptions on the Role of Facebook in their Studies' revealed a complex and nuanced relationship between Facebook and education, highlighting both its positive contributions and challenges.

On the positive side, Facebook emerges as a versatile tool that students in Nepal utilize for various educational purposes. It serves as a platform for attending online classes, sharing academic resources, and engaging in collaborative learning.

The capacity to access information, communicate with peers and even practice languages with native speakers underscores Facebook's potential as an educational asset.

However, these benefits are counterbalanced by significant challenges. Students must grapple with the distractions inherent in the platform, such as short videos and notifications, which can impede effective time management. Furthermore, concerns regarding the reliability of academic content on Facebook pose an obstacle to students seeking trustworthy information for their studies.

The study also highlights the critical issue of network and access limitations, particularly in rural areas. Access to educational resources shared on Facebook is hindered by inadequate network connectivity, creating a digital divide that affects students' ability to benefit equally from online resources.

Yet, the findings also demonstrate the adaptability of students in navigating these challenges. Some students, like Dinesh, have found Facebook to be their primary means of self-study, underscoring the platform's capacity to accommodate diverse learning needs and schedules.

This research underscores that Facebook is a double-edged sword in the academic lives of students in Nepal. While it offers numerous opportunities for learning, collaboration, and resource sharing, it also presents significant challenges, especially related to distraction, content reliability, and accessibility. The ability of students to harness Facebook's potential for academic enrichment while mitigating its drawbacks depends on their self-regulation and access to robust network infrastructure. Balancing these factors will be critical as Facebook continues to play a dynamic role in shaping the educational landscape in Nepal.

Implications

The implications of this research work have been recommended on the basis of findings and conclusion. The main implications of this study can be pointed under the following three levels.

Policy related. I recommend the implications of the study in the policy level how it can be applicable.

- Educational institutions should develop policies and guidelines for the use of social media platforms like facebook in education. These policies should include guidelines for the appropriate use of social media platforms, privacy and security considerations, and strategies for mitigating the potential negative effects of social media on learning outcomes.
- Policymakers should provide funding for research on the effectiveness of social media platforms like Facebook in education. This research can help to inform the development of policies and guidelines for the use of social media in education.
- Educational institutions should provide training for educators on the use of social media platforms like facebook in education. This training can help educators effectively to incorporate social media into their teaching strategies and ensure responsible usage.
- Policymakers should consider the development of national guidelines for the use of social media platforms like Facebook in education. These guidelines can provide a standardized framework for the integration of social media into the formal education system, while ensuring responsible usage and protecting students` privacy and security.
- Educational institutions should consider partnering with facebook and other social media platforms to develop educational resources and tools. These resources can help to enhance the learning experience for students and provide a platform for collaboration and communication among students and educators.

Practice related.

- The findings from this study offer insights for higher education instruction and practice. One recommendation is to not limit Facebook usage to merely watching videos and scrolling through news feeds.
- A significant portion of the students surveyed expressed a preference for using Facebook for educational purposes. If the majority of students at a university

share this preference, instructors should consider integrating Facebook into their classes.

- Instructors can effectively utilize Facebook to illustrate certain course topics.
- Employing Facebook in a co-curricular context would generally be deemed appropriate by most students.
- University administrators can leverage Facebook to promote programs and departments available to students. Engaging in group discussions related to the curriculum could be beneficial. Students also find it acceptable to receive instant messages from their instructors on Facebook.

Further research related.

- In the future, researchers could explore the connection between students' academic priorities, their personalities, and their perspectives regarding the use of Facebook to improve their academic and co-curricular learning outcomes.
- Additional research studies might delve into the characteristics of students who employ Facebook for both their academic coursework and extracurricular activities.
- It would be valuable to conduct multiple studies within each college at a university to determine whether students' utilization of Facebook varies based on their academic disciplines.
- It would also be intriguing to carry out a similar investigation using qualitative research methods.
- This study revealed that certain students utilize Facebook for group discussions, collaborative work, and gathering educational materials. Consequently, another study could delve into the methods and frequency with which students employ Facebook for these activities.
- Further research is essential to examine the efficacy of Facebook usage in specific academic fields. Such research can shed light on the potential advantages and disadvantages of utilizing social media within distinct academic disciplines.

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Appendices

Consent Form

Dear informant,

I would like to invite you to take part as a one of the respondents in my research entitled '**Students' Perspectives on the Role of Facebook in their Studies**' under the supervision of **Dr. Renu Kumari Sing**, Lecturer, Department of English Education, T.U. Kirtipur, Kathmandu. The purposes of my research are to analyse students' beliefs on the role of Social-Media like Facebook for their studies. The expected duration of your participation will be two hours. The research tool mainly will be the interview and your reflection writing as secondary ones. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me of your decision and hopefully your consent by responding.

See you soon,

Researcher

Amlesh Kumar Thakur
M.Ed. 4th Semester
University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- The information you provide for the purpose of this research is confidential for interview.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Name.....

Date.....

Signature.....

Questionnaire

Dear participants

The interview questionnaires have been prepared to collect required information for the research work entitled **Students` Perspective of the Role of Facebook in their Studies:** under the supervision of **Dr. Renu Kumari Sing,** Lecturer, Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. Your co-operation in responding the questionnaires and your response will have a great value in accomplishing my research. I appreciate your perception and assure you that response completely anonymous. Please feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and remain confidential.

Questions

- i. To what degree do students employ Facebook for their academic pursuits?
- ii. In what manners do students utilize Facebook to support their academic endeavors?
- iii. What are students' perspectives regarding the potential ways in which colleges and universities can utilize Facebook to enhance their academic experiences?
- iv. In what specific ways do you incorporate Facebook into your academic activities?
- v. How have your instructors and other professionals leveraged Facebook to enhance your learning experiences?
- vi. Do you find it valuable? If not, what are the reasons for your opinion?
- vii. If given the opportunity to advise your professor, what recommendations would you offer on how they could use Facebook to facilitate your studies?
- viii. If provided with the chance, what suggestions would you give to an administrator on how they could use Facebook to help you better understand a department and its activities?
- ix. What advantages or benefits do you derive from using Facebook?

- x. How does Facebook contribute to your academic progress? If it does, please explain how.
- xi. What motivates you to utilize Facebook for your academic pursuits?
- xii. What sorts of factors influence you to use Facebook for your studies?
- xiii. Are higher education institutions actively promoting Facebook usage among students?
- xiv. Does the utilization of Facebook have an impact on students' overall grade point averages?
- xv. Which resources can be affected by the activities on Facebook?
- xvi. What sorts of challenges do you face while using Facebook for your study purpose?
- xvii. How does the use of Facebook academically become one of the problematic tools?